

Bexley Elementary Schools

2024-2025 Family/Student Handbook



TABLE OF CONTENTS

| | |
|--|-----------|
| Introduction | 4 |
| BEXLEY CITY SCHOOL DISTRICT | 6 |
| Superintendent’s Welcome | 6 |
| Board of Education | 6 |
| District Administrators | 6 |
| Bexley Education Foundation | 7 |
| Bexley High School Alumni Association | 7 |
| Bexley Booster & Parent/Guardian Groups | 7 |
| Bexley Alma Mater | 7 |
| Elementary Principals’ Message | 9 |
| Communication | 10 |
| District Website | 10 |
| District & Building Communications | 10 |
| Communication from Staff | 10 |
| ONLINE INCIDENT-REPORTING TOOLS | 12 |
| Notification System | 13 |
| PowerSchool (Student Information System) | 13 |
| Weekly School Newsletters | 13 |
| Family/Teacher Conferences | 14 |
| Bell Schedule | 14 |
| FAMILY EDUCATIONAL RIGHTS AND PRIVACY | 15 |
| ATTENDANCE | 16 |
| Attendance Expectations and Requirements | 16 |
| Definition of Truancy & Excessive Absences | 17 |
| ACADEMIC PROGRAM | 18 |
| Core Content | 18 |
| Social & Emotional Learning | 18 |
| English/Language Arts | 19 |
| Mathematics | 19 |
| Science | 19 |
| Social Studies | 20 |
| Physical Education | 20 |
| Health | 20 |
| Art & General Music | 20 |
| Instrumental Music | 21 |
| Integrated Content | 21 |
| Library | 21 |

| | |
|---|-----------|
| TECHNOLOGY | 21 |
| ACADEMIC SUPPORTS | 24 |
| School Climate | 24 |
| Social/Emotional Development | 24 |
| Gender Identity & Expression | 24 |
| Remediation, Intervention & Enrichment Assistance | 24 |
| Early Literacy & Third Grade Reading Guarantee (TGRG) | 25 |
| School Counseling | 25 |
| Speech & Language | 26 |
| Gifted Services | 26 |
| School Psychologists | 27 |
| Summer Academy | 28 |
| Textbooks & Other Materials | 28 |
| STUDENT SERVICES | 29 |
| English Language Learners (ELL) | 29 |
| Section 504 Plans | 29 |
| Special Education | 29 |
| ACADEMIC ASSESSMENTS & TESTING | 31 |
| Achievements & Ability | 31 |
| Individual Testing | 31 |
| Kindergarten Readiness Assessment - Revised (KRA-R) | 31 |
| Student Progress Reports | 32 |
| Promotion & Retention | 32 |
| SAFETY & SECURITY PROCEDURES | 34 |
| Safety Plan | 34 |
| Parent/Guardian Notification System | 35 |
| Stay Safe, Speak Up! | 35 |
| Visitors | 35 |
| Walking To & From School | 35 |
| Bicycles | 36 |
| Severe Weather | 36 |
| School Closings | 36 |
| Leaving School Grounds | 36 |
| Animals | 37 |
| STUDENT CONDUCT | 38 |
| Bexley City Schools Student Code of Conduct | 38 |
| Restorative Practices | 38 |
| Out-of-School Suspension | 38 |
| Co-Curricular & Extra-Curricular Information | 40 |
| Birthday Parties | 40 |
| Theater Arts | 40 |

| | |
|---|-----------|
| Field Trips | 40 |
| Class Parties | 40 |
| Artists/Authors in Schools | 40 |
| Assemblies | 41 |
| Safety Patrol | 41 |
| Student Council | 41 |
| Clubs | 41 |
| Student Health Services | 42 |
| Emergency Medical Authorization (EMA) | 42 |
| Health Clinics | 42 |
| Hearing & Vision Screenings | 42 |
| Immunizations | 43 |
| Administering Medication | 43 |
| Communicable Diseases | 44 |
| Special Health Issues | 45 |
| FOOD SERVICES | 46 |
| Student Accounts Payment & Access | 46 |
| Free or Reduced Meals | 46 |
| Leaving Building for Lunch | 47 |
| SCHOOL & COMMUNITY RESOURCES | 48 |
| Bexley Athletic Boosters | 48 |
| Bexley Minority Parent Alliance | 48 |
| Bexley Music Parents | 48 |
| Bexley Pride | 48 |
| Bexley Theatre Arts | 49 |
| D.A.R.N. (Developmental Assets Resource Network) | 49 |
| Other Community Resources | 49 |
| Bexley City Hall | 49 |
| Bexley Police Department | 49 |
| Bexley Public Library | 49 |
| Bexley Recreation & Parks | 49 |
| Bexley Urgent Care | 49 |
| Capital University | 49 |
| Drexel Theatre | 50 |
| Jeffrey Park & Mansion | 50 |
| Jewish Community Center (JCC) of Greater Columbus | 50 |

Introduction

This Family/Student handbook provides information and resources to help families navigate their child's elementary schooling experiences across our district. While we have aligned programs of study across our schools, there are some elements of elementary school that are unique to each building.

This handbook also supports the district's mission and vision. Please take time to become familiar with the important information contained in this handbook and keep the handbook available for reference. If you have questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal.

This handbook replaces all prior handbooks and other written material on the same subjects. If any of the policies or administrative guidelines referenced herein are revised, the language in the most current policy or administrative guideline prevails. Current [Board policies and administrative guidelines](#) are available on the district's website.

2024-2025 SCHOOL CALENDAR



2024-2025 DISTRICT CALENDAR

Board approved July 10, 2024; *See changes

| AUGUST 2024 | | | | |
|-------------|----|----|-----|-----|
| M | T | W | TH | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15* | 16* |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

| FEBRUARY 2025 | | | | |
|---------------|----|----|----|----|
| M | T | W | TH | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

AUGUST 2024

August 7 (Wed): New Staff Orientation
 August 12 (Mon): Convocation | Teacher/Staff Professional Development
 August 13 (Tues): Teacher/Staff Professional Development
 August 14 (Wed): Teacher/Staff Workday
 *August 15 (Thurs): First Day of Classes for Students in Grades 1-5, 6, 9, and Partial Roster of Kindergarten | Beginning of First Grading Period
 *August 16 (Fri): All Students in Grades 1-12 Attend; Partial Roster of Kindergarten Attends

| SEPTEMBER 2024 | | | | |
|----------------|----|----|----|----|
| M | T | W | TH | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

| MARCH 2025 | | | | |
|------------|----|----|----|----|
| M | T | W | TH | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

SEPTEMBER 2024

September 2 (Mon): Labor Day | No Classes | District Closed
 September 20 (Fri): No Classes for Students | Teacher/Staff Professional Development Day

| OCTOBER 2024 | | | | |
|--------------|----|----|----|----|
| M | T | W | TH | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| APRIL 2025 | | | | |
|------------|----|----|----|----|
| M | T | W | TH | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

OCTOBER 2024

October 3 (Thurs): No School Students & Teachers
 October 17 (Thurs): End of First Grading Period
 October 18 (Fri): No Classes for Students | Teacher Workday
 October 21 (Mon): Beginning of Second Grading Period
 October 25 (Fri): No Classes for Students | Family/Teacher Conferences

| NOVEMBER 2024 | | | | |
|---------------|----|----|----|----|
| M | T | W | TH | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| MAY 2025 | | | | |
|----------|----|----|----|----|
| M | T | W | TH | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

NOVEMBER 2024

November 4 (Mon): No School Students & Teachers
 November 5 (Tues): No Classes for Students | Teachers/Staff PD Day
 November 27 (Wed): No Classes for Students | Teacher Conference Comp
 November 28-29 (Thurs-Fri): Thanksgiving Break | No Classes | District Closed

| DECEMBER 2024 | | | | |
|---------------|----|----|----|----|
| M | T | W | TH | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

| JUNE 2025 | | | | |
|-----------|----|----|----|----|
| M | T | W | TH | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

DECEMBER 2024

December 20 (Fri): End of Second Grading Period
 December 23 (Mon): First Day of Winter Break (Winter Break Dec. 23 - Jan. 3)

| JANUARY 2025 | | | | |
|--------------|----|----|----|----|
| M | T | W | TH | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

| JULY 2025 | | | | |
|-----------|----|----|----|----|
| M | T | W | TH | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

JANUARY 2025

January 6 (Mon): No Classes for Students | Teacher Workday
 January 7 (Tues): First Day of Classes Post-Winter Break | Students Return | Beginning of Third Grading Period
 January 20 (Mon): Martin Luther King Jr. Day | No Classes | District Closed

FEBRUARY 2025

February 14 (Fri): No Classes for Students | Teacher Conference Comp Day
 February 17 (Mon): Presidents Day | No Classes | District Closed
 February 18 (Tues): No Classes for Students | Teacher/Staff PD Day

MARCH 2025

March 14 (Fri): End of Third Grading Period
 March 17-21 (Mon-Fri): Spring Break | No Classes for Students or Teachers
 March 24 (Mon): No Classes for Students | Teacher Workday
 March 25 (Tues): Beginning of Fourth Grading Period

APRIL 2025

April 18 (Fri): No Classes | District Closed

MAY 2025

May 25 (Sun): Class of 2025 Graduation
 May 26 (Mon): Memorial Day | No Classes | District Closed
 May 30 (Fri): Last Day of Classes for Students/Teachers | End of Fourth Grading Period

JUNE 2025

June 19 (Thurs): Juneteenth | District Closed

BEXLEY CITY SCHOOL DISTRICT

Superintendent's Welcome

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

Board of Education

The [Bexley City Schools Board of Education](#) serves as a public legislative and oversight body for the Bexley City School District. The Board of Education carries out the district's mission and works to ensure accountability through formulating district policy, providing fiscal oversight, and engaging the community in its decision-making process. Board of Education members are elected to four-year terms by Bexley voters.

Bexley Board of Education Members

[Victoria Powers](#), President
[Joanne Pickrell](#), Vice President
[Dr. Jonathan Baker](#), Member
[Mike Carter](#), Member
[Patrick King](#), Member

District Administrators

[Dr. Jason Fine](#), Superintendent
[Kyle Smith](#), Treasurer/CFO
[Casey Cosgray](#), Chief Academic Officer

[Julianna Carvi](#), Director of Food Services
[John Eikenberry](#), Business Manager
[Barb Gentile Green](#), Director of Student Services & Accessibility
[Eli Goldberger](#), Director of Athletics
[Dr. Katie Nowak](#), Director of Curriculum & Gifted
[Melissa Klosterman-Lando](#), Director of Employee Relations & Human Resources
[Dr. Stephen Lewis, Sr.](#), Leader of Diversity, Equity and Inclusion
[Laura Moore](#), Leader of Community Engagement & Experiential Learning
[Brad Pettit](#), Director of Technology
[Lizzie Kiser](#), Coordinator of Special Education
[Carol Taylor](#), Public Information Officer
[Dr. Harley Williams](#), Director of Facilities and Operations

Bexley Education Foundation

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

Bexley High School Alumni Association

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

Bexley Booster & Parent/Guardian Groups

Parent/guardian partnerships and their involvement in Bexley City Schools are a vital part of the schools' success. Parent/guardian groups support the mission and vision of Bexley City Schools and provide a platform for feedback and input regarding our schools. Parent/guardian groups represent a variety of interests and activities, such as athletics, music, special education, and health and wellness. For more information, visit bexleyschools.org/ParentOrganizations.aspx.

Bexley Alma Mater

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

Mission

Learn with Curiosity. Demonstrate Kindness. Embrace Equity.

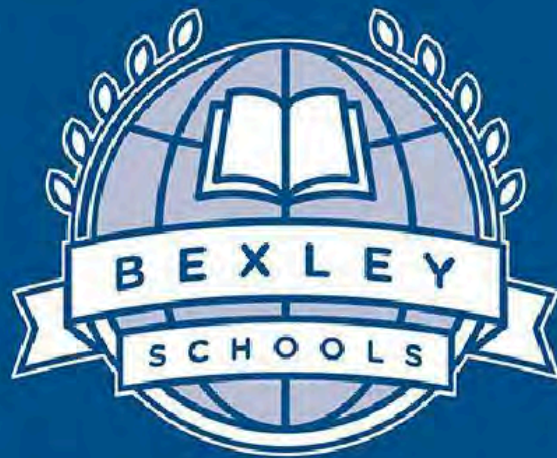
Vision

We champion curiosity, kindness, and equity, so that our schools are places where:

- Creativity, innovation, and critical thinking flourish.
- Teaching and learning are culturally responsive and relevant to a changing world.
- Students have the academic, social, and emotional supports to define and experience success and to recognize that failure is a natural part of learning.
- We nurture belonging, joy, and an ethic of care.
- Everyone feels safe and supported.
- Diversity of perspectives, lived experiences, and identities are reflected in programs, policies, and practices that foster inclusion and equity.

Values

- Equity.
- Inclusion.
- Respect.
- Empathy.
- Well-being.
- Integrity.
- Responsibility.



Elementary Principals' Message

This publication provides Bexley parents/guardians and students with a common basis for understanding the organization and operation of our elementary schools. While our instructional programs, policies, and processes are aligned, we recognize there will be unique elements within your child's elementary experience as a Cub, Mallard or Moose, based upon their building of enrollment. Parents/guardians are encouraged to read and discuss topics in this handbook with your children and keep it available for future reference. This information also is available on the district website, along with other school and district information at bexleyschools.org.

Nyesha Clayton

Nyesha.Clayton@Bexley.us

Montrose Elementary School Principal

2555 E. Main Street | (614) 237-4226 | Fax (614) 338-2088

Student-absence reporting line: (614) 338-2098

Rachel Niswander

Rachel.Niswander@Bexley.us

Maryland Elementary School Principal

2754 Maryland Avenue | (614) 237-3280 | Fax (614) 338-2080

Student-absence reporting line: (614) 338-2096, extension 420

David Schottner

David.Schottner@Bexley.us

Cassingham Elementary School Principal

250 S. Cassingham Road | (614) 237-4266 | Fax (614) 338-2092

Student-absence reporting line: (614) 237-4309; press 6, 6

Communication

Parents/guardians are encouraged to contact their child's teacher(s) or school counselor to discuss any concerns that may be impacting their child's learning or social/emotional well-being. We use a variety of methods to communicate and collaborate with students and families, some of which follow.

District Website

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

The school district's website, at BexleySchools.org, contains all information regarding news, curricula, forms, special activities, homework, calendars, schedules and more. Staff and students may check and send email from home via the site.

In addition, each elementary school has its own website:

- Cassingham Elementary: bexleyschools.org/cassinghamelementaryschool_home.aspx
- Maryland Elementary: bexleyschools.org/marylandelementaryschool_home.aspx
- Montrose Elementary: bexleyschools.org/montroseelementaryschool_home.aspx.

District & Building Communications

Bexley Schools use an electronic messaging system called School Messenger to update and inform families, staff, and students quickly and efficiently with email, telephone, and/or text messages about school closings and/or emergencies.

The system also is used to send weekly district and principal newsletters, announcements, and updates about school events via email. Families are encouraged to keep their contact information up-to-date in [PowerSchool](#) to ensure they receive these important communications. Please contact your child's school office if you need support making this update.

Communication from Staff

Parents/guardians are encouraged to be in touch regularly with their child's teachers and staff to seek information, find clarity, and ask questions. Additionally, there are events scheduled throughout the year to facilitate open communication about your child's progress, including, but not limited to:

[Meet the Teacher/Supply Drop-Off](#)

This in-person, afternoon event allows students and families the opportunity to meet their new teacher, take school supplies into their new classroom, and get a sense of the classroom's location within their school building. Families are encouraged to drop off supplies, explore a bit, and should not feel obligated to stay for the full hour.

Curriculum Night

This event shares curricular plans for the year with families and provides time to sign up for a fall family/student conference. This adults-only event is designed to allow parents/guardians to ask questions about your child's curriculum and classroom processes.

When students arrive in the midst of a school year, Curriculum Night information will be shared to ease their transition into their school.

Weekly Email/Class Newsletter

Each classroom/grade-level teacher sends weekly email messages or newsletters outlining upcoming events and current academic topics.

ONLINE INCIDENT-REPORTING TOOLS

Bexley City Schools utilizes three online incident-reporting tools for students and families to report safety and security concerns. Each tool can be accessed on the school [district's website](#), located in the top banner of all web pages.

[Stay Safe. Speak Up!](#)

The "[Stay Safe. Speak Up! Student Safety Reporting System](#)," powered by PublicSchoolWORKS, can be used to report issues of concern, including:

- Abuse (Physical or Mental)
- Alcohol, Drugs, or Tobacco
- Bullying, Harassment, or Intimidation
- Discrimination
- Hacking or Cybercrime
- Health Concern
- Sexual (Violence or Abuse)
- Sexual Harassment
- Suicidal Behavior, Self-Harm
- Suspicious Behavior
- Theft
- Threat (Bomb, Physical, Other)
- Tobacco, Vaping Possession
- Vandalism
- Violence, Fighting
- Weapons, Dangerous Items

[Harassment & Bullying Reporting](#)

The second application is for "[Harassment & Bullying Reporting](#)." Anyone who is aware of harassment, hazing, or bullying within Bexley School sports, clubs, classrooms, or other organizations is highly encouraged to report the information. Please see harassment and bullying definitions and related Board policies [online](#).

[Equity Incident Reporting Tool](#)

The school district also has an [Equity Incident Reporting tool](#), which is located in the top banner of the district's web pages. This tool provides an easy and efficient way to report incidents related to discrimination based upon the following protected classes: Disability, Sexual Orientation, Religion, National Origin, Race/Color, Gender Identity, Sex or Age. All reports generated from the Equity Incident Reporting tool are sent to [Dr. Stephen Lewis](#), Leader of Diversity, Equity, and Inclusion.

All reported concerns are investigated, and we are committed to the highest level of confidentiality regarding these reports. What is discovered upon investigation and any

consequences that are imposed are confidential in order to protect the privacy of all persons involved.

Notification System

The Parent/Guardian Notification System is an automated system that allows the school district to mass call or email those enrolled in the system. The district uses the School Messenger system for both calamity calls and informational calls. Every student in the district is automatically enrolled in this system. If you have a student in the district, you can add three additional phone numbers to the system so you receive messages on more than just the primary student phone number.

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

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

PowerSchool (Student Information System)

PowerSchool is a web-based, student information system used by the district for reporting, analyzing, and storing student data. PowerSchool allows teachers to post grades and attendance that can be viewed by students and parents/guardians. Students and families can access PowerSchool by going to bexley.powerschool.com/public/home.

Report cards are not printed, but parents/guardians may request a printed version through the office at any time.

Google Workspace for Education (Email and Productivity)

Google Workspace is a collection of productivity and collaboration tools for the educational environment. It consists of Gmail, Contacts, Calendar, Drive, and the Google Docs suite for content creation.

Weekly School Newsletters

Each school provides parents/guardians with a weekly newsletter containing information about upcoming events, schedule updates, PTO information, and other relevant news.

To receive these weekly updates, please ensure that your email contact information is correct in [PowerSchool](#).

Family/Teacher Conferences

Staff from each school are available for conferences with families outside of the school day twice each school year (Fall/ Spring). The school provides information to families about the scheduling process a few weeks in advance of the conference times.

These conferences are the best times to ask questions about schoolwork and relationships and share information to help foster better relationships. Teachers are also available for consultation via appointments and emails throughout the year.

Bell Schedule

The Bexley elementary schools' bell schedule varies slightly from building to building, based upon what is going on at school, such as an assembly, testing, extended homeroom, or other activity. The following bell schedule is the typical schedule followed each school day.

A typical elementary school day is designed to provide dedicated, consistent time for differentiated English language and mathematics instruction, integrated instruction across content areas, personalized learning/intervention periods, daily allied arts experiences, and targeted social and emotional instruction.

| Student Day | |
|----------------|---------------------------------------|
| Arrival | 8:10 a.m. |
| Tardy Bell | 8:15 a.m. |
| Lunch & recess | 60 minutes total for lunch and recess |
| Dismissal | 3:00 p.m. |

FAMILY EDUCATIONAL RIGHTS AND PRIVACY

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

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

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

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

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

- Inspect and review the student's educational records
- Request the amendment of a student's education records that are believed to be inaccurate, misleading, or in violation of the student's rights, including the right to a hearing to present evidence that a record should be changed if the parent/guardian's or eligible student's request is denied
- Require written consent before personally identifiable information is disclosed to anyone other than authorized officials, except as provided in state or federal law or used for any purpose other than making educational decisions
- File a complaint with the Ohio Department of Education if the district fails to comply with FERPA requirements
- Receive, upon request, a copy of the district's [Student Education Records Disclosure Policy \(Policy JO\)](#)
- The parent/guardian or eligible student should submit a written request to the student's principal, identifying as precisely as possible the record(s) to be inspected.

ATTENDANCE

Attendance Reporting

Any time a student is absent from school, the parent/guardian **must notify** the school of the absence.

While it is courteous to notify the teacher as well, first and foremost, it is necessary to notify the student's school office. Parents/guardians can call school offices and follow the voice prompts or communicate with our school secretaries via email.

Attendance Contact Information

| School | School Phone Numbers | Attendance Email |
|------------|---|--|
| Cassingham | (614) 237-4309, Select option 6, then 6 | csattendance@bexley.us |
| Maryland | (614) 338-2096, Extension 420 | mdattendance@bexley.us |
| Montrose | (614) 338-2097, Extension 420 | mtattendance@bexley.us |

Attendance Expectations and Requirements

It is important for every student in Ohio to attend school every day. Missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. By using data to identify and support students who may need extra support and services, districts can implement targeted supports to help students get to school every day. In December 2016, the Ohio General Assembly passed legislation to encourage and support a preventative approach to excessive absences and truancy.

Like all schools in Ohio, your child's school cannot (and will not) 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 and be 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/guardian education and parenting/guardian programs
 - Mediation
 - Intervention programs available through juvenile authorities
 - Referral for truancy, if applicable.

Definition of Truancy & Excessive Absences

The definition of “habitual truant” is:

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

The definition of “excessive absences” is:

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

(See [Policy JEDA](#).)

ACADEMIC PROGRAM

State and national standards and guidelines provide the foundation for Bexley Schools' curricula. District curriculum guides for grades K-5 have been developed by faculty committees and approved by the Bexley Board of Education. Curriculum guides show grade-level essentials to be taught and assessed, including the essential vocabulary and student learning targets to guide formative and summative assessments.

Academic content is standardized across the district's three elementary schools. District curriculum guides are translated into units of study and influence how academic content is implemented. Our district's strategic plan and learner profile provide the philosophical underpinnings for daily school operations and ongoing professional development of teachers.

All students receive instruction in eight subjects:

- English/Language Arts
- Mathematics
- Science
- Social Studies
- Art
- Music
- Physical Education
- Health Education

In addition, library skills, including technology/media use, are integrated throughout the curriculum.

Core Content

District curriculum guides articulate grade-level learning expectations across the district's three elementary schools and include alignment to state and national standards and guidelines, as well as essential vocabulary and student learning targets related to the academic content. District curriculum guides are revised in accordance with a five-year-review cycle.

Bexley's curricular guides are based upon the learning standards adopted by the State of Ohio. More information can be found on the Ohio Department of Education website at [Ohio's Learning Standards](#).

Social & Emotional Learning

Our schools realize that children learn best when they are in healthy social and emotional condition. Our district focuses on promoting an environment that intentionally enhances

relationships among students, staff, parents/guardians, and community members. Health and physical education classes, as well as school counseling programs, intentionally address bullying prevention, anger management, drug/alcohol prevention, and violence prevention. Each school engages in Positive Behavior Interventions and Supports (PBIS) to enhance a child's abilities to understand and manage emotion, build positive, long-lasting relationships, show empathy for others, and problem solve constructively and ethically.

Social/emotional literacies are critical skills and mindsets that enable success in school and in life. In order to accomplish this goal, the school district partners with Panorama Education to assess students' perceptions of social-emotional learning (SEL). This online questionnaire encourages students in grades 4 and above to reflect on their own mindsets and approaches to learning each year during both the Fall and Spring. Results from the survey inform each school's continuous improvement and instructional goals and programming.

English/Language Arts

The study of the English/language arts incorporates six standards anchored in college and career readiness expectations for students, beginning in kindergarten. Standards include those for developing foundational skills in the science of reading (K-5), language (K-5), reading fiction and informational texts (K-5), writing (K-5), and speaking and listening skills (K-5).

Mathematics

The study of mathematics in K-5 is framed by Ohio's Learning Standards for Mathematics. Our program requires problem-solving, reasoning and proof, communications, and representations and connections. These practices require students to use adaptive reasoning, demonstrate strategic competence and conceptual understanding, as well as procedural fluency. Inherent in the standards is the requirement that students develop a perspective about mathematics that considers it to be something useful and worthwhile. The standards seek to develop a student's sense of self-efficacy, so that students consider themselves to be mathematical problem-solvers.

Science

The study of science is a comprehensive and dynamic process in which students continually refine their understanding of natural phenomena in the world and universe. Science is made active by the human capacity to think. The district's program develops scientifically literate students who can make informed, responsible decisions that positively affect their lives and that assists them in understanding the local and global impact of their and others' decisions (*NRC, 2013; ODE, 2018*).

The program requires students to construct ideas through their own inquiries, investigations, and analyses. Teacher instruction models and provides opportunities for students to participate in scientific inquiry. Students are engaged in constructing knowledge through observing, asking questions, and defining problems; planning and carrying out investigations; analyzing and interpreting data; constructing explanations and designing solutions; engaging in arguments

from evidence; and obtaining, evaluating, and communicating current research using technology and other resources. A variety of developmentally appropriate learning activities and resources are used so that students experience challenge and success.

Social Studies

Ohio's learning standards require students to develop historical and spatial thinking, civic participation, economic decision-making, and financial literacy and skills. The standards aim to help students develop the ability to make informed and reasoned decisions for themselves and the common good and to prepare them for their role as citizens and decision-makers in a diverse, democratic society. The standards enable students to learn about significant people, places, events, and issues in the past in order to understand the present, as well as foster students' ability to act responsibly and become successful problem-solvers in an interdependent world of limited resources.

Physical Education

The physical education program teaches about physical activity and its benefits to physical, cognitive, and social-emotional health. It further motivates students to improve and maintain their physical health and assists them in acquiring knowledge, skills, and confidence to be physically healthy for a lifetime. A physical education experience supports students in developing physical literacy. The physically literate person has learned skills necessary to participate in a variety of physical activities; knows the implications and benefits of involvement in various types of physical activities; participates regularly in physical activity; is physically fit; and values physical activity and its contributions to a healthful lifestyle (*ODE, 2015; SHAPE, 2014*).

Health

The health education program teaches about physical, mental, emotional, and social health. The curriculum motivates students to improve and maintain their health, prevent disease, and reduce risk behaviors. Learning experiences help students develop skills they will use to make healthy choices throughout their lifetime. They also support students in developing health literacy, which aids them in obtaining, interpreting, and understanding basic health information and services and in developing the competence to use such information and services in ways to enhance their health. The health-literate person is a critical thinker and problem-solver; a responsible, productive citizen; a self-directed learner; and an effective communicator (*SHAPE, 2015*).

Art & General Music

The Bexley Fine Arts program equips students with the knowledge and skills to meaningfully engage in the arts with a thorough understanding and appreciation of the discipline. The program supports students in the development of skills to prepare them to create and perform artistic work and communicate their ideas. Students develop a responsiveness to the artistic

communication of others and explore the arts through analysis and interpretation. Finally, students develop curiosity, explore multiple perspectives, and appreciate diverse art forms and genres through their involvement in the local, state, national, and global arts communities.

Each elementary student in K-5 receives visual arts and general music instruction. Additionally, each student in grades 4 and 5 may elect to receive strings instruction during the instructional day; each student in grade 5 may elect to receive band instruction during the instructional day.

Each school hosts an art show during the spring semester. Pieces are selected for permanent display in each building. Student art is also exhibited in an all-district art show, which takes place every other Fall semester.

Instrumental Music

Instrumental music (i.e., band and orchestra) is offered as an elective to students in 4th and 5th grades. Instruction with stringed instruments begins in 4th grade, while brass and woodwind instruction begins in 5th grade. Instrumental instruction is given to groups of students, rather than to individuals. Parents/guardians may rent or purchase instruments.

Integrated Content

Additional content, integrated into the core academic content, includes library information and use, as well as computer technology, including keyboarding.

Library

Librarians collaborate with classroom teachers to enhance and extend classroom learning by instructing students how to access and select research resources. They also aid students in developing interests and personal criteria for selection of literature and informational texts. Use of technology in accessing information is a core service.

Library collections are selected by licensed teachers and certified school library media specialists. Collections are designed to support readers at all levels and abilities, engage student interests, recognize diverse cultural backgrounds, and support curriculum-based research needs. Collections include e-books, audio books, magazines, newspapers, and videos. Each school maintains an electronic catalog and age-appropriate data base linked from its library website.

TECHNOLOGY

Responsible Technology Use

We want each Bexley City Schools student to have a healthy and supported relationship with Digital Wellness. Digital Wellness means finding balance with internet- and device-based behavior. That means being safe online, having healthy etiquette with peers and others, and protecting themselves from cyber security problems. The responsible use of technology described below is what is necessary to find balance with Digital Wellness.

Digital Reputation, Social Pressure, and Conflict Resolution

- I will use respectful and appropriate language without using profanity, name-calling or causing others to feel uncomfortable due to their gender, race, appearance, behavior or beliefs when interacting online with others.
- I understand that things I post may be seen by others at school and at home, and that things that are posted on the internet can be seen by anyone and have the potential to be online forever.
- I will use social media responsibly by being honest, kind, and appropriate.

Thoughtful Inclusion and Empathy for Others

- I will respect others online and not transmit threatening, obscene, harassing, or disruptive content.
- I will give constructive criticism and provide comments in ways that help others feel supported.

Ethical Design and Usage of Technology

- My use of generative Artificial Intelligence (AI) at school must remain inside the boundaries of academic integrity. My teachers can individually set expectations on the use of AI if they wish to utilize or have me utilize it for educational purposes. I will avoid providing any personally identifiable information inside of generative AI tools.
- My use of technology should be used ethically with respect to others personal information. This includes attempts at evading security measures.

Managing Your Devices to Protect Data and Information

- I have the ability to change my school password. I will choose strong passwords that are not easily guessable or too short. I am responsible for keeping my password safe.
- I understand that my activity and behaviors online may never be fully private; it is important to maintain a public facing presence that does not make me or my identity vulnerable.

Laws and Acceptable Use

- I will only use the apps or services that I know are approved for school use. If I am not sure, I will ask a teacher or staff member to confirm.
- My technology access is given and intended for educational purposes and not for consuming inappropriate material.
- I will respect copyright law and fair use policies by not using other's work without their expressed permission.

Beyond the responsible use of technology listed, all students must follow the Bexley Board of Education Policy called the Acceptable Use Policy. The policy is online at bex.fyi/aup.

- Students are not permitted to use personal electronic devices (phones, smartwatches, headphones, etc.) in classrooms unless there is a documented accommodation for the student. Students are encouraged to leave their devices in their locker, or if they choose to keep a device in their backpack, it must be turned off for the duration of class. (See [Board Policy EDE](#))
- Students must avoid wearing headphones over both ears while they are inside the school. This is a safety concern.
- School devices in a student's possession should remain clean and working, charged each night, stay in their possession, and should be used only by the person to whom it is assigned.

ACADEMIC SUPPORTS

School Climate

Our schools implement a multi-tiered approach to social, emotional and behavior support that helps identify and mitigate non-academic barriers that may impact student success. The district maintains a focus on overall wellness, making sure that students thrive emotionally, psychologically and physically, in addition to their academics. It is Bexley City Schools' goal that every student, regardless of individual differences, feels welcome, safe, and included while at school.

Social/Emotional Development

Bexley City Schools promote an environment that intentionally enhances relationships among students, staff, parents/guardians, and community members.

The schools focus on mental health and wellness supports, drug/alcohol prevention, and bullying prevention, with the intention that students are able to understand and manage emotion and learn constructive and ethical problem-solving.

Gender Identity & Expression

Bexley City Schools believe that every student is an important part of our learning community and should be made to feel welcome and supported at school, regardless of their gender identity or expression. We are committed to ensuring that every student has equal educational opportunities and equal access to the district's programs and activities. Bexley City School staff shall accept a student's asserted gender identity when it is a sincerely held part of the student's core identity. Staff shall not disregard the student's assertion of their gender identity. Pursuant to the student's discretion, a student's preferred name, gender marker, and gender pronoun should be used to the greatest extent possible on all school-related records and documents where the student's legal name or gender is not required by state or federal law. (See [Board Policy ACAB.](#))

Remediation, Intervention & Enrichment Assistance

All students are taught using a variety of instructional formats. Teachers use formative assessment to determine the content of instruction, as well as the format for instruction. Teachers assess before, during, and after learning experiences. Assessments indicate when re-teaching, intervention, and enrichments are needed. Students receive direct instruction most often in large groups and occasionally in small-group or individual settings. Instruction includes guided, collaborative, and independent learning experiences.

All staff work together to support student-learning needs. Each building has an MTSS team that meets regularly to discuss student achievement and growth and ensure our system is designed to provide the necessary support for our students. The aim of Response-to-Intervention (RtI) is

to ensure all students have access to high learning expectations and to problem-solve as a team the necessary scaffolds that students need to meet these high learning expectations. The team collaborates to develop intervention and enrichment strategies for individual students and monitors progress. The team may refer students for evaluation of suspected disability conditions under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA). The team also may refer students for gifted testing or for related accommodations to meet their learning needs. (See Board of Education [Policy IGBE Remedial Instruction](#) and [IGBB Programs for Gifted and Talented Students](#)).

Early Literacy & Third Grade Reading Guarantee (TGRG)

Students in grades K-3 are assessed on multiple occasions throughout the school year to determine acquisition of the foundational skills in reading (phonemic awareness, phonological awareness, phonics and word recognition, and fluency).

Ohio's Third Grade Reading Guarantee identifies students from kindergarten through 3rd grade who are behind in reading, according to the state's defined benchmark scores. Schools must administer a state-approved diagnostic by September 30 of each new school year to students in kindergarten through 3rd grade.

The results of this assessment determine whether a reading improvement and monitoring plan must be created for a student who needs additional support in order to be successful with grade-level reading. The student's classroom teacher and other support personnel lend their expertise and involve the parent/guardian to create a plan by November 30 that articulates skill areas to develop, targets instruction, and suggests data to be gathered to determine student progress with a research-based instructional approach. (See Board of Education [Policy IGBEA Reading Skills Assessments and Intervention: Third Grade Reading Guarantee.](#))

School Counseling

Each school has a full-time school counselor who provides education, prevention, and intervention services in a developmentally responsible manner, as articulated in the Bexley City Schools School Counseling document. Early identification and intervention for both academic and personal/social needs help remove barriers to learning and promote academic achievement. School counselors in each elementary school collaborate with all staff to integrate the American School Counselor Association Mindsets (ASCA) and Behaviors and Ohio's Social Emotional Learning Standards into daily core instruction and within weekly regular lessons.

The school counseling program includes:

- Classroom lessons that align with Ohio SEL Standards, ASCA Mindset and Behaviors and embrace an equitable learning environment.
- Small-group counseling and short-term individual counseling
- Counselor assistance as a liaison between school and community social service agencies
- Resource and information support for school staff, students, and families
- Assistance with transition to elementary school and from elementary to middle school.

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- Additionally, school counselors serve as members of various building wide teams that support student success.

(See Board of Education [Policy IGBA](#) and [Policy IGBA-R-1](#) Programs for Students with Disabilities)

Speech & Language

The speech and language pathologist (SLP) is involved in evaluating communication abilities of students and in determining the impact of a students' skills on learning processes. The SLP may:

- Participate as member of the MTSS (multi-tiered system of support) team to inform student support plans
- Provide multi-factored evaluation of individual students in areas of listening comprehension, oral expression, articulation, voice, and fluency
- Analyze and interpret communication evaluations, develop intervention recommendations, and participate on a multi-factored evaluation team
- Assist educational staff in implementing or modifying instructional strategies, classroom intervention plans, and follow-up activities
- Provide speech and language therapy for individual students eligible for special education programming
- Provide resources and information to staff, students, and families.

Gifted Services

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 special programming. Historically, the district's elementary schools had a pull-out service for students with superior cognitive ability. Students with superior cognitive ability typically have intellectual levels two to four years above their age-level peers. As a result, these students especially benefit from specialized service taught by a gifted intervention specialist.

Currently, the district's elementary cognitive service is provided to students in grades 4 and 5 and is delivered in the context of instruction for the English/language arts. The gifted intervention specialists serve as the teacher of record for the English/language arts and provide written education plans for these students.

Students who do not have an identification in superior cognitive ability are supported in the general education classroom. These students include those with identifications in academic, creative thinking, and arts talents. Teachers differentiate instruction based upon student readiness and interest. Research on the effectiveness of differentiation shows this method benefits a wide range of students, including those who are considered high ability. Some examples of differentiated instruction include:

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- Providing students with choice to allow exploration of topics of interest or to search for new information related to topics not studied
 - Continually assessing and adjusting lessons to meet student needs
 - Providing opportunities for students to have great depth of learning or acceleration when mastery of concepts and procedures is demonstrated
 - Facilitating creation of original productions that engage creative thinking and design processes
 - Grouping students by shared interest, topic, or ability for assignments.

Additionally, a talent development specialist will meet weekly with all classes in grades 1-3 to teach lessons focused on critical and creative thinking. Students in 4th and 5th grade may also receive informal support from a gifted intervention specialist through flexible math grouping. For more information about these and other gifted programs, please review the [Gifted Handbook](#), which can be found online at bexleyschools.org/GiftedEducation.aspx. (See Board [Policy IGBB Programs for Gifted and Talented Students](#).)

School Psychologists

School psychologists are involved in evaluating psychological-educational development, abilities and potential and emotional-cultural factors that influence student learning processes. The school psychologist may:

- Participate as a member of the MTSS (multi-tiered system of support) team to inform student support plans
- Lead the multi-factored evaluation team in determination of eligibility for special education services for individual students
- Evaluate students in the areas of cognitive ability, academic achievement, and other developmental areas, for individual students as a part of the multi-factored evaluation process
- Assist with early-entrance-to-kindergarten and first-grade requests by evaluating incoming students using the state-approved evaluation tool and sharing results with members of the MTSS team-and parents/guardians of prospective students
- Analyze and interpret the psychological-educational evaluations and develop behavioral and academic recommendations
- Assist educational staff in implementing or modifying instructional strategies, classroom management procedures, intervention strategies, and follow-up activities.

Summer Academy

The district has traditionally provided an elective slate of summer classes and experiences for elementary students. Programs have included remediation and enrichment offerings. Remediation classes typically are offered at no cost to families. Fees for enrichment courses may vary depending on session length and/or the materials required to support the experience.

Textbooks & Other Materials

The district issues textbooks, trade books, and other instructional materials for students to use during the school year. These books should be handled responsibly so they may be used by others as well. Teachers record the condition of books at the time of issue and may assess fines when texts are returned with unreasonable wear and tear. Additionally, fees are assessed for books lost by students. The district provides workbooks and other consumables at no charge as well. Families are expected to supply items on a supply list published on building websites and sent to homes of students. Those who need assistance with school supplies should contact the school's counselor.

STUDENT SERVICES

English Language Learners (ELL)

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

This assessment helps determine proficiency levels used to determine recommended support services. Parent/guardian consent is required for ELL services, which focus on reading, writing, listening, and speaking.

Students exit support services if they obtain a required composite score on the Ohio English Language Proficiency Assessment (OELPA), a required test for all K-12 English Language Learners in Ohio. The OELPA reports on overall proficiency of the English language, specifically in reading, writing, speaking, listening, and comprehension. The OELPA is given during the Spring semester. A student who receives a proficient score on the OELPA will continue to be monitored for two school years and provided additional intervention support if necessary. (See Board [Policy IGBI.](#))

Section 504 Plans

Section 504 of the Rehabilitation Act of 1973 is a federal law that protects qualified individuals from discrimination based on their disability. Section 504 also covers qualified students with disabilities.

To be protected under Section 504, a student must be determined to have a physical or mental impairment that substantially limits one or more major life activities. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students.

Once determined eligible through an evaluation process, a Section 504 Plan is developed, which ensures the student receives necessary accommodations to access the same learning opportunities other students have.

Instructional coaches in each building are the Section 504 coordinators. Bexley's Director of Student Services & Accessibility oversees Section 504 services for the district.

Special Education

Special education services are provided to all students who meet eligibility under the federal Individuals with Disabilities Education Act (IDEA). These services are provided in alignment with federal and state laws, as well as local policies and procedures.

An individualized continuum of services are provided to meet students' needs as outlined in their Individualized Education Program (IEP). Specially designed services, accommodations, and/or modifications may be provided within general education classrooms, within special

education settings, and in rare situations, in programs outside the Bexley buildings.

Since the district remains responsible for providing a free, appropriate public education, the IEP outlines how those services are provided outside the district, what the district will pay for, how transportation is arranged, etc. Additionally, the district provides related services (mental health, occupational therapy, speech therapy, physical therapy and behavior support services) for students when the need is identified during the evaluation process.

The special education program is monitored by building administrators, the special education coordinator and the director of student services & accessibility.

For more information, visit <https://www.bexleyschools.org/SpecialEducation.aspx>.

ACADEMIC ASSESSMENTS & TESTING

Achievements & Ability

The district's assessments include those adopted by the State of Ohio that are aligned with academic content standards. Standards-based tests are criterion-referenced and are administered to students beginning in 3rd grade and continuing through completion of specific high school courses. These tests measure student knowledge and skills in English/Language arts, mathematics, science, and social studies.

Other tests of academic ability include those approved by the state to be used for measurement of student growth where state-developed tests do not exist and may also be used for screening for gifted identifications. To this end, the district uses Measures of Academic Progress (MAP) for mathematics and reading in grades 1-5 to provide indication of student growth and academic ability. Normative tests used are approved measures for gifted identification in Ohio.

The district also uses the Cognitive Abilities Test (CogAT) to screen for superior cognitive ability, which is an indicator of gifted ability.

(Go to bexleyschools.org/GiftedEducation.aspx for information regarding the gifted identification process, criteria and services.)

Results of all state and national assessments are mailed to parents/guardians within 30 days of the district receiving the results. If a student achieves a gifted identification score, then an additional letter is sent from the director of curriculum & gifted, notifying parents/guardians of the score and services available to the student.

Individual Testing

Students may be referred for individualized testing to our school MTSS (multi-tiered system of support) team at any time by parents/guardians or teachers. This referral generally follows a series of interventions by the classroom teacher to address academic or other concerns. The team will seek written parent/guardian permission if additional assessment information is necessary. Contact your child's teacher, should you have concerns regarding their academic progress. (See Board [Policy IGBA-R.](#))

Kindergarten Readiness Assessment - Revised (KRA-R)

In addition to Ohio's required Kindergarten Readiness Assessment, Bexley Schools begin to get to know and assess each Kindergarten student during the summer and during a child's first days of school.

Over their first two months in school, all kindergarten students are also assessed using the state-required Kindergarten Readiness Assessment (KRA-R). Ohio's Early Learning and Development Standards (birth to kindergarten entry) are the basis for the KRA-R.

The KRA-R is used to assess four areas of early learning: social foundations, including social and emotional development and approaches toward learning; mathematics; language and

literacy; and physical well-being and motor development. The assessment is designed to help a teacher get to know a child in a way that does not interrupt the child's learning and is flexible so that the teacher can incorporate the assessment activities into everyday classroom routines and activities.

The KRA-R may be administered starting two weeks before the first day of school through November 1. The Ohio Department of Education generates a report that provides information for families and teachers to help children learn and grow. The report is shared with families within 30 days of receiving it from the state.

Student Progress Reports

Ensuring clear communication about your child's academic, social, and emotional development is key. When parents/guardians have questions, please contact your child's teacher first. Our schools formally share each child's progress toward grade-level standards during first-quarter conferences and with progress reports accessed through PowerSchool during second, third and fourth quarters (exception is kindergarten with reports issued during second and fourth quarters). General education and intervention specialists collaborate to ensure student progress is clearly communicated for each child.

Conferences are scheduled twice each year in late October or early November and again in February. Additional conferences may be requested.

(See Board Policies [IKAB Student Progress Reports to Parents](#) and [IK Academic Achievement](#).)

Promotion & Retention

The district's instructional program is delivered with the belief that all students will be academically successful during the school year, demonstrate the expected knowledge and skills needed to be successful the following year, and be promoted to the next level of learning by the academic year's end.

Instructional staff members are attentive to individual students and modify instructional and learning strategies to engage all students. Classroom and building interventions support students in reaching learning goals. A student with unsatisfactory performance, academic deficiencies, or failing grades will be provided planned interventions to help them move toward academic success. Interventions will be monitored and adjusted as necessary.

Promotion of each student will be determined on an individual basis. Course work completed from approved intervention programs will be considered in meeting promotion expectations. A student will not receive a failing grade unless the student has not met the stated minimum requirements. No single measure will be used as the sole factor for promotion or retention decisions.

The State of Ohio's Third Grade Reading Guarantee requires schools to evaluate all children in kindergarten through 3rd grade to determine if they are reading at an acceptable level, as measured by state-approved diagnostics.

(See Board Policies [IGBE Remedial Instruction: Intervention Services](#) and [IGBEA Reading Skills Assessments and Intervention: Third Grade Reading Guarantee](#).)

SAFETY & SECURITY PROCEDURES

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

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

Safety Plan

Bexley Schools work in close concert with the City of Bexley and the Bexley Police Department on crisis-planning measures. A Safety Committee composed of the director of facilities & operations, teachers, counselors, police, and parents/guardians meet regularly to address safety issues and review the district safety plan. School principals regularly review procedures with their staff members and utilize drills for threats likely to confront the school community (i.e., lockdowns, bomb or bio threats, fire and tornado drills).

Ohio schools must have a comprehensive school safety plan addressing their response not only to severe weather and natural disasters, chemical accidents, and medical emergencies, but also to school violence and various types of terrorist threats. The district's Emergency Operations Manual and Emergency Response Plan includes comprehensive information and descriptions of the overall concept of operations, organization, roles and responsibilities, along with checklists, to guide school personnel in addressing various emergency hazards that may affect the safety of students and staff. Ohio law, for security purposes, prohibits schools from sharing these plans with the general public.

Bexley Schools' [Safety Overview for Parents & Students](#) document is available online.

An overview of the Emergency Management Plan established for Ohio schools can be found at: ohioschoolsafetycenter.ohio.gov/pre-k-12-schools/school-safety-resources/sample-school-safety-plan.

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

When keeping students safe we entrust school employees to make the best decision possible with the information available. For a threat inside a school building, the district follows the **“Take-Out, Get-Out, or Lock-Out”** approach. Each option is available to school employees and one does not trump the other. The employee has discretion as to which of the three “outs” best affords the opportunity to keep students safe.

Parent/Guardian Notification System

The district's School Messenger notification system contains emergency contact information for every student and staff member, allowing the district to make immediate contact in the case of an emergency situation in one of the schools. Emergency alerts or information may be sent to families via text or phone. It is crucial that families maintain accurate and up-to-date contact within their student's PowerSchool account, because the School Messenger notification system pulls data from PowerSchool.

Stay Safe, Speak Up!

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

Visitors

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

Walking To & From School

Students, parents/guardians, teachers, and Bexley residents share responsibility for the protection of school children. We value our walking community and encourage safe habits for students who walk to or from school. Some basic safety suggestions include:

- Parents/guardians should work with children to map out the safest walking route to and from school.
- All pedestrians should obey the safety patrol and cross only at intersections.
- Drivers must take extreme care when picking up or discharging children from cars at school, pulling to the sidewalk nearest the school.
- Children should go directly to school and proceed directly home, unless previous plans were made. School staff members are not responsible for supervision of students after dismissal.

Bicycles

The area of the Bexley school district is compact and students can bicycle to school. The district asks all residents and drivers to exercise extreme caution in concern for student safety.

A student in 3rd grade or younger must be accompanied by an adult when riding his/her bike to school.

Regulations include:

- Students **must** wear approved bike helmets.
- Riders must obey all traffic laws of the road.
- Cyclists must ride with the traffic and in single file.
- Students must park and lock bicycles in racks on school grounds.
- Students should not carry passengers on their bikes.
- Cyclists should dismount and walk bikes on and off the school grounds.
- Cyclists must observe all stop signs and use proper arm signals.
- The bicycle should be given a safety check by the city and properly outfitted with reflector tape and a light on the front and the back.

Severe Weather

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

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

School Closings

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

Leaving School Grounds

Students must remain on school grounds at all times, including during lunch, unless the parent/guardian provides prior written permission. To maintain students' safety, no one may

remove a student from the school during school hours except his/her legal guardian, unless the legal guardian explicitly authorizes otherwise. Authorized adults must go into the school office to sign out a student.

To ensure elementary students' safety, elementary students signing out (with a previous note to their teacher and school secretary/principal) should go home. If students go to a restaurant/vendor, they must be signed out BY a parent/guardian who would take them to the restaurant and supervise them. This might occur as a treat for their birthday or a special occasion. Otherwise, all students who are not eating at school should go home for the hour of recess and lunch.

Animals

Generally, pets must be left at home, though occasionally, certain animals are included in the elementary classroom as part of an instructional program. The rules in Bexley elementary schools are as follows:

- Pets, even those on a leash, are not allowed on the school grounds at any time before or after school or during lunch.
- The school principal must give permission to a classroom teacher before an animal is taken into the building and then the teacher must discuss animal behaviors with students before the animal goes into the classroom.
- Animals permitted in the classroom should be on a leash or in a cage or carrier.
- In compliance with federal law, the Board permits the use of service animals in schools for those individuals with qualified disabilities. Service animals must be on a harness, leash, or other tether or be under the control of the handler either through voice commands, signals, or other means; be housebroken; and be up-to-date on vaccinations. In the rare case of an animal being aggressive or disruptive and not housebroken, the school may exclude the animal.

STUDENT CONDUCT

Bexley City Schools Student Code of Conduct

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

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

(See Board [Policy JF](#), [Policy JFC](#).)

Restorative Practices

Each child's behavior across each school day communicates volumes to teachers, administrators and parents/guardians about their understandings and misunderstandings. We believe that teaching each child our schools' behavioral expectations (across each setting they will encounter) and why they exist, is as important as teaching academic content. Each school employs Positive Behavioral Supports and Interventions to teach, re-teach and intervene, when appropriate, so that children clearly understand what expectations exist and why they exist.

Every Bexley school generates and regularly revises their school expectations to illuminate safe, respectful and responsible behaviors. School expectations are taught in class, through morning announcements, during school gatherings, and in some cases through individualized conferences. Specific school expectations are shared by classroom teachers and within school newsletters.

Out-of-School Suspension

The opportunity to receive direct classroom instruction is lost in the rare event that a student serves an out-of-school suspension. The student and family 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/guardian supervision. They are not permitted 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. Per Ohio law, out-of-school suspensions for non-serious offenses are no longer allowed for K-3 students.

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.

(See Board [Policy JFC](#) and [Policy JFC-R](#).)

Co-Curricular & Extra-Curricular Information

Birthday Parties

We are mindful of the variety of food allergies that may impact each classroom. School birthdays are celebrated in class with song, recognition, and/or other ways determined by each child's homeroom teacher. Parents/guardians should not send food, drinks and/or trinkets to school for celebrations of birthdays.

Theater Arts

The Theater Arts program offers a variety of workshops and performance opportunities to elementary students during the school year. These programs are extra-curricular and offered after the school day to allow students from all three buildings the option to participate. See the [Bexley Theater Arts webpage](#) for schedules and audition information.

Field Trips

Teachers sometimes take students on field trips to provide learning experiences not available in the classroom. When possible, these trips are made by school buses supplied by the Bexley Board of Education. Teachers will communicate with families in advance about the trip's goals, date, location, and any special arrangements necessary, along with a permission slip.

In order for a student to attend any trip away from school, the permission slip must be signed and returned to the child's teacher. Some trips are free of charge, while others require a nominal cost to each student. Students who receive free or reduced lunches do not pay the extra costs.

Class Parties

Room parents/guardians and classroom teachers work together to plan class parties on occasions such as Halloween, Valentine's Day, and end-of-the-year celebrations. These hour-long interludes during the school day are short in order to preserve instructional time. The times, dates, and circumstances vary from school to school; specific information is sent home by each school. Each school building's staff members are mindful of the variety of food allergies that may impact a classroom. We communicate with parents/guardians about classroom health considerations in order to inform the choices room parents/guardians make for celebrations.

Artists/Authors in Schools

The Artist-in-Schools program brings professional artists into the schools from the fields of music, dance, literature, film, architecture, theater, and visual arts. Local and state arts agencies generally recommend the professionals and their educationally sound programs for children. The format of the artist visit varies from an all-school performance, to a demonstration and hands-on experience in the classroom, to a longer-term residency.

Assemblies

Typically, each school regularly holds assemblies or gatherings to allow students to welcome special guests, share knowledge and talents, and build community. Staff members carefully consider the planning to ensure the presentations are educationally appropriate. Notification of special gatherings is communicated through weekly teacher and principal newsletters.

Safety Patrol

Typically, each school recruits and trains intermediate-level students to serve on safety patrol duty before and after school every day, weather permitting. Parents/guardians must give consent for their students to participate. School staff supervise the students on patrol and all students are expected to respect and cooperate with patrol members. The patrol helps students cross to and from school, but does not direct traffic.

Student Council

Advised by a staff member, each elementary school's student council meets regularly and provides experiences around:

- Functioning democracy
- Discussion and action on school-related topics and programs
- Projects enabling students to view themselves as integral working parts of a larger community

Clubs

Each Bexley elementary school supports a variety of clubs and organizations advised by adults that allow extracurricular opportunities for students. Contact your building principal or your child's teacher if you or your child are interested in starting a club.

Student Health Services

Bexley Schools' health services are an integral part of comprehensive school improvements, assisting all students to increase learning, achievement, and performance. Health services staff coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental and social well-being. Student health services ensure continuity and create links between school, home, and community service providers.

Students and parents/guardians can visit the [Health Services webpage](#). (See Board [Policy JHC](#).)

Emergency Medical Authorization (EMA)

Bexley Schools' Emergency Medical Authorization (EMA) form must be electronically signed by a parent/ guardian each year through the electronic verification system in PowerSchool. The form is used to notify a parent/guardian and designated others in case of a student accident or illness requiring immediate attention. A student is sent home from school only with the parent/guardian or the designee listed on the EMA. Information provided on the EMA also informs emergency treatment procedures.

Health Clinics

The health clinics in Bexley Schools are operated by nurses and support a healthy school environment by monitoring immunizations, infectious diseases, student health concerns, and medication administration, aligning to Board of Education health policies and Ohio Department of Health requirements.

Health services increase school attendance and reduce barriers to learning and academic achievement.

Hearing & Vision Screenings

Clinic nurses screen students' vision and hearing in grades K, 1, 3, 5, 7, 9, and 11. A student must be screened for vision, hearing, speech and communication, medical problems, and any developmental disorders by November 1 of the school year in which the student is enrolled for the first time (ORC 3313.673).

If the screening reveals the possibility of potential learning needs, the district must provide further assessment. The screenings are not intended to diagnose educational disability, nor are they to be used for placement purposes. If a student does not pass a screening, the parent/guardian is notified, with a recommendation for a formal evaluation by the provider of parent/guardian choice. Vision and hearing problems can negatively impact learning, so it is important that any concerns are further evaluated. The parent/guardian may opt out of the screening by signing a statement indicating such.

Immunizations

In order to minimize the spread of preventable illnesses in schools and provide students with a healthier learning environment, the Board requires immunizations in compliance with state law and the Ohio Department of Health for each student, unless the parent(s)/guardian(s) file an objection. The Board may also require tuberculosis examinations in compliance with law.

Students eligible for kindergarten and students new to the district must present written evidence of similar immunizations, or written evidence to indicate that they are in the process of receiving immunizations, to be completed no later than the day of entrance. The district will immediately enroll homeless students and foster students and assist in obtaining necessary immunization records. **Students failing to complete immunizations within 14 days after entering are not permitted to return to school.**

The district maintains an immunization record for each student, available in writing to parents/guardians upon request. (See [Board Policy JHCB](#))

The following are the minimum vaccination requirements for the State of Ohio. Only full doses of the vaccines using proper intervals shall be counted as valid doses. (See [Ohio Department of Health](#))

For Entry to the District (K-12)

- Four (4) or more doses of DTaP or DT (Diphtheria, Tetanus, Pertussis) vaccine, or any combination.
- Three (3) doses of hepatitis B vaccine.
- Two (2) doses of MMR (Measles, Mumps, Rubella) vaccine.
- Three (3) or more doses of IPV (Polio) vaccine.
- Two (2) doses of varicella (Chickenpox) vaccine must be administered prior to entry.

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.

If prescription medications are needed during the school day, a [Prescription Medication Authorization Form](#), signed by a physician or other person licensed to prescribe medication, is required. All prescription medications must be in their original container.

Over-the-counter medications can only be given if a parent/guardian has signed the [Non-Prescription Medication Authorization Form](#).

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

(See Board [Policy JHCC](#).)

When to Keep Your Child Home from School - Bexley City Schools encourages school community members to abide by the Ohio Department of Health guidance, yet avoid missing unnecessary days of school, which hinders a student's ability to achieve the full learning experience offered at Bexley. Sending an ill student to school puts other students and staff at risk and a sick child is uncomfortable and unable to concentrate during the school day.

Parents/Guardians Must Contact the School Office When a Student Is Absent for Any Reason - Parents/guardians must inform the school if a student is diagnosed by a physician with one of the following communicable diseases: Chickenpox (Varicella), strep throat, conjunctivitis (pink eye), impetigo, ringworm, Fifth Disease (Erythema Infectiosum), rubella (German measles), Flu (Influenza), Hepatitis A, Measles (Rubeola), Meningitis (Bacterial or Viral/Aseptic), Mumps, Tuberculosis (TB), or Whooping Cough (Pertussis).

(See [Ohio Department of Health Communicable Disease Chart - 2022](#).)

Informing the school of this information allows it to communicate this information – without sharing the student's name – to the other members of the school community. This is very important for the health of all students and staff.

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- A student with a temperature of 100.0 degrees or above should be kept home. They may return to school when free of fever for 24 hours without the use of anti-fever medication.
 - A child who is vomiting or suffering from diarrhea needs to remain at home until he/she is symptom-free for 24 hours.
 - Any child who is on antibiotics for strep throat, impetigo, ringworm, bacterial infection or other condition needs to stay home until 24 hours after antibiotics/anti-fungals are started.
 - Any child who is complaining of headache, sore throat, cough, extreme fatigue, stomachache, earache or injury that is severe enough to decrease the child's ability to participate in class needs to stay home.
 - Any child diagnosed with pertussis (whooping cough) must remain home for five (5) days after antibiotic treatment has been started.
 - Any child with yellow or green drainage from the eye(s) should be seen by a doctor and needs to stay home for 24 hours after antibiotic drops are started, if they are prescribed. The child should have no drainage from eye(s) when returning to school.
 - 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.
 - Children with head lice must be treated and have no live lice. A registered nurse may check the child.

(See Board [Policy JHCC.](#))

Special Health Issues

Parents/guardians are required to notify clinic nurses via the EMA when a student has a health condition, such as diabetes, asthma, seizure disorder, or other illness or disability 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 district food service director. Bexley's Food Services Department does not serve tree-nuts, ground nuts, or pork; it offers vegetarian entrée options every day. Our schools do not restrict foods brought in by students for individual lunches.

FOOD SERVICES

Students need nutritious food to sustain the energy levels necessary to be productive. Bexley's Food Services Department ensures every student has access to healthy meals each school day.

Menus are written in accordance with the standard set by the U.S. Department of Agriculture (USDA) and are published on the district's [Food Services webpage](#). Menus are updated but are subject to change. Students may bring lunch from home.

The district's Food Services Department participates in the National School Lunch Program and the School Breakfast Program in all school buildings. Free and reduced-price meals are available. The [2024-2025 application form](#) is available online.

Below are the cafeteria expectations:

- Moving ahead of others in line is unacceptable.
- No loud or unusual noises
- Do not throw food, paper, or other items.
- Students are to remove all materials from tables before leaving.
- Trays, dishes, and utensils are to be taken to the appropriate location. All disposable items are to be placed in trash receptacles.

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

Student Accounts Payment & Access

Parents/guardians are strongly encouraged to set up an account on [payschoolscentral.com](#) to access their student's school meal account. Viewing purchasing activity, setting low-balance reminders, and making online credit/debit card payments can be done at the site. Cafeteria meal payments are computerized using the [payschoolscentral.com](#) software where students enter an identification number on a keypad, a thumb scan, or parent/guardian-created barcode scan as they check out. We use this system to control and watch for food allergies, food restrictions, and payments to maintain students' privacy. See the [bexleyschools.org/FoodServices.aspx](#) for information on reporting allergies or food restrictions.

We accept cash and checks at the register. Credit card payments can be made at [PaySchoolsCentral.com](#). Students should have a positive balance on their account at all times. When a student account is in arrears they may continue to purchase a full-plate lunch, but all other sales are restricted. Any debts accrued for those meals must be paid off at the end of the school year. (See Board [Policy JN-R](#).)

Free or Reduced Meals

Forms to apply for free or reduced school meals are sent home at the beginning of the school year. The [application](#) and [instructions](#) are online. A student's qualification is determined by

BCSD Central Office and is held in strict confidence in accordance with federal regulation. Families can apply at any time during the school year.

Leaving Building for Lunch

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

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

SCHOOL & COMMUNITY RESOURCES

Bexley City Schools believes it is important to develop and maintain active and supportive partnerships within the school, as well as with organizations, businesses, and educational programs within the community. The following is a reference list of organizations, businesses, and community resources that are frequently utilized by members of the Bexley community.

Bexley Athletic Boosters

Bexley Athletic Boosters is a volunteer non-profit organization supporting Bexley City Schools athletic programs in the middle school and high school. Volunteering is a great way to support Bexley athletics, become involved in the community, and meet other school parents/guardians. Visit bexleylions.org for more information.

Bexley Minority Parent Alliance

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

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

Visit bexleyminorityparents.org for more information.

Bexley Music Parents

Bexley Music Parents support music programming in all K-12 Bexley schools. An all-volunteer organization, the Bexley Music Parents organization raises and disburses funds to augment an already robust music curriculum with special opportunities such as guest clinicians who work with students in all grades. Music parents/guardians also support the high school choral accompanist position and provide funding for ensemble uniforms, music scholarships, and much more. Visit bexleymusicparents.org for more information.

Bexley Pride

The mission of Bexley Pride is to advocate for the LGBTQ community in Bexley by promoting visibility, representation, and respect throughout the city, the school district, in policing, and within the broader community. The group is dedicated to creating a welcoming and inclusive environment where individuals of all sexual orientations, gender identities, and expressions can thrive without fear of discrimination or prejudice. Visit facebook.com/groups/BexleyPride for more information.

Bexley Theatre Arts

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

D.A.R.N. (Developmental Assets Resource Network)

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

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

Students and families can contact their building school counselor for more information or visit darncares.org for more general information about the organization.

Other Community Resources

Bexley City Hall
2242 E. Main Street
bexley.org

Bexley Police Department
559 N. Cassingham Road
bexley.org/police

Bexley Public Library
2411 E. Main Street
bexleylibrary.org

Bexley Recreation & Parks
165 N. Parkview Avenue
bexley.org/recreation

Bexley Urgent Care
2216 E. Main Street
uurgentcare.com/bexley-urgent-care

Capital University
E. Main Street & College Avenue
capital.edu

Drexel Theatre
2254 E. Main Street
drexel.net

Jeffrey Park & Mansion
165 N. Parkview Avenue
bexley.org/recreation

Jewish Community Center (JCC) of Greater Columbus
1125 College Avenue
columbusjcc.org