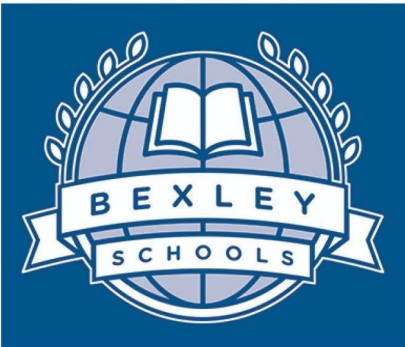


BEXLEY MIDDLE SCHOOL

2023-2024 Family/Student Handbook



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

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SCHOOL CALENDAR



2023-2024 MASTER CALENDAR

*Board Approved 08/09/2023

JULY 2023					JANUARY 2024				
M	T	W	TH	F	M	T	W	TH	F
3	4	5	6	7	1	2	3	4	5
10	11	12	13	14	8*	9*	10	11	12
17	18	19	20	21	15*	16	17	18	19
24	25	26	27	28	22	23	24	25	26
31					29	30	31		

AUGUST 2023					FEBRUARY 2024				
M	T	W	TH	F	M	T	W	TH	F
	1	2	3	4				1	2
7	8	9*	10	11	5	6	7	8	9
14*	15*	16*	17*	18	12	13	14	15	16*
21	22	23	24	25	19*	20	21	22	23
28	29	30	31		26	27	28	29	

SEPTEMBER 2023					MARCH 2024				
M	T	W	TH	F	M	T	W	TH	F
				1					1
4*	5	6	7	8	4	5	6	7	8
11	12	13	14	15*	11	12	13	14*	15*
18	19	20	21	22	18*	19*	20*	21*	22*
25*	26	27	28	29	25*	26	27	28	29*

OCTOBER 2023					APRIL 2024				
M	T	W	TH	F	M	T	W	TH	F
2	3	4	5	6	1	2	3	4	5
9	10	11	12	13	8*	9	10	11	12
16	17	18	19*	20*	15	16	17	18	19
23*	24*	25	26	27	22	23	24	25	26
30	31				29	30			

NOVEMBER 2023					MAY 2024				
M	T	W	TH	F	M	T	W	TH	F
		1	2	3			1	2	3
6	7*	8	9	10	6	7	8	9	10
13	14	15	16	17	13	14	15	16	17
20	21	22*	23*	24*	20	21	22	23	24
27	28	29	30		27*	28	29	30*	31

DECEMBER 2023					JUNE 2024				
M	T	W	TH	F	M	T	W	TH	F
				1	3	4	5	6	7
4	5	6	7	8	10	11	12	13	14
11	12	13	14	15	17	18	19*	20	21
18	19	20	21	22*	24	25	26	27	28
25*	26	27	28	29					

AUGUST 2023

August 9 (Wed): New Staff Orientation
 August 14 (Mon): Convocation | Teacher/Staff Professional Development
 August 15 (Tues): Teacher/Staff Professional Development
 August 16 (Wed): Teacher/Staff Workday
 August 17 (Thurs): First Day of Classes for All Students | Kindergarten Staggered Start | Beginning of First Grading Period

SEPTEMBER 2023

September 4 (Mon): Labor Day | No Classes | District Closed
 September 15 (Fri): No Classes for Students | Teacher/Staff Professional Development Day
 September 25 (Mon): No Classes for Students and Teachers

OCTOBER 2023

October 19 (Thurs): End of First Grading Period
 October 20 (Fri): No Classes for Students | Teacher Workday
 October 23 (Mon): No Classes for Students | Family/Teacher Conferences
 October 24 (Tues): Beginning of Second Grading Period

NOVEMBER 2023

November 7 (Tues): No Classes for Students | Teacher/Staff Professional Development Day
 November 22 (Wed): No Classes for Students | Teacher Conference Comp Day
 November 23-24 (Thurs - Fri): Thanksgiving Break | No Classes | District Closed

DECEMBER 2023

December 22 (Fri): End of Second Grading Period
 December 25: (Mon): First Day of Winter Break (Winter Break Dec. 25-Jan. 5) | District Closed

JANUARY 2024

January 8 (Mon): No Classes for Students | Teacher Workday
 January 9 (Tues): First Day of Classes Post-Winter Break | Students Return | Beginning of Third Grading Period
 January 15 (Mon): Martin Luther King Jr. Day | No Classes | District Closed

FEBRUARY 2024

February 16 (Fri): No Classes for Students | Teacher Conference Comp Day
 February 19 (Mon): Presidents Day | No Classes | District Closed

MARCH 2024

March 14 (Thurs): End of Third Grading Period
 March 15 (Fri): No Classes for Students | Teacher Workday
 March 18-22 (Mon-Fri): Spring Break | No Classes for Students and Teachers
 March 25 (Mon): Beginning of Fourth Grading Period
 March 29 (Fri): No Classes | District Closed

APRIL 2024

*April 8 (Mon): Students and Teachers AM

MAY 2024

May 26 (Sun): Class of 2024 Graduation
 May 27 (Mon): Memorial Day | No Classes | District Closed
 May 30 (Thurs): Last Day of Classes for Students/Teachers | End of Fourth Grading Period

JUNE 2024

June 19 (Wed): Juneteenth | District Closed

*Subject to change based upon legislative changes | Bexley City Schools | bexleyschools.org/

*Updated August 2023

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.

DISTRICT MISSION

Mission

Learn with Curiosity. Demonstrate Kindness. Embrace Equity.

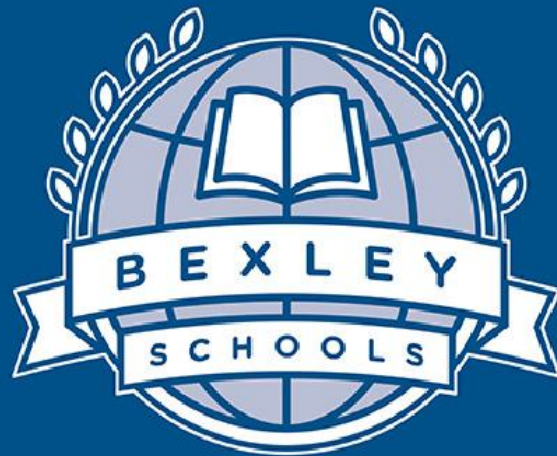
Vision

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 Middle School Information

Middle School Administrators

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

Middle School Assistant Principal: [Jerome Price, Sr.](#)

Middle School Office Staff

Administrative Secretary: [Sarah Lynch](#)

Attendance Secretary: [Suzanne Klingelhofer](#)

School Counselor (Student last name A-K): [Sarah Busold](#)

School Counselor (Students last name L-Z): [Tara Louys,](#)

Principal's Message

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

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

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

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



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 school district's 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 middle school has its own web page at bexleyschools.org/BMS.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.

Online Resources

Canvas

The district's learning management system, Canvas, is where teachers post information related to classroom syllabi, resources, assignments, and other relevant information. Starting in August 2023, Middle School student grades will also be kept in PowerSchool. 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.

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

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.

Students and families can access PowerSchool by going to bexley.powerschool.com/public/home.

School Newsletters

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

Family/Teacher Conferences

BMS dedicates time to scheduled conferences with teachers, students, and parents/guardians twice each school year. The following dates and times are set aside for conferences by either teacher or parent request:

Fall Family/Teacher Conferences during the school day; No school for students	October 23
Fall Family/Teacher Conferences - evenings	November 1 November 9
Spring Family/ Teacher Conferences - evenings	January 31 February 8

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

Athletic Hotline

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

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

Rights to School Records

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.

School Operations

Bell Schedule

Bexley Middle School's bell schedule may vary depending on what is going on at school, such as an assembly, testing, extended homeroom, or other activity. The following bell schedule is the typical schedule followed each school day. When possible, altered schedules are announced ahead of time.

Typical Daily Schedule

Period	Start	End
Students Enter	8:25 a.m.	
Homeroom/Period 1 (53 min)	8:35 a.m.	9:28 a.m.
Period 2 (48 min)	9:33 a.m.	10:21 a.m.
Period 3 (48 min)	10:26 a.m.	11:14 a.m.
Period 4 (48 min)	11:19 a.m.	12:07 p.m.
Lunch/Recess (49 min)	12:07 p.m.	12:56 p.m.
Period 5 (48 min)	12:56 p.m.	1:44 p.m.
Period 6 (48 min)	1:49 p.m.	2:37 p.m.
Period 7 (48 min)	2:42 p.m.	3:30 p.m.

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.](#))

Students are required to adhere to the following requirements:

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

Students are to report any problems or damages to school district staff as soon as possible.

Device Damage or Vandalism

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

Stolen or Missing Device

In the event of a stolen or missing device, the family may incur a \$150.00 replacement fee to be paid to the district. A device will be considered stolen or missing five days after it has not been recovered and confirmed missing by a parent or guardian. There will not be an appeal process in evaluating stolen or missing equipment. In the event of stolen, missing, or damaged accessories such as AC adapter or cables, the family may incur a fee equal to the replacement cost of the item.

Mobile Internet Access

Bexley City Schools maintains a limited number of devices that provide cellular internet access. These computers, tablets or mobile routers (“hotspots” or “Mifi”) are assigned to students to provide access to instruction and learning materials. While in the possession of students this device is to be used by only Bexley City Schools students who are currently enrolled.

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

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

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

Student Access Accounts

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

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

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

Personal Electronic Devices

Students are not permitted access to personal electronic devices (phones, smartwatches, headphones, etc.) during class time unless there is a documented accommodation for a student. Personal devices should be kept in lockers or backpacks during class time. Personal devices that are seen or heard while in the classroom will be turned into the office.

Students are able to use phones at school to let parents/guardians know they arrived safely or share after-school plans. They may access their devices during non-instructional times (passing periods, lunch/recess, before and after school). Office phones are staffed from 7:15 a.m.-3:45 p.m. each school day. We are happy to get important messages to your child.

Miscellaneous Other Uses & Expectations

Elevator Use

The elevator is for faculty use and may be used by students only in special circumstances. Students must register in the main office in order to receive prior approval. Students using the elevator without prior approval will be subject to disciplinary actions.

Lockers

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

- Writing on the outside or inside of a locker is prohibited; 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.

Study Hall

The following rules ensure a quiet atmosphere conducive to study:

- Students are expected to use their study halls to work on school assignments.
- Non-academic activities are discouraged.
- No student will be excused from study hall unless the student has an excuse slip signed by a requesting staff member.
- Study hall is an instructional environment and personal electronic devices are prohibited.

Students may go to the library during study hall with a pass from a teacher. The library is for quiet study or research. Inappropriate behavior will result in return to study hall and/or suspension of library study hall privileges.

Tobacco Use

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

Attendance

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](#).)

Absences from School

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

1. Parents/guardians should contact the school before 8:45 a.m. on the day of absence. Parents/guardians must either email MSAttendance@bexley.us or call (614) 237-4435, prompt #7 then #6, and leave a message on voicemail. If not contacted by parents/guardians, the office personnel will try to contact the parent/guardian(s) of absent students.
2. The student should contact each teacher upon return from an illness to arrange make up of any work missed while absent. This is the student's responsibility.
3. The student should make every effort while absent to keep work up to date as much as possible. This is particularly important if the student is absent more than one day.
4. Students are responsible for checking **Canvas** and emailing their teachers to find out what assignments were given during their absence.
5. A student with an absence has the same number of days as the absence to complete make-up work, including tests.
6. **In order to participate in an extracurricular event on a school-day students must be in attendance each period of the school day.** Field trips, Alternate Learning Experiences, concurrent enrollment, medical/dental appointments, and special family situations may be excused by a building administrator.
7. Ohio law requires schools to notify parents/guardians of excessive absences via letter.

Leaving School Early

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

Leaving Building for Lunch

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

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

Academic Planning

Beyond BMS

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

Standards-Based Grading

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

Each course has predefined “strands” that group the essential learning for that course. Students will receive a grade for each strand, as well as a grade based on their demonstrated learning skills and work habits, for each grading period. Unlike traditional grades, no grade-point average (GPA) is calculated. Additional information about standards-based grading is at bexleyschools.org/sbg.

Marking System

The standards-based grading system uses the following marking system:

Mastery Level	Descriptor	Point Value	Comments
Advanced	Shows an in-depth understanding of the concepts and skills included in the standards; is able to apply their understanding to new situations.	4	“Wow!”
Secure	Shows a solid understanding of the concepts and skills included in the standards.	3	“Yes!”
Progressing	Shows a basic understanding of the concepts and skills included in the standards	2	“Almost”
Needs Support	Shows a limited understanding of the concepts and skills included in the standards; needs additional learning opportunities.	1	“No, Not Yet”
Insufficient Evidence	Not yet shown enough information to determine understanding of the concepts and skills included in the standards.	0	“Work is missing or incomplete”

Learning Skills and Work Habits

Unlike traditional grades, standards-based grading gives separate grades for academics and behaviors. Each student will receive an overall grade for demonstrating the following:

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

High School Courses

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

The credit earned at BHS does not count on the BMS grade card.

1. The students receive a separate report card from BHS for the course(s).
2. The course credit and grade are posted on the student's high school transcript and included in their high school GPA.
3. The student's high school course grade is calculated to determine athletic eligibility.
4. Attendance in the high school class takes precedence when schedules are in conflict.

Schedule Changes

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

Master schedules are built far in advance of the first day of school based on student requests; therefore, schedule changes are discouraged. Requests are not honored after September 1, unless approved by the teacher and/or administrator.

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

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

Changes are not granted under these circumstances:

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

Academic Supports

Classroom Supports

Teachers and departments are available to work with students from 7:45 - 8:30 a.m. on Wednesdays and Fridays, as well as during available flex-period sessions. Students can utilize this time to meet with a teacher regarding homework questions, review for upcoming assessments, re-teaching of material for which they have questions, or to work on assignments in a location where they can ask questions as needed.

Approaches to Learning (AtL)

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

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

Response to Intervention (RtI)

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

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

Study Hall

All students have the opportunity to take a study hall either every day or on alternating days. Students have access to their teachers during this period. As the year progresses, teachers may regroup students based on students’ needs to maximize the impact of this time.

Removing Non-Academic Barriers to Success

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

Some students face non-academic barriers that require a higher level of mental-health support than school counselors can provide. Through a grant from ADAMH (Alcohol, Drug and Mental Health Board of Franklin County), Bexley is able to support a full-time, licensed clinician who is

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 that students thrive emotionally, psychologically, and physically, in addition to their academics. It is BMS's goal that every student, regardless of culture, ethnicity, race, language, age, gender, gender identity/expression, sexual orientation, exceptionality, family style, social status, religion and belief systems feels welcome, safe, and included while at school.

Social/Emotional Development

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

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

Gender Identity & Expression

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

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

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

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. Additional information about gifted services across the district can be found at bexleyschools.org/GiftedEducation.aspx.

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

Each BMS student who receives formal gifted services has a Written Education Plan developed by the classroom teacher. Parents/guardians are notified about the PLP, written annually. Teachers report on annual goals at mid-year and at the end of the school year.

Some students may benefit from single-subject or whole-grade acceleration. Candidates for acceleration are those students who perform at remarkably high levels of accomplishment when compared to others of their age and experiences and whose unique needs cannot be met in the classroom with applied academic differentiation strategies. State regulations require that multiple factors be considered when evaluating a student for acceleration. A team approach is used to make the final decision. Referrals for acceleration must be made to the student's principal during either the month of November or March for testing to occur by December and April. (See Board [Policy IGBB](#) and [Policy IKEB-R](#).)

Academic Assessments & Testing

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

Types of Assessments

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

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

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

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

Standardized Assessments

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

Assessment	Time Frame	Method
MAP (6-8th grade)	Fall, Winter, and Spring	Online
Ohio State Tests (6-8th grade)	Spring	Online
OELPA (ELL Students)	Spring	Online
AASCD (Qualifying Students)	Spring	Individual

Student Services

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.](#))

Section 504 Plans

A student with an underlying medical condition that has a substantial impact on the student's learning is eligible for an individualized plan under [Section 504 of the Rehabilitation Act of 1973](#). This ensures 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.

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

Individualized 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.

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

Students and families may also visit the [Special Education webpage](https://bexleyschools.org/SpecialEducation.aspx) for additional information and resources: bexleyschools.org/SpecialEducation.aspx.

Students with disabilities that have a substantial impact on their learning may be eligible for an Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act. These individualized plans lay out specific goals for students and what accommodations or modifications a student needs to have full access to the same learning opportunities other students have. Special education services are overseen at the building level by a team of intervention specialists, related services personnel, and building administrators, including the district director of Student Services and Accessibility and the Special Education Coordinator.

Quarterly Recognition Ceremonies

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

Teachers from each grade level recognize individual students who demonstrate the Bexley Core Values (Equity. Inclusion. Respect. Empathy. Well-being. Integrity. Responsibility.)

Families are invited to attend these assemblies.

Laurel Honor Society

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

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

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

- Service
- Academics
- Participation
- Learning Skills & Work Habits
- Attendance.



Safety & Security Procedures

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

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

Stay Safe. Speak Up!

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

Safety Plan

Bexley Schools 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 and 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 to 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.

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 (OSS)

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

No period of suspension is for more than 10 school days. If 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 (ISS)

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.

Detention

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

Co-Curricular & Extracurricular Information

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

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

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

Academic Eligibility

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

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

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

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

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

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

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

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

Athletics

Beginning with the 2023-2024 school year, Bexley Schools 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.

BMS offers participation in the following sports:

Fall Sports

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

Winter Sports

Boys Basketball
Girls Basketball
Wrestling
Cheerleading

Spring Sports

Softball
Baseball
Boys Tennis
Track & Field

Athletic Hotline

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

Bexley students, parents/guardians, and fans can sign up for automatic alerts about athletic events and schedule changes. Visit 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

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- 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.

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.
- When an injury occurs to an opposing player, Bexley fans have the courtesy to applaud as the injured athlete leaves the field.

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- 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.

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.

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

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- 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.

Leaving Building for Lunch

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

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

Food Deliveries

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

Vending Machines

Vending machines may only be used by middle school students during the lunch period or before or after school.

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 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

uaurgentcare.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