

BEXLEY HIGH SCHOOL

2023-2024 Family/Student Handbook



MISSION: Learn with Curiosity. Demonstrate Kindness. Embrace Equity.

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2023-2024 SCHOOL CALENDAR

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)

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

PBIS Matrix

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

INTRODUCTION

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

This family/student handbook provides information and resources as students navigate the opportunities throughout the high school experience. The handbook also supports the district's mission and vision.

Bexley High School

326 South Cassingham Road, Bexley, Ohio 43209

High School Office: (614) 231-4591 | Fax (614) 338-2087

Athletic Department: (614) 231-4309 | Fax (614) 231-7245

Sports Information Hotline (614) 231-4309, extension 1

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

ATTENDANCE REPORTING: Any time a student is absent from school, a parent/guardian must notify the school of the absence by calling (614) 237-4273; selection option 8, then option 6.

For additional information or updates regarding a student absence that previously was communicated, parents/guardians also mail email the attendance secretary at hsattendance@bexley.us.

BEXLEY CITY SCHOOL DISTRICT INFORMATION

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 through formulating and implementing district policy, fiscal management, and oversight and by engaging the community, staff, and students in its decision-making process. Board of

Education members are elected to four-year terms by Bexley voters.

Bexley Board of Education Members

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

DISTRICT ADMINISTRATORS

Dr. Jason Fine, Superintendent
Kyle Smith, Treasurer
Casey Cosgray, Chief Academic Officer

Julianna Carvi, Director of Food Services
John Eikenberry, Business Manager
Barb Gentile Green, Director of Student Services
Eli Goldberger, Director of Athletics
Dr. Shirley Hamilton, 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
Cathy Rodeheffer, 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 that enhance excellence in the Bexley City Schools. For more information, visit: bexleyeducationfoundation.org.

BEXLEY HIGH SCHOOL ALUMNI ASSOCIATION

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

BEXLEY ALMA MATER

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

BEXLEY BOOSTER & PARENT/GUARDIAN GROUPS

Parent/guardian partnership and their involvement in Bexley City Schools is 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.

Mission

Learn with Curiosity. Demonstrate Kindness. Embrace Equity.

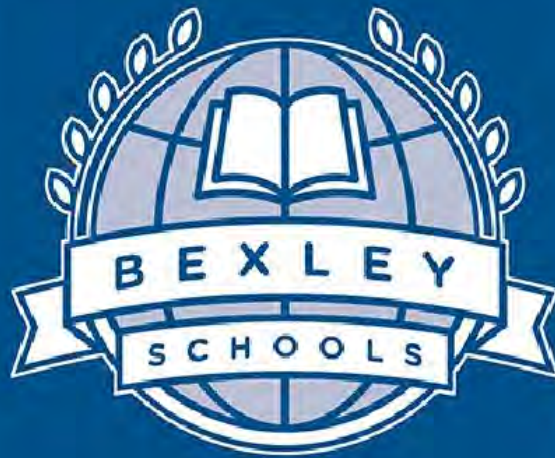
Vision

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.



BEXLEY HIGH SCHOOL 2022 LEARNER PROFILE



Bexley High School

School Code: 361505



HIGHLIGHT: Ranked top high school in Central Ohio, fourth in Ohio, and 144th nationwide, by U.S. News & World Report

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

OUR COMMUNITY

Bexley is a suburb of about 13,000 residents located about four miles east of downtown Columbus, Ohio. Many residents are professional and business persons employed in the Columbus area.

OUR SCHOOL

Bexley High School is a four-year public high school accredited by the State of Ohio and the nationally recognized AdvancED organization (now Cognia).

MARKING SYSTEM, GPA & CLASS RANK

Bexley High School groups core classes by achievement level, all of which provide a college preparatory program. Core courses have NCAA-Clearinghouse approval, with the lowest passing grade of "D-" and a college recommendation grade of "C." Grade-point averages are calculated on a 4.0 scale, with only BHS courses computed into a student's GPA. Transfer students do not have a GPA until one semester of course work is completed at Bexley High School. Due to the highly competitive nature of Bexley High School, students are not ranked for college admissions.

CLASS OF 2023		
Cumulative Weighted GPA	Number	Percent of Class
4.59 - 4.00	55	33
3.99 - 3.50	46	28
3.49 - 3.00	30	20
2.99 - 2.50	15	9
2.49 - 2.00	9	5
1.99 & below	12	7

CLASS OF 2022 HONORS

In the class of 2022, 86 students were designated Summa Cum Laude, 73 received the Honors diploma, and 38 graduated as members of the Cum Laude Society.

SPECIAL PROGRAMS

A learning center provides services for students with identified learning disabilities. Students may participate in alternative learning experiences at Eastland/Fairfield Career Center; Ohio's College Credit Plus program; Credit Flexibility Program, (i.e., distance learning, independent study, mentorship, and world of work and other experiences); and MOSAIC, an inter-disciplinary integrated curriculum with a global/multicultural focus.

FAST FACTS

Total enrollment: 744 students
Class of 2022: 176 students
Faculty: 59 certified educators
Average experience: 15+ years
Percentage holding Master's degrees: 86% (2 PhDs)
Student/counselor ratio: 186:1

GRADUATION REQUIREMENTS

21.0 credit units are required:

- English 4.0
- Math 4.0
- Science 3.0
- Social Studies 3.0
- Fine Arts 1.0
- Health 0.50
- Phys. Ed 0.50
- Financial Literacy 0.50
- General Electives 4.50

ADMISSIONS STATEMENT

Bexley High School is a member of the National Association for College Admission Counseling and its Ohio affiliate, and fully endorses the Statement of Good Practices as adopted by NACAC and Ohio ACAC. All information is sent to the admissions office on the condition that it not be released to any other party without the consent of the student or his/her parents/guardians. Teachers and counselors may not have shared their statements with the student. For further information, call (614) 231-4591.



Administrators: Kristin Robbins, Principal; Craig McMillen, Assistant Principal
School Counseling Department: Claudia Fugate, Stephanie Krosnosky, David Leland, Sara Revetta

326 S. Cassingham Road, Bexley, OH 43209 • (614) 231-4591 • (614) 338-2087 (fax) • bexleyschools.org/schoolcounseling.aspx



COLLEGE ADMISSIONS TESTING

- 7 members of the class of 2022 were named semifinalists for the National Merit Programs College Plans Reporting Service
- 4 members of the class of 2022 were named Commended Scholars
- In 2020-2021, 28 students earned SAT-mean scores of 658.5 for critical reading and 680.5 for math; and 398 students earned ACT-test scores equaling a score range of 22-29.

ADVANCED PLACEMENT EXAM RESULTS

In 2022, 428 students completed 945 AP exams, with 76% earning a score of 3 or higher.



ADVANCED PLACEMENT & HONORS CLASSES

All students enrolled in AP courses are required to take the AP exam, which is paid for by the school district. There is no limit on the number of AP courses a student may take.

27 ADVANCED PLACEMENT COURSES:

Language & Composition, Literature & Composition, Calculus AB, Calculus BC, Statistics, Biology, Chemistry, Environmental Science, Physics I, Physics II, World

History, U.S. Government & Politics, European History, Psychology, Economics (Macro and Micro), Computer Science Principles, Computer Science A, Art History, Studio Art (2D, 3D & Drawing), Music Theory, French, Latin, and Spanish.

11 HONORS COURSES:

English 9, English 10, Algebra I, Geometry, Precalculus, Biology, Chemistry, World Studies, French IV, Latin III, and Spanish IV.

CLASS OF 2022 MATRICULATION



Bexley High School Administrators

Principal of Secondary Education: [Jason Caudill](#)

High School Assistant Principal: [Willie Cook](#)

High School Assistant Principal: [Kristen Kearns](#)

Bexley High School Office Staff

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

Attendance Secretary: [Amy Hart](#)

Guidance Secretary: [Tracie Baum](#)

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

Bexley High School School Counselors

Student Last Names A – E: [David Leland](#)

Student Last Names F – Le: [Claudia Fugate](#)

Student Last Names Li – Ri: [Stephanie Krosnosky](#)

Student Last Names Ro – Z: [Sara Revetta](#)

COMMUNICATION

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

The Bexley City School District uses a variety of methods to communicate and collaborate with students and families. Some of the more frequent forms of communication include the following:

DISTRICT WEBSITE

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

contains all information regarding news, curricula, special activities, homework, calendars, schedules and more. Staff and students may check and send email from home via the site.

In addition, the high school has its own web page at bexleyschools.org/BHS.aspx.

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. To submit a report, please use the [Stay Safe. Speak Up!](#) link.

Notification System

The *Parent 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 *SchoolMessenger* system for both calamity calls and informational calls. Every student in the district is automatically enrolled in this system. If you have a student in the district, you can add three additional 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 SchoolMessenger icon in the [Parent Portal](#). Bexley Schools encourages parents/guardians to ensure the district has their most current contact information in [PowerSchool](#). It is the parent's/guardian's responsibility to keep contact information up to date.

Only authorized school administrators may activate the notification system. All client information is confidential and secure, and all data is password-protected on secure servers accessible only by school administration. Each school's administrative assistant can answer questions about the

notification system or assist in changing a home phone (primary) number. Thank you for continuing to work with the district to remain informed and keep our schools safe.

Family Access to Student Records

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 the 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 to the student's principal a written request, which identifies as precisely as possible the record(s) to be inspected.

Parent/Teacher Conferences

Bexley High School dedicates time during both semesters for families to meet with teachers. Families set appointments for these via the internet-based appointment booking system [Pick-a-Time](#). The school sends information to parents/guardians about the scheduling process a few weeks in advance of the conference times.

Conferences are a great time to ask questions about schoolwork and share information that will help foster better relationships. Additionally, teachers also are available for consultation throughout the year via phone, email, or online using Google Meet or Zoom.

ATTENDANCE

Attendance Reporting

Any time a student is absent from school, the parent/guardian must notify the school of the absence by calling (614) 237-4273; select option 8, then option 6.

If not contacted, the office personnel will try to contact the parent/guardian of the absent student. Bexley's *Secondary School and Home Attendance Liaison* ensures that barriers to learning associated with school attendance issues are remedied and resolved in a collaborative manner as quickly as possible.

Attendance & Conflicts

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

Attendance Expectations & Requirements

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

Schools cannot suspend or expel students for missing too much school. Districts will amend or adopt policies that outline their interventions and plans for students who miss too much school. Regular school attendance is an important ingredient in students' academic success. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to graduate from high school prepared for higher education and the workforce.

To support academic success for all students, the district will partner with students and their families to identify and reduce barriers to regular school attendance. The district will utilize a continuum of strategies to reduce student absence including, but not limited to:

- Notification of student absence to the parent or guardian
- Development and implementation of an absence intervention plan, which may include supportive services for students and families
- Counseling
- Parent education and parenting programs

-
- Mediation
 - Intervention programs available through juvenile authorities; and
 - Referral for truancy, if applicable.

Definition of Truancy & Excessive Absences

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](#).)

Make-Up Work

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

Planned Student Absences

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

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

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

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

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

Students who miss part of a school day or leave early must submit parent/guardian notes to the attendance secretary (hsattendance@bexley.us) by 8:30 a.m. on the day of the absence. The student is expected to sign out at the attendance desk in the main high school office before leaving school and sign back in upon return.

Tardy to School/Class

A student who arrives after the bell to start school, but no later than 15 minutes after, is considered tardy to school and should check in with the attendance secretary before proceeding to class. Only tardies that fall under the following reasons for an absence will be excused: personal illness, family illness, quarantine, death in the family, religious observance, medical appointments (with doctor’s note).

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

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

TECHNOLOGY

The Bexley Schools' Technology Department supports and maintains district technology operations and support for teaching and learning. This includes network infrastructure, staff/student learning devices, and access to services that support their work. The technology department also includes staff charged with training staff on how to use technology, as well as a database administrator supporting the district's student information system and data reporting.

As a result of the incredibly generous donation made by the Bexley Education Foundation before the 2020-2021 academic year, all students received Chromebooks as part of the district initiative to become a one-to-one school district. With this grant, staff members can effectively plan blended learning opportunities.

To support students and families with their technology needs, the Technology Department created an online [Bexley Family Online Learning Resources](https://sites.google.com/bexley.us/familyresourcecenter/home) site to help with general questions related to topics, such as Canvas, Google (Classroom, Drive, Gmail), Chromebooks, Zoom and more. Families are encouraged to visit the site and bookmark it on their computers for future reference: <https://sites.google.com/bexley.us/familyresourcecenter/home>.

Visit bexleyschools.org/Technology.aspx for more information.

Acceptable Use Policy

The Bexley City School District believes access and appropriate use of digital resources is fundamental to preparing productive global citizens and leaders. Access to digital resources enables faculty, staff, and students to facilitate communications and to collaborate with people around the world in support of research and learning and to explore thousands of libraries, databases, online services, applications, and resources.

The educational objective is to provide expanded, effective access to digital resources and to support the use of personal devices across the district. Teachers and administrators will guide and direct students in the use of personal devices and provide instruction in how and when to effectively use the wide array of digital resources available to students.

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

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

users who use digital resources in ways that are not in support of or are inconsistent with educational objectives and educational environments.

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

Families with a more restrictive set of filtering requirements that exceed the district standards are responsible to communicate their personal expectations to their student. (See Board [Policy EDE](#).)

Technology Applications

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

The more frequently utilized technology applications and programs are:

Canvas

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

Google Gmail

[Google Gmail](#) is the email platform used across the district. While many applications are utilized within the [G-Suite](#) application, all students and staff utilize Gmail to communicate via email.

SchoolLinks

SchoolLinks is a modern, artificial intelligence-powered (AI) platform that supercharges counseling departments while delivering a fun and personalized experience to students and families.

Students and families can access SchoolLinks by going to app.schoollinks.com/login/k12.

PowerSchool

PowerSchool is a web-based, student information system used by the district for reporting, analyzing, and storing student data. PowerSchool allows teachers to post grades and attendance that can be viewed by students and parents/guardians.

Teachers are expected to post grades within 48 hours once an assignment is returned to the student. PowerSchool allows parents/guardians to set up email notifications that will automatically provide updates on their child's academic progress on a weekly basis.

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

SCHOOL OPERATIONS

Bell Schedule

Bexley High School utilizes an established regular bell schedule during each academic day. However, the bell schedule will vary at times throughout the academic year depending on any planned events or activities taking place. Altered schedules are announced ahead of time, as well as on the school website. Examples include assemblies, testing (state, AP, mid-term/final exams), extended homeroom, or other activities. The regular bell schedule follows:

Regular Bell Schedule

Period	Start	End
Warning Bell	8:30 a.m.	
Period 1	8:35 a.m.	9:28 a.m.
Period 2	9:33 a.m.	10:21 a.m.
Period 3	10:26 a.m.	11:14 a.m.
Lunch	11:14 a.m.	12:03 p.m.
Warning Bell	11:58 a.m.	
Period 4	12:03 p.m.	12:51 p.m.
Period 5	12:56 p.m.	1:44 p.m.
Period 6	1:49 p.m.	2:37 p.m.
Period 7	2:42 p.m.	3:30 p.m.

Building Rules

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

Students must wear shirts and shoes at all times while on school grounds in order to comply with state law. Detailed expectations regarding student rights and responsibilities, due process rights, student involvement in decision making, student conduct, dress code, school rules and discipline procedures are available in sections JF - JFCF-R of the Board Policy Manual. (See Board [Policy JF](#), [Policy JFA](#), [Policy JFB](#), [Policy JFC](#), [Policy JFC-R](#), [Policy JFCA](#), [Policy JFCC-R](#), [Policy JFCC](#), [Policy JFCF](#), and [Policy JFCF-R](#).)

Personal Electronic Devices

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

Elevator Use

The elevator is for faculty use and may be used by students only in special circumstances (i.e., medical need, using crutches, etc.). Students must register in the main office for approval to use the elevator and students using the elevator without prior approval will be subject to disciplinary action.

Library Use

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

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

Lockers

Lockers are assigned to students on the first day of school. Student lockers are the property of the Board of Education, provided solely as a convenience for students. They should be used

only for the purpose of storing textbooks, school supplies, clothing, and lunches. The following rules and standards will apply:

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

Signs

Administrators must pre-approve any signs before posting them anywhere in the school building. Posters cannot be taped to lockers or painted walls. All signs should be removed upon completion of a publicized event.

Student Parking

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

Study Hall

The following rules ensure a quiet atmosphere conducive to study:

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

Students may sign up to use the library during a study-hall period. Due to limits on the number of students who can be in the library at the same time, students are required to sign up and receive a signed library pass prior to the start of school in the morning. Students reporting to the library must present a signed library pass to the study hall teachers in order to be dismissed from the study hall and report to the library. The library is for quiet study or research. Inappropriate behavior will result in return to study hall and/or suspension of library study-hall privileges.

Tobacco Use

According to state statute, students are prohibited from using or possessing any type of tobacco product or e-cigarette on school grounds, at school-sponsored events, or any time the student is under the jurisdiction of the school. Violation of this rule will result in disciplinary action. (See Board [Policy JFCG](#).)

EDUCATIONAL PROGRAMS

College Credit Plus

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

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

Eastland-Fairfield Career & Technical School

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

Credit Flexibility

The Credit Flexibility program is a means of earning course credit in a manner outside of the traditional classroom setting. Credit flexibility may include testing out of a course, or engaging in educational options, such as distance learning (online), educational travel, independent study, internship, mentorship, project portfolio, study abroad program, or a tutoring program. Additionally, the program may provide an opportunity for students who: (1) need to complete credit recovery coursework toward graduation; (2) wish to progress more quickly through the curriculum to pursue advanced coursework; or (3) may benefit from a different type of learning mode.

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

Effective June 1, 2022, all Credit Flexibility course work will follow the letter-grading scale (A-F) and will be calculated into the student's cumulative grade-point average.

(See Board [Policy IGCD](#) and [Policy LEC](#).)

Mosaic Program

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

Informational meetings typically are held during early February each year. Applications and interviews are conducted in March and decision letters are received during the first week of April. All application selections are determined by the members of the Mosaic Program. Each year, students are eligible to earn the following course credits:

Junior Year

1.0 English 11 (year-long)

1.0 Government & Politics (semester-long)

1.0 Art Appreciation (semester-long)

0.5 Issues in Social Studies (semester-long)

Senior Year

1.0 English 12 (year-long)

1.0 Creative Writing

1.0 Issues in Social Studies

Typically, juniors attending Mosaic will attend Bexley High School in the morning for periods 1-4 and then transition to Mosaic for the afternoon. Seniors attend Mosaic in the morning and return to Bexley High School for periods 4-7.

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

Ohio Work Experience & Career Exploration Program

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

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

ACADEMIC PLANNING

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

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

Academic Integrity

Bexley City Schools is committed to providing an atmosphere in which the values of truth, integrity, personal accountability, and respect for the rights of others are modeled. To this end, academic dishonesty is prohibited. Academic dishonesty occurs when students 1) engage in behaviors that give them or others the opportunity to obtain credit for work that is not their own; 2) attempt to obtain or assist others in obtaining credit for work that is not their own; or 3) obtain or assist others in obtaining credit or attempting to obtain credit for work that is not their own.

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

Grade-Level Promotion

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

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

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

Graduation Requirements

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

assigned school counselor and/or college counselor to discuss options, opportunities, and goals.

Credit Requirements

Students are required to complete and earn a total of 21.0 credits within specific subject areas. Credit requirements are subject to change based on the standards set by the [Ohio Department of Education \(ODE\)](#).

Credit Requirement by Content Area	Total Credits (Class of 2023 & Beyond)
English Language Arts	4.0
Mathematics	4.0
Science	3.0
Social Studies	3.0
Fine Arts	1.0
Health	0.50
Physical Education*	0.50
Personal Finance & Capstone	0.50
General Electives*	4.50

*Students completing the physical-education requirement utilizing a physical education waiver must complete an additional half-credit of a general elective toward the completion of the 21.0 credits required for graduation.

Graduation Pathway Requirement: Class of 2023 & Beyond

Students in the class of 2023 and beyond are required to earn the 21 credits outlined in the previous section. Additionally, students must meet the following requirements regarding Ohio's State Tests and Graduation Seals:

Ohio's State Tests

Students in the class of [2023 and beyond](#) must earn a minimum competency score of 684 or higher on the Algebra I and English Language Arts II end-of-course state tests. Federal and state testing guidelines still require students to take any available state assessment in geometry, American government, American history and biology.

Scores on these end-of-course tests are used to determine qualifications for graduation seals, as outlined below. If a student is not able to demonstrate competency on one or both of these assessments, three additional pathways exist to meet this requirement.

Graduation Seals

Starting with the class of 2023 and beyond, the Ohio Department of Education created 12 diploma seals for students to demonstrate academic and technical skills for college, careers, or the military. Of the 12 seals, 9 are defined by the state and 3 seals are locally defined. For more detailed information on the seal requirements, review [Ohio's Graduation Requirement Seals for the Class of 2023 & Beyond](#) reference sheet.

ACADEMIC SUPPORTS

Removing Non-Academic Barriers to Success

Bexley City Schools recognize that a student's needs extend beyond the curriculum. Four school counselors provide classroom guidance, small group opportunities, and individual counseling to students.

Some students face non-academic barriers that require a higher level of mental-health support than school counselors can provide. Through a grant from [ADAMH](#) (Alcohol, Drug and Mental Health Board of Franklin County), Bexley has a full-time, licensed clinician who is onsite to meet with students and their families and consult with school staff. Students are identified and referred through either the MTSS team or via the counselor and principal.

School Climate

Work is done to identify and mitigate non-academic barriers to success through international, multicultural, and social/emotional development. The district maintains a focus on overall wellness, making sure students thrive emotionally, psychologically, and physically, in addition to their academics. It is Bexley High School's goal that every student, regardless of individual differences, feels welcome, safe and included while at school.

Social/Emotional Development

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

The school focuses on mental health and wellness supports, drug/alcohol prevention, and bullying prevention that lead to understanding and managing emotion, as well as constructive and ethical problem-solving.

Gender Identity and Expression

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

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

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

Academic Office Hours

Teachers and departments are available to work with students from 7:35 - 8:20 a.m. four days a week. Students can utilize this time to meet with a teacher regarding homework questions, review for upcoming assessments, re-teaching of material they have questions on, or to work on assignments in a location where they can ask questions as needed. Attendance can be both voluntary or assigned by a teacher as part of a formal or informal academic intervention for a student. The current schedule of office hours by department is provided below:

OFFICE HOURS SCHEDULE	
Monday	Math, Social Studies, World Language, Special Services
Tuesday	English, Science, World Language
Wednesday	No Office Hours (staff meeting)
Thursday	Allied Arts, Fine Arts, Math, Social Studies
Friday	Allied Arts, English, Fine Arts, Science, Special Services

Visit bexleyschools.org/TeacherOfficeHours.aspx for more information.

English Resource Center (ERC)

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

English Language Learner (ELL)

All parents/guardians of students entering the school district are given a home language survey when completing 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 spring semester. A student who receives a proficient score on the OELPA will continue to be monitored for two school years and additional intervention supports provided if necessary. (See Board [Policy IGBI.](#))

Gifted Education

[Ohio Gifted Education](#) requires districts to identify students for potential areas of giftedness, using state-approved measures but does not require districts to serve students with programming. Rather, districts plan and provide support to gifted students to the extent that resources and staffing allow. The Bexley City School District historically has a large number of students with a gifted identification and, as a result, the district has offered a more rigorous curriculum that supports its students.

Bexley High School supports students with gifted identifications in a variety of ways, including:

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

Students receiving formal gifted services in line with their area(s) of gifted identification have a [Written Education Plan](#) (WEP) created by a general classroom teacher. Parents/guardians are notified about the WEP, written annually. Teachers report on the annual goals at mid-year and at the end of the school year. Visit bexleyschools.org/GiftedEducation.aspx for more information. (See Board [Policy IGBB.](#))

Guided Learning Lunch

All students have access to their individual classroom teachers during the second half of lunch. This time may be utilized in a variety of ways, including clarification of instructions, re-assessment, pre-teaching of upcoming topics, question/answer sessions, review for assessments, etc. Attendance can be both voluntary or assigned by a teacher as part of a formal or informal academic intervention for a student.

Students who need assistance with day-to-day student skills or work completion may be assigned for 3-6 weeks with a content specific teacher (not necessarily their classroom teacher).

During this time, a student's main task is completion of homework. Students may also be asked to check upcoming assignments, review for assessments, etc.

Math Resource Center (MRC)

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

Response to Intervention (Rtl) Team

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

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

Core components of Rtl include:

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

Academic Impact Morning Study Session (AIMSS)

The Academic Impact Morning Study Session program supports students who are struggling academically and possibly have challenges with following through on course expectations. The program provides an additional support opportunity for academic success and is not intended to serve as a source of punishment.

Study sessions occur before school to reduce conflicts that can exist during lunch (choir, orchestra, clubs, etc.) and/or after school (athletic games, practices and competitions). The program is provided on a week-to-week basis and runs from Tuesday to Friday. (See Schedule of Support below for specific details). Please note there are no sessions on Mondays, which allows students to appeal a grade or their assignment to attend.

Refer to the [Academic Impact Morning Study Session \(AIMSS\) Guide](#) for more information.

School Counseling Department

In support of the [Bexley City Schools' mission](#), the school counseling department provides a comprehensive, developmental counseling program to all students. Our programs are designed to help each student develop and enhance their academic, social/emotional, and college/career strengths in order to become responsible and productive citizens.

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

Students and families may also visit the [School Counseling](#) and [Career & College Planning](#) website for additional information and resources. Students and families may schedule a time to meet with their school counselor.

Counselor Assignments & Contacts

David Leland, School Counselor (student last names A - E)

(614) 231-4591 ext 4190

david.leland@bexley.us

<http://mrleland.youcanbook.me>

Claudia Fugate, School Counselor (student last names F - Le)

(614) 231-4591, extension 4191

claudia.fugate@bexley.us

<http://msfugate.youcanbook.me>

Stephanie Krosnosky, School Counselor (student last names Li - Ri)

(614) 231-4591, extension 4192

stephanie.krosnosky@bexley.us

<https://mrsk.youcanbook.me>

Sara Revetta, School Counselor (student last names Ro - Z)

(614) 231-4591, extension 4199

stephanie.krosnosky@bexley.us

<https://mrsk.youcanbook.me>

Tracie Baum, School Counseling Secretary & Registrar

(614) 231-4591, extension. 4194

tracie.baum@bexley.us

Career & College Planning

Bexley High School helps students prepare for life beyond high school, maximize opportunities, excel in a career or college courses, and successfully complete a college degree. Bexley traditionally sends more than 90% of its graduates on to college.

College admissions-planning begins in middle school as students can select a course of study consistent with college aspirations and develop study habits necessary for college preparation. Planning intensifies in high school when students work to meet college entrance requirements and complete college applications.

The school counseling department provides assistance with post-high school planning. For college admissions, we provide a variety of resources, supports and reference materials which includes, but is not limited to:

- Campus Visits
- College, Career and Military Representative Visits
- [Columbus Suburban College Fair](#)
- Financial Aid Information
- High School Testing Timeline
- Post-Secondary Information & Planning
- Scholarship Opportunities

Visit bexleyschools.org/CollegeCounseling.aspx for more information.

ACADEMIC ASSESSMENT & TESTING

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

End-of-Semester Activities Attendance

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

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

End-of-Semester Activities Schedule

Under a traditional, on-campus schedule, the end-of-semester activities schedule is as follows:

Semester 1 End-of-Semester Activity Schedule (December)

Day 1: Period 7 (morning), Period 6 (afternoon)
Day 2: Period 5 (morning), Period 4 (afternoon)
Day 3: Period 3 (morning), Period 2 (afternoon)
Day 4: Period 1 (morning), Make-Up (afternoon)

Semester 2 End-of-Semester Activity Schedule (May)

Day 1: Period 1 (morning), Period 2 (afternoon)
Day 2: Period 3 (morning), Period 4 (afternoon)
Day 3: Period 5 (morning), Period 6 (afternoon)
Day 4: Period 7 (morning), Make-Up (afternoon)

Seniors' End-of-Semester Activities

Seniors are exempt from second semester final end-of-semester activities, unless the passage of the activity is required to earn course credit. Seniors may opt to take a final exam for grade improvement purposes and should notify their teachers if they wish to exercise this option prior to the Senior Recognition Assembly.

AP Tests & Final End-of-Course Activities

Students who attended and completed their standardized AP test will be afforded the opportunity for exemption from the teacher-created final end-of-semester activity or exam for the course. The final grade for the semester will be determined by adding the third- and fourth-term grades and dividing by two. This exemption is not available for students in danger of failing the course.

AP students may take the teacher-created final exam for grade improvement. If the exam is taken for grade improvement, the score earned will be recorded and calculated into the final grade for the course through inclusion in the fourth-quarter grade. AP teachers may choose to provide an enrichment activity during the assigned period if they wish and students may choose to attend if they desire.

Advanced Placement® (AP)

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

Measure of Academic Progress (MAP)

The MAP test is a computer-based adaptive test in reading and math developed by the Northwest Educational Association. It is used to identify students' current academic levels in each subject area and to monitor academic growth over the course of the school year, even when a student's academic skills are outside of the range typical for their age. It is administered to all ninth graders in September, December/January, and May. Teachers use this information to plan instruction aligned to the needs of their students.

PSAT/NMSQT

Bexley High School utilizes the [Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test](#) (PSAT/NMSQT) to measure the critical skills of reading, math, and writing skills needed for college and beyond. The two-hour exam is administered in October during the freshman, sophomore, and junior years for the purposes of providing a predictive "practice" for the SAT and identifying [National Merit Scholarship](#) qualifiers. Verbal and math scores are reported on a scale from 20 - 80 and an NMSQT Selection Index is generated for national merit-qualifying purposes.

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

College Entrance Testing

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

Students are strongly encouraged to take the [ACT](#) and [SAT](#) for the first time during the winter of junior year and possibly again during the fall of senior year. The Career and College Counseling Center supports students to provide and promote free testing activities for students.

American College Testing Program (ACT)

The [ACT](#) is administered to all juniors at Bexley High School at the beginning of March as part of Ohio's state testing program. Administration of this test is at no cost to Bexley students. Students at any grade level may also take the ACT on any of seven annual national testing dates at established test centers in metro Columbus. The test consists of four curricular-based tests: English, mathematics, reading and science reasoning, plus an optional writing section. Students are scored for each content area, which are then combined to give a composite score. All scores are reported on a scale of 1-36, with a national average reported as approximately 21.

Scholastic Aptitude Test (SAT)

The [SAT](#) is a three-hour exam consisting of two sections, including an evidence-based reading and writing section and a math section. This assessment is administered on seven national testing dates at established test centers in metropolitan Columbus. Scores are reported on a scale from 200 - 800 per section, or 400 - 1600 overall.

ACADEMIC RECOGNITION

AP Scholar

The [CollegeBoard](#) recognizes students who demonstrate outstanding college-level achievement through AP courses and exams with the [AP Scholar Awards](#). Although there is no monetary award, each award-winning student receives a certificate and the award is acknowledged on any AP score report sent to colleges after the award is conferred. Awards are added to online score reports in late August and award certificates are sent by mail in September.

The following outlines the CollegeBoard's AP Scholar Award levels:

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

Cum Laude Society

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

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

Honor Roll

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

National Honor Society

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

SAFETY & SECURITY PROCEDURES

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

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

Safety Plan

Bexley Schools 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 meet regularly to address safety issues and review the district safety plan. School principals regularly review procedures with their staff members and utilize the drills for the 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, as the School Messenger notification system pulls data from PowerSchool.

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 allowing students to bicycle to school. The district asks all residents and drivers use exercise extreme caution in concern for student safety.

A student in third 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.

SPECIAL EDUCATION

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

Additional levels and types of support are provided to students with low-incidence disabilities or significant challenges, such as blindness, deafness, or significantly subaverage intellectual (IQ) levels, or with combinations of disabilities. While the district provides for the education of all its students, not all special education programming is provided within the district's buildings. The district does pay for the program, provide transportation, and monitor the effectiveness of each of these programs.

Students and families may also visit bexleyschools.org/SpecialEducation.aspx for more information.

504 Plans

A student with an underlying medical condition that has a substantial impact on the student's learning is eligible for an individualized plan under [Section 504 of the Rehabilitation Act of 1973](#). This ensures the student receives the necessary classroom and testing accommodations necessary to have full access to the same learning opportunities other students have. Bexley's Director of Student Services & Accessibility oversees 504 services for the district.

Individual Education Plans (IEPs)

A student with disabilities that have a substantial impact on his or her learning is eligible for an Individual Education Plan (IEP) under the [Individuals with Disabilities Education Act](#). These individualized plans specify goals for students and the type of accommodations or modifications a student needs to have full access to the same learning opportunities other students have. Special education services are overseen at the building level by a team of intervention specialists, related services personnel, and building administrators, including the district director of Student Services and Accessibility and the Special Education Coordinator.

STUDENT CONDUCT

Bexley 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.](#))

Out-of-School Suspension

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

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

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

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

In-School Suspension

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

Before-School Detention

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

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

CO-CURRICULAR & EXTRACURRICULAR

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

The Board of Education has established criteria for co-curricular and extracurricular programs consistent with its education philosophy and program goals.

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

Clubs & Programs

BHS club membership is open to all students. A general list of clubs and programs is provided below, but is subject to change. For the most up-to-date list, visit the [Clubs and Organizations](#) web page. Additionally, students who are interested in starting a new club may submit a request using the online [Student Club Proposal Form](#).

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

Some clubs and activities require enrollment in a particular subject area and others are selective. For example, The Torch provides opportunities for students showing proficiency and interest in the journalism field. With BHS's Journalism course as a prerequisite, students must apply to join the staff. Any student may submit an artistic or literary work for publication, with submissions reviewed by the student editors and teacher advisor.

Additionally, BHS's interscholastic academic quiz team, In-The- Know, hosts tryouts each fall.

Interscholastic Extracurricular Eligibility

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

Interscholastic extracurricular programs are defined as school-sponsored student programs involving more than one school or school district. The Board permits students in grades 9 through 12 to participate in interscholastic extracurricular programs provided that they meet the [Ohio High School Athletic Association](#) (OHSAA) guidelines of having passed five one-credit courses during the previous quarter. The district permits one calendar week at the end of the grading term to finalize grades for eligibility purposes.

In addition, students participating in any program regulated by the OHSAA must also comply with eligibility requirements established by the association.

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

Social Activities

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

Student Council

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

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

ATHLETICS

Bexley High School has a total of 25 offerings in 22 interscholastic sports and fields 73 different teams.

Fall Sports

Football

Boys Soccer

Girls Soccer

Volleyball

Field Hockey

Girls Tennis

Girls Cross Country

Boys Cross Country

Boys Golf

Girls Golf

Cheerleading

Winter Sports

Boys Basketball

Girls Basketball

Wrestling

Boys Swimming

Girls Swimming

Cheerleading

*Bowling

Spring Sports

Softball

Baseball

Boys Lacrosse

Girls Lacrosse

Boys Track & Field

Girls Track & Field

Boys Tennis

Beginning with the 2023-2024 school year, Bexley High School will compete in the new Central Buckeye League (CBL). The league will include Bexley, Bishop Ready, Buckeye Valley, Columbus Academy, Columbus School for Girls, Grandview Heights, Whitehall, and Worthington Christian.

Athletic Hotline

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

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

Bullying, Hazing & Harassment

The Bexley City School District is committed to health, welfare and safety for all students. The district must be able to hear about and take action to support our students. Bexley Schools provides an online [Bullying, Hazing, Harassment or Incident Reporting Form](#) to report incidents related to bullying, hazing, and harassment. Students can also submit concerns using the [Stay Safe. Speak Up!](#) app.

Additionally, parents/guardians are encouraged to visit the district website for more information at bexleyschools.org/HarassmentBullyingReporting.aspx.

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

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

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

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

Attendance & Extracurricular Programs

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

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

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

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

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

- When an athletic contest and a school concert are in conflict, the student is expected to attend the concert, as it is a part of the graded curriculum.
- When an athletic practice and a rehearsal are in conflict, the student should notify the coach and rehearsal director who will attempt to resolve the conflict on the student's behalf.
- During the sports season, high school or middle school team activities take precedence over any select or outside athletic programs.
- In the event a performing arts student-athlete has an unavoidable conflict due to a league make-up game (due to weather) or a league/state tournament contest, the student may choose which to attend; the student will be expected to complete any missed performance assessment, assigned at the teacher's discretion.

Athletic Trainer

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

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

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

Athletes with ongoing medical conditions, including, but not limited to, asthma, severe allergies and diabetes, should consult with the athletic trainer and coach to determine the best plan to

have their prescribed medications and supplies available at all times during athletic activity. Coaches must ensure a plan is in place and all prescribed medications or supplies are available before allowing athletes with such conditions to practice or participate in games.

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

Visit bexleyathletics.com/athletic-training-room-information for more information.

Extracurricular Programs & Substance Abuse

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

A school-based health professional is any person with appropriate substance-abuse credentials occupying any position the superintendent may designate in writing. The school-based health professional will meet with the [Chief Academic Officer](#) to recommend a plan of action. The action plan could include, but is not limited to the following:

- Additional counseling with a school-based health professional
- Referral to an educational workshop
- Referral to a drug/alcohol group, and/or
- Referral to a recovery treatment program.

The plan of action also will include a timeline to complete all requirements. An administrator will meet with the student and parent(s)/guardian(s) after the initial assessment to review the plan of action and timeline. The activity consequences and educational requirements outlined therein are based on the number of offenses and are progressive in nature. The district reserves the right to require additional/alternative educational components based on the unique needs of the student.

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

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

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

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

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

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

FinalForms

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

All forms for athletics can be found at bexley-oh.finalforms.com. Students and parents/guardians can also visit the [Athletic Director's Office](#) at Bexley High School. The required forms typically include the following:

- [OHSAA Pre-Participation Physical Exam Form](#): Students in grades 7–12 participating in Bexley Schools athletic activities must undergo a physical examination once each calendar year pursuant to the regulations of the [Ohio High School Athletic Association \(OHSAA\)](#). A physician, the student athlete, and a parent/guardian must sign the athletic form and it must be uploaded into Final Forms and verified by the athletic trainers before the athlete may participate in a tryout or practice.
- [Emergency Medical Authorization \(EMA\) Form](#): This form is required by the state of Ohio in order to help the athletic department treat an athlete in the event the athlete is injured. This form also includes an acknowledgement of the athlete's insurance coverage.
- Drug/Alcohol Policy Sign-Off: This form indicates that the student-athlete complies with Bexley City School District's policies regarding drug/alcohol and tobacco use and eligibility.
- Bexley Schools' Policy Sign-Off: This form highlights the policies for which the student-athlete and the student's parent/guardian must be aware, including OHSAA and Bexley

academic eligibility; student code of conduct; acknowledgement of risk; equipment/locker responsibilities; and permission to photograph.

- Neurocognitive Test Form: Nationwide Children’s Hospital offers baseline neurocognitive testing for all Bexley athletes. This form gives consent for the testing and acknowledges receipt of the [Ohio Department of Health Concussion Information Sheet](#).

Insurance

The Bexley City School District requires all athletes be covered by insurance. Each student’s insurance coverage must be listed on forms. Families who need affordable coverage to supplement or provide for family health insurance may apply through the school office or [Athletic Department](#) office.

Interscholastic Athletics

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

Parent/Guardian Meeting

Each athlete’s parent/guardian must view the OHSAA informational presentation within Final Forms each year, in addition to each sport’s “Meet the Team” meeting at the start of the season. An athlete may not participate in a game or contest until the parent/guardian attends these meetings.

Parent/Guardian Role

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

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

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

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

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

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

Participation Fee

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

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

Ability to Pay

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

Students and families can submit a fee waiver using the online [Student Athletic Fee & Waiver Form](#).

Banquets & Awards

A season-ending banquet will be held at the end of the sports season for all teams. All athletes are expected to attend the season-ending recognition night sponsored by the Athletic Department. The Athletic Director will supply the awards and provide a stipend per athlete of no more than \$10 per athlete to cover the costs of the dessert and drinks. Permissible venues for the end-of-season banquet include any school facility, Jeffrey Mansion, or parent/coach home. In order to remain compliant with Title IX regulations, any venue other than those listed above must be approved by the Athletic Director.

Equipment

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

Transportation

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

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

OHSAA Eligibility Checklist for Student Athletes

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

Off-Season & Club Play

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

The OHSAA restricts school coaches to very specific contact periods during the summer and off-season. In general, coaches are allowed 10 contact days during the summer off-season, which is when most camps, clinics, and other activities take place.

Prospective College Athletes

Student athletes should begin the process of registering with the [NCAA Eligibility Center](#) at the end of their junior year to establish their collegiate eligibility. Information regarding the process and necessary requirements is available online: <https://web3.ncaa.org/ecwr3/>.

Rules of Coaches & Teams

Coaches for each sport set their own rules and expectations that are approved by the [athletic director](#). An athlete and the athlete's family agree to these expectations by virtue of participating on the team. Questions about team rules and expectations should be directed to the coach.

Sportsmanship

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

- The use of profanity is not tolerated at practices or games.
- Approaching an official, or even excessively questioning an official's calls, is not tolerated.
- Inappropriate cheers are not allowed. Bexley fans cheer positively for their own teams, not negatively against another team.

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- When an injury occurs to an opposing player, Bexley fans have the courtesy to applaud as the injured athlete leaves the field.
 - Bexley fans model sportsmanship regardless of the behavior of the opposing fans or team.
 - Shirts and shoes must be worn at all athletic events.
 - Unsportsmanlike behavior during a contest should be reported to a school official. Violation of the above expectations can result in ejection from a contest and further disciplinary action.
 - Spectators who are ejected from a contest automatically have at least a two-game suspension from home contests at that level of play (i.e., varsity or junior varsity). Before returning to contests, ejected spectators must meet first with the athletic director and a secondary school administrator regarding a plan for changing the behavior that resulted in the suspension.

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

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

- Care of injured or ill students and staff members
- Vision and hearing screenings for all students with body mass index (BMI) screening available only upon request
- Maintenance of accurate and complete immunization records in compliance with Ohio requirements
- Prevention and control of communicable and nuisance diseases
- Administration of medications with proper physician and parent/guardian authorization
- Consultation with students, parent/guardian, and staff regarding health-related concerns
- Development of care plans for students with medical or physical problems.

HEARING & VISION SCREENINGS

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

the district must provide further assessment. The screenings are not intended to diagnose educational disability, nor are they to be used for placement purposes. The parent/guardian may opt out of the screening by signing a statement indicating such.

IMMUNIZATIONS

The State of Ohio and Bexley Board of Education require that each student meet a minimum vaccine requirement in order to attend school.

The month/day/year that each required vaccination was given must be on file no later than two weeks after the student enters school. Without this required information on file, a student may not attend school.

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

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

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

ADMINISTERING MEDICATION

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

COMMUNICABLE DISEASES

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

Students with communicable diseases are excluded from school as follows:

- Chickenpox – for seven days or until all lesions are crusted
- Strep Throat/Scarlet Fever – until 24 hours of appropriate antibiotic therapy is completed
- Fifth's Disease – until the student is free of fever
- Conjunctivitis (Pink Eye) – until 24 hours of appropriate treatment is completed and discharge ceases
- Impetigo – until 24 hours of appropriate treatment is completed and sores begin to heal
- Head Lice – until treated and there are no live lice
- Ringworm (scalp and skin) – until 24 hours of appropriate treatment is completed
- Measles (rubeola) – for at least five days after the rash appears
- Mumps – for nine days after the onset of swelling
- Pertussis (Whooping Cough) – until 24 hours after the fifth day of appropriate antibiotic therapy
- COVID-19 – excluded until the recommended isolation period as defined by Franklin County Public Health Department.

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

When to Keep Your Child Home from School

The following is a list of common school-age illnesses. Many of the illnesses require the student to stay at home. Sending an ill student to school puts other students and staff at risk. A sick child is uncomfortable and unable to concentrate during the school day.

Bexley City Schools encourages school community members to abide by the Exclusion Guidelines, yet avoid missing unnecessary days of school, which hinders a student's ability to achieve the full learning experience offered at Bexley. 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 varicella (chicken pox), strep throat, conjunctivitis (pink eye), impetigo, head lice, pertussis (whooping cough), ringworm, fifth's disease, measles, mumps, rubella (German measles), influenza (flu), meningitis, hepatitis, scabies, or other communicable disease.

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.

- 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. Nits are to be removed prior to coming back to school. A registered nurse may check the child.

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 handicap that may require special attention, arrangements, or adaptations. Students unable to participate in regular physical education classes due to a physical disability are required to submit a physician's letter explaining the student's limitations.

Bexley Schools works with the family of a student with special dietary needs to keep the student as safe as possible. A student with a severe food allergy must file a statement each year with the school. A student with non-allergic food hypersensitivity may choose to inform the 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. Go to the [Food Services webpage](#) to find the form to apply.

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 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-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 at bexleyschools.org/FoodServices.aspx. 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.

Open Lunch Procedures

The [bell schedule](#) allows one 49-minute lunch, during which students may leave the school grounds. Permission to leave during lunch is a privilege and students must accept the responsibility for returning to school on time. Inappropriate behavior while away from school may result in a student's loss of open-lunch privileges. Appropriate action will be taken by school officials when such conduct violates school rules.

Students are expected to comply with the following:

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

SCHOOL & COMMUNITY RESOURCES

Bexley 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. 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 Bexley Schools, K-12. 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 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 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 community children and families through the allocation of community resources, funding of camp scholarships, and engagement in policy-making efforts to assure these groups have access to necessary resources.

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

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

Other Community Resources

Bexley Anti-Racism Project

<https://bexleyarp.org/>

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