

Elementary School
Family/ Student
Handbook
2022-2023



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

TABLE OF CONTENTS

BEXLEY CITY SCHOOL DISTRICT INFORMATION	5
SUPERINTENDENT’S WELCOME	5
BOARD OF EDUCATION	5
DISTRICT WEBSITE	5
DISTRICT ADMINISTRATORS	5
BEXLEY EDUCATION FOUNDATION	6
BEXLEY HIGH SCHOOL ALUMNI ASSOCIATION	6
BEXLEY BOOSTER AND PARENT GROUPS	7
DISTRICT MISSION	7
DISTRICT VISION	7
DISTRICT CORE VALUES	7
BEXLEY’S LEARNER PROFILE	8
BEXLEY ALMA MATER	8
ELEMENTARY PRINCIPAL’S MESSAGE	9
COMMUNICATION	9
DISTRICT WEBSITE	9
DISTRICT AND BUILDING COMMUNICATIONS	9
COMMUNICATION FROM STAFF	10
GMAIL	10
POWERSCHOOL	10
CONFERENCES	10
BELL SCHEDULE	11
FAMILY EDUCATIONAL RIGHTS AND PRIVACY	11
ATTENDANCE	12
ATTENDANCE REPORTING	12
ATTENDANCE EXPECTATIONS & REQUIREMENTS	12
DEFINITION OF TRUANCY & EXCESSIVE ABSENCES	13
ACADEMIC PROGRAM	13
CORE CONTENT	14
SOCIAL AND EMOTIONAL LEARNING	15
ENGLISH LANGUAGE ARTS	15
MATHEMATICS	15
SCIENCE	16

SOCIAL STUDIES	16
PHYSICAL EDUCATION	16
HEALTH	17
ART and GENERAL MUSIC	17
INSTRUMENTAL MUSIC	17
INTEGRATED CONTENT	18
Library	18
COMPUTER/ONLINE SERVICES (Acceptable Use and Internet Safety)	18
STUDENT ASSIGNED EQUIPMENT AND INTERNET ACCESS	20
DEVICE DAMAGE/VANDALISM	21
STOLEN/MISSING DEVICE	21
MOBILE INTERNET ACCESS	21
STUDENT ACCESS ACCOUNTS	22
CELL PHONES	22
ACADEMIC SUPPORTS	23
SCHOOL CLIMATE	23
SOCIAL/EMOTIONAL DEVELOPMENT	23
GENDER IDENTITY AND EXPRESSION	23
REMEDICATION, INTERVENTION, AND ENRICHMENT ASSISTANCE	24
EARLY LITERACY AND THIRD GRADE READING GUARANTEE (TGRG)	24
SCHOOL COUNSELING	25
SPEECH AND LANGUAGE	25
GIFTED COGNITIVE IDENTIFICATION AND SERVICES	26
SCHOOL PSYCHOLOGISTS	27
SUMMER ACADEMY	27
TEXTBOOKS AND OTHER MATERIALS	27
DIGITAL RESOURCES	28
STUDENT SERVICES	28
ENGLISH LANGUAGE LEARNERS (ELL)	28
SECTION 504 PLANS	29
INDIVIDUALIZED EDUCATION PLANS (IEPS)	29
ACADEMIC ASSESSMENTS AND TESTING	30
ACHIEVEMENT AND ABILITY	30
INDIVIDUAL TESTING	30
KINDERGARTEN READINESS ASSESSMENT-REVISED (KRA-R)	31
STUDENT PROGRESS REPORTS	31
PROMOTION AND RETENTION	31
SAFETY AND SECURITY PROCEDURES	32

SAFETY PLAN	32
NOTIFICATION SYSTEM	33
STAY SAFE, SPEAK UP!	33
VISITORS	33
WALKING TO AND FROM SCHOOL	34
SEVERE WEATHER	34
SCHOOL CLOSINGS	34
BICYCLES	35
LEAVING SCHOOL GROUNDS	35
ANIMALS	35
STUDENT CONDUCT	36
BEXLEY CITY SCHOOLS STUDENT CODE OF CONDUCT	36
OUT-OF-SCHOOL SUSPENSION	36
CO-CURRICULAR AND EXTRA-CURRICULAR INFORMATION	37
BIRTHDAY PARTIES	37
THEATER ARTS	37
FIELD TRIPS	38
CLASS PARTIES	38
ARTIST/AUTHORS-IN-SCHOOLS	38
ASSEMBLIES	38
SAFETY PATROL	39
STUDENT COUNCIL	39
CLUBS	39
STUDENT HEALTH SERVICES	39
EMERGENCY MEDICAL AUTHORIZATION (EMA)	40
HEALTH CLINICS	40
HEARING & VISION SCREENINGS	40
IMMUNIZATIONS	40
ADMINISTERING MEDICATION	41
SPECIAL HEALTH ISSUES	42
FOOD SERVICES	42
STUDENT ACCOUNTS - PAYMENT AND ACCESS	43
FREE OR REDUCED MEALS	43
LEAVING BUILDING FOR LUNCH	43
SCHOOL & COMMUNITY RESOURCES	44
BEXLEY MINORITY PARENT ALLIANCE	44
BEXLEY MUSIC PARENTS	44
BEXLEY THEATRE ARTS	44
D.A.R.N. (Developmental Assets Resource Network)	45
COMMUNITY RESOURCES	45

Bexley Recreation & Parks	45
Bexley City Hall	45
Bexley Police Department	45
Bexley Public Library	45
Capital University	45

BEXLEY CITY SCHOOL DISTRICT INFORMATION

SUPERINTENDENT’S WELCOME

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

BOARD OF EDUCATION

The Bexley City Schools Board of Education serves as a public legislative and oversight body for the Bexley City School District. The Board of Education seeks to carry out the district’s mission through formulating and implementing district policy, fiscal management, and oversight and by engaging the community, staff, and students in its decision-making process. The Board of Education members are elected by the local community.

President: Victoria Powers

Vice President: Alissha Mitchell

Members: Dr. Jonathan Baker, Dr. Marguerethe Jaede, Joanne Pickrell

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 <https://www.bexleyschools.org/>

DISTRICT ADMINISTRATORS

Superintendent, Dr. Jason Fine

Treasurer, Kyle Smith

Chief Academic Officer, Open Position

Director of Facilities and Operations, Dr. Harley Williams

Director of Employee Relations and Human Resources, Melissa Klosterman-Lando

Director of Student Services, Open Position

Coordinator of Curriculum & Gifted / Data & Assessment, Dr. Colleen Boyle

Leader of Diversity, Equity and Inclusion, Marcelius Braxton

Director of Technology, Brad Pettit

Business Manager, John Eikenberry

Coordinator of Special Education, Cathy Rodeheffer

Athletic Director, Eli Goldberger

2022-2023 School Calendar

*See Next page

BEXLEY SCHOOLS 2022 - 2023 CALENDAR

First day of classes - 08/18/2022				Last day of classes 06/01/2023																		
School Closed				Beginning/Ending Grading Period																		
AUGUST 2022		SEPTEMBER 2022		OCTOBER 2022		NOVEMBER 2022																
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
1	2	3	4	5	5	6	7	8	9	3	4	5	6	7	7	8	9	10	11			
8	9	10	11	12	12	13	14	15	16	10	11	12	13	14	14	15	16	17	18			
15	16	17	18	19	19	20	21	22	23	17	18	19	20	21	21	22	23	24	25			
22	23	24	25	26	26	27	28	29	30	24	25	26	27	28	28	29	30					
29	30	31								31												
DECEMBER 2022		JANUARY 2023		FEBRUARY 2023		MARCH 2023																
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
			1	2	2	3	4	5	6		1	2	3		1	2	3					
5	6	7	8	9	9	10	11	12	13	6	7	8	9	10	6	7	8	9	10			
12	13	14	15	16	16	17	18	19	20	13	14	15	16	17	13	14	15	16	17			
19	20	21	22	23	23	24	25	26	27	20	21	22	23	24	20	21	22	23	24			
26	27	28	29	30	30	31				27	28				27	28	29	30	31			
APRIL 2023		MAY 2023		JUNE 2023		JULY 2023																
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
					1	2	3	4	5			1	2	3	4	5	6	7				
3	4	5	6	7	8	9	10	11	12	5	6	7	8	9	10	11	12	13	14			
10	11	12	13	14	15	16	17	18	19	12	13	14	15	16	17	18	19	20	21			
17	18	19	20	21	22	23	24	25	26	19	20	21	22	23	24	25	26	27	28			
24	25	26	27	28	29	30	31			26	27	28	29	30	31							
Important Dates 1st Semester:		Important Dates 2nd Semester:		Important Dates Faculty/Staff:		Student days: 176																
18-Aug	First Day of School	2-Jan	Return from winter break	10-Aug	New Teacher Orientation	Staff days: 186																
5-Sep	Labor Day	16-Jan	Martin Luther King, Jr. Day	15-Aug	Convocation	Calamity Days																
26-Sep	Rosh Hashanah	17-Feb	No School Students	16-17-Aug	Teachers/Staff PD	June 1, 2, 5, 6, 7, 2022																
5-Oct	Yom Kippur	20-Feb	Presidents' Day	17-Oct	Teacher Work Day	Board 1st read: 9/9/2021																
17-Oct	No School Students	1/2-Mar	Students AM: Staff Plan/Prep PM	18-Oct	Parent/Teacher daytime conferences	updated: 9/16/2022																
18-Oct	No School Students	20-24-Mar	Spring Break	7-Nov	Teachers/Staff PD																	
7-Nov	No School Students	27-Mar	Return from spring break	16-Dec	Students AM: Staff Plan/Prep PM																	
23-25-Nov	Thanksgiving	7-Apr	No School Students	1/2-Mar	Students AM: Staff Plan/Prep PM																	
16-Dec	Students AM: Staff Plan/Prep PM	28-May	Graduation	2-Jun	Teacher Work Day																	
19-30-Dec	Winter Break	29-May	Memorial Day																			
		1-Jun	Last day for students																			

BEXLEY EDUCATION FOUNDATION

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

BEXLEY HIGH SCHOOL ALUMNI ASSOCIATION

The Bexley High School Alumni Association (BHSA), managed and operated by the Bexley Education Foundation, serves as the official link between Bexley City Schools and Bexley High

School graduates. BHSAA provides graduates with opportunities to connect to one another and the Bexley community through newsletters, activities and events. For more information, visit: <https://bexleyalumni.org/>

BEXLEY BOOSTER AND PARENT GROUPS

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

DISTRICT MISSION

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

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

- Build upon a student-centered learning culture
- Open doors that lead to flexible and expansive future opportunities
- Leverage and grow vital community relationships
- Develop a high-performing team

DISTRICT VISION

Bexley: Exceptional education for today and tomorrow.

DISTRICT CORE VALUES

At Bexley, we value:

- Improvement
- Inclusiveness
- Individuality
- Innovation
- Inquiry
- Integrity
- Investment

* Values are placed in alphabetical order as we do not value one area over another.

BEXLEY'S LEARNER PROFILE

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

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



BEXLEY ALMA MATER

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

ELEMENTARY PRINCIPAL'S MESSAGE

This publication provides Bexley parents and students with a common basis for understanding the organization and operation of our elementary schools. Parents, we encourage you to read and discuss the topics in this booklet with your children and keep it available for future reference. This information is also available on the district website, along with other school and district information:

<https://www.bexleyschools.org/>

H. Jeannine Hetzler

Jeannine.Hetzler@Bexley.us

Cassingham Elementary School

250 S. Cassingham Road / 614-237-4266 / Fax 614-338-2092

Student absence reporting line: 614-237-4309 Press 6, 6

Rachel Niswander

Rachel.Niswander@Bexley.us

Maryland Elementary School

2754 Maryland Avenue / 614-237-3280 / Fax 614-338-2080

Student absence reporting line: 614-338-2096 ext. 420

Nyesha Clayton

Nyesha.Clayton@Bexley.us

Montrose Elementary School

2555 E. Main Street / 614-237-4226 / Fax 614-338-2088

Student absence reporting line: 614-338-2098 ext. 420

COMMUNICATION

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

DISTRICT WEBSITE

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

DISTRICT AND BUILDING COMMUNICATIONS

Our school district uses an electronic messaging system (School Messenger) to update and inform families, staff and students quickly and efficiently with telephone and/or text messages about school closings and/or emergencies.

The system's email function also sends weekly principal newsletters, announcements and updates about school events. Families may update their contact information through PowerSchool to ensure they are receiving these important communications. Please let your child's school office know you need any support with this update to ensure your family is receiving these important communications.

COMMUNICATION FROM STAFF

Curriculum Night at the beginning of the school year helps inform parents/guardians about the elementary curriculum and plans for the year. Parents/guardians meet with teachers and staff members and visit classrooms or attend virtually. If a student arrives in the midst of a school year, we'll share this Curriculum Night information when they join their class.

Academic progress is reported at the end of each quarter. Your fall parent-teacher conference stands as our first quarter method for reporting progress, grades are reported through PowerSchool and will follow the second, third and fourth grading periods. Kindergarten has progress reports in 2nd and 4th quarters. Kindergarten teachers schedule parent conferences in March for 3rd quarter updates.

Parents are encouraged to regularly be in touch with their children's teachers and staff that work to seek information, find clarity, and ask questions.

GMAIL

Google Gmail is the new email used across the district. While many applications are utilized within the G-Suite application, all students and staff utilize *Gmail* to communicate via email.

POWERSCHOOL

PowerSchool is a web-based, student information system used by the district for reporting, analyzing and storing student data. *PowerSchool* allows teachers to post grades and attendance that can be viewed by students and parents/guardians. Student grades are accessible at the end of each grading period. Students and parents/guardians can access *PowerSchool* by going to: <https://bexley.powerschool.com/public/home.html>

CONFERENCES

Fall and winter conference days allow for scheduled appointments with teachers to discuss an individual student's progress and identify the ways that home and school can work together to

ensure the child's success. Teachers and parents/guardians may request a conference at additional times as needed, throughout the school year.

BELL SCHEDULE

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

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

Student Day	
Arrival	8:10AM
Tardy Bell	8:15AM
Lunch & recess	60 minutes total for lunch/recess
Dismissal	3:00PM

FAMILY EDUCATIONAL RIGHTS AND PRIVACY

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

- 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 which are believed to be inaccurate, misleading or in violation of the student's rights (this includes the right to a

hearing to present evidence that the record should be changed if the parent's or eligible student's request is denied)

- 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 Department of Education if the District fails to comply with requirements of FERPA
- Receive, upon request, a copy of the district's Student Education Records Disclosure Policy (for complete Policy JO, see: <https://go.boarddocs.com/oh/bexleyschools/Board.nsf/Public?open&id=policies>)
- 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.

ATTENDANCE

ATTENDANCE REPORTING

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

- CS: 614-237-4309, select option 6 then 6
- MD: 614-338-2096 ext. 420
- MT: 614-338-2098 ext. 420

If not contacted, the office personnel will make every attempt to contact the parent/guardian of the absent student before 10 a.m. If we do not hear from a parent or guardian by 10a.m., we will phone the Bexley Police to conduct a well check.

ATTENDANCE EXPECTATIONS & REQUIREMENTS

It is important for every student in Ohio to attend school every day. Missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. There are many reasons students miss school, but districts often can directly impact their students' attendance. By using data to identify and support students who may need extra support and services, districts can target supports to get students to school every day. In December 2016, the Ohio General Assembly passed House Bill 410 to encourage and support a preventative approach to excessive absences and truancy.

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

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

Definition of 'excessive absences':

- 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.

(For complete Policy JEDA, see:

<https://go.boarddocs.com/oh/bexleyschools/Board.nsf/Public?open&id=policies>)

ACADEMIC PROGRAM

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

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

All students receive instruction in eight subjects:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Art
- Music
- Physical Education
- Health Education
- Library skills (including technology/media use) are integrated across the curriculum

CORE CONTENT

Academic programs within our schools are designed to engage, equip, and empower students and align with district themes to:

- **B**uild upon a student-centered learning culture.
- **O**pen doors that lead to flexible, expansive future opportunities.
- **L**everage and grow vital community relationships.
- **D**evelop a high-performing team.

District curriculum guides articulate grade-level learning expectations across the district's three elementary schools and include alignment to state and national standards and guidelines as well as essential vocabulary and student learning targets related to the academic content.

District curriculum guides are revised in accordance with a 5-year review cycle. The foundations for our curriculum guides include standards adopted by the State of Ohio:

- *Common Core State Standards for English Language Arts* (2010), including literacy (reading and writing) standards for science, social studies, and technical subjects, and *Common Core Standards for Mathematics* (2010): These standards were developed by a multi-state consortium and adopted by the State of Ohio in 2010.
- Ohio's academic learning standards for the Science and Social Studies (2010), for the Fine Arts and World Languages (2012), Physical Education (2007/2009), and Technology (2003): These standards were developed by Ohio educators, using national standards and guidelines to inform state-level expectations. The state also adopted Library Guidelines (2003) that represent a standards-based education approach to school library programs.

SOCIAL AND EMOTIONAL LEARNING

Our schools realize that children learn best when they are in healthy social and emotional condition. Our district focuses on promoting an environment that intentionally enhances relationships among students, staff, parents and community members. Health, Physical Education and School Counseling programs intentionally address bullying prevention, anger management, drug/alcohol prevention, and violence prevention. Each school engages in positive behavior interventions and supports to enhance a child's abilities to understand and manage emotion, build positive, long-lasting relationships, show empathy for others and problem solve constructively and ethically.

One of the goals of our district's strategic plan adopted in 2019, is to "assess the current state of student social/emotional literacies/needs." Social/emotional literacies are the critical skills and mindsets that enable success in school and in life. In order to accomplish this goal, our school district partners with Panorama Education to assess students' perceptions of social emotional learning (SEL). This online questionnaire encourages students in grades 4 and above to reflect on their own mindsets and approaches to learning each year in the fall and spring. Results from the survey inform each school's continuous improvement and instructional goals and programming each year.

ENGLISH LANGUAGE ARTS

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

MATHEMATICS

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

SCIENCE

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

The program requires students to construct ideas through their own inquiries, investigations and analyses. Teacher instruction models and provides opportunities for students to participate in scientific inquiry. Students are engaged in constructing knowledge through observing, asking questions and defining problems; planning and carrying out investigations; analyzing and interpreting data; constructing explanations and designing solutions; engaging in arguments from evidence; and obtaining, evaluating and communicating current research using technology and other resources. A variety of developmentally-appropriate learning activities and resources are used so that each student experiences challenge and success.

SOCIAL STUDIES

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

PHYSICAL EDUCATION

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

HEALTH

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

ART and GENERAL MUSIC

The Bexley Fine Arts program equips students with the knowledge and skills to meaningfully engage in the arts with a thorough understanding and appreciation of the discipline. The program supports students in the development of skills that prepare them to create and perform artistic work and communicate their ideas. Students develop a responsiveness to the artistic communications of others and explore the arts through analysis and interpretation. Finally, students develop curiosity, explore multiple perspectives, and appreciate diverse art forms and genres through their involvement in the local, state, national, and global arts communities.

Each elementary student receives visual arts and general music instruction. General Music: Each student in K-5 will receive general music instruction. Strings: Each student in grades 4 and 5 may elect to receive strings instruction during the instructional day. Band: Each student in grade 5 may elect to receive band instruction during the instructional day.

Each school hosts a school-wide art show in the spring semester. Pieces are selected for permanent display in each building. Student art is also exhibited in the All-District Art Show, which takes place every other fall semester. Two pieces from each school are selected as part of the district permanent art collection to be displayed in the district's Community Room, home to monthly Board of Education meetings as well as district and community events.

INSTRUMENTAL MUSIC

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

INTEGRATED CONTENT

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

Library

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

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

Technology

Students in Kindergarten-Fifth grade are assigned a technology device for school use. . Kindergarten and First grade students will be assigned I-Pads. Students Second - Fifth grades will be assigned Chromebooks.

COMPUTER/ONLINE SERVICES (Acceptable Use and Internet Safety)

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

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

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

1. violating the conditions of State and Federal law dealing with students' and employees' rights to privacy, including unauthorized disclosure, use and dissemination of personal information;
2. using profanity, obscenity or other language that may be offensive to another user or intended to harass, intimidate or bully other users;
3. accessing personal social networking websites for noneducational purposes;
4. reposting (forwarding) personal communication without the author's prior consent;
5. copying commercial software and/or other material in violation of copyright law;
6. using the network for financial gain, for commercial activity or for any illegal activity;
7. "hacking" or gaining unauthorized access to other computers or computer systems, or attempting to gain such unauthorized access;
8. accessing and/or viewing inappropriate material and
9. downloading of freeware or shareware programs without permission of school district technology department personnel

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

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

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

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

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

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

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

1. taken as a whole and with respect to minors appeals to a prurient interest in nudity, sex or excretion;
2. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or a lewd exhibition of genitals and
3. taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

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

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

STUDENT ASSIGNED EQUIPMENT AND INTERNET ACCESS

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

Students are required to adhere to the following requirements:

1. keep their assigned device in a clean and working condition
2. charge the device every night at home so it can be used throughout the school day
3. secure the device in a case, bag or backpack when traveling outside the school or to class
4. not place any permanent marks on the device

5. limit use of the device around open food or drink containers that may spill onto the device
6. not leave the device unattended in hallways or anywhere that is not secured or locked.
7. The device is only to be used by Bexley City Schools students who are currently enrolled

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

DEVICE DAMAGE/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/MISSING DEVICE

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

MOBILE INTERNET ACCESS

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

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

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

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

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

STUDENT ACCESS ACCOUNTS

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

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

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

(For more information see Board Policy EDE Computer/Online Services)

CELL PHONES

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

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

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

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

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

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

ACADEMIC SUPPORTS

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 Bexley City School's goal that every student, regardless of individual differences, feels welcome, safe and included while at school.

SOCIAL/EMOTIONAL DEVELOPMENT

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

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

GENDER IDENTITY AND EXPRESSION

Bexley City Schools believe that every student is an important part of our learning community and should be made to feel welcome and supported at school, regardless of their gender

identity or expression. We are committed to ensuring that every student has equal educational opportunities and equal access to the District's programs and activities. Bexley City School staff shall accept a student's asserted gender identity when it is a sincerely held part of the student's core identity. Staff shall not disregard the student's assertion of their gender identity.

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

(For complete policy ACAB, see BexleySchools.org>[Board of Education](#))

REMEDICATION, INTERVENTION, AND ENRICHMENT ASSISTANCE

All students are taught using a variety of instructional formats. Teachers use formative assessment to determine the content of instruction as well as the format for instruction.

Teachers assess before, during and after learning experiences. Assessments indicate when re-teaching, intervention and enrichments are needed. Students receive direct instruction most often in a large group and sometimes in small group and individual settings. Instruction includes guided, collaborative and independent learning experiences.

All staff work together to support student learning needs. Each building has a Response to Intervention (RtI) team that meets regularly to discuss student achievement and growth. The aim of RtI is to ensure all students have access to high learning expectations and to problem-solve as a team the necessary scaffolds that students need to meet these high learning expectations. The team collaborates in developing intervention and enrichment strategies for individual students and monitors progress. The team may refer students for evaluation of suspected disability conditions under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA). The team also may refer students for gifted testing or for related accommodations to meet their learning needs.

(See Board of Education policy IGBE Remedial Instruction, IGBB Programs for Gifted and Talented Students).

EARLY LITERACY AND THIRD GRADE READING GUARANTEE (TGRG)

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

Ohio's Third Grade Reading Guarantee identifies students from kindergarten through third grade who are behind in reading. Schools must administer a state-approved diagnostic by September

30, of each new school year to students in kindergarten through third grade. The results of this assessment determine whether or not a reading improvement and monitoring plan must be created for the student who needs additional support to be successful with grade-level reading. The student's classroom teacher and other support personnel lend their expertise and involve the parent/guardian to create the plan by November 30. It articulates skill areas to develop, targets instruction and suggests data to be gathered to determine student progress with a research-based instructional approach.

(See Board of Education policy IGBEA Reading Skills Assessments and Intervention: Third Grade Reading Guarantee)

SCHOOL COUNSELING

Each building has a full-time school counselor who provides education, prevention, and intervention services in a developmentally responsible manner articulated in a district guidance document. Early identification and intervention for both academic and personal/social needs helps remove barriers to learning and promotes academic achievement. School Counselors in each elementary school collaborate with teachers to integrate [Ohio's Social Emotional Learning Standards](#) into daily core instruction and within weekly lessons.

The school counseling program includes

- Classroom lessons on a variety of topics related to academic and personal/social success
- Small-group counseling and short-term individual counseling
- Counselor assisting as a liaison between school and community social service agencies
- Resource and information support for school staff, students and families
- Our counselors serve as members of RTI teams and as support for initial Kindergarten screenings
- Management of 504 plans
- Assistance with transition to elementary school and from elementary to middle school

(See Board of Education policy IGBA and IGBA-R Programs for Students with Disabilities)

SPEECH AND LANGUAGE

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

- Participate as member of the RTI (Response to Intervention)

- Provide multi-factored evaluation of individual students in areas of listening comprehension, oral expression, articulation, voice, and fluency
- Analyze and interpret communication evaluations, develop intervention recommendations, and participate on multi-factored evaluation team
- Assist educational staff in implementing or modifying instructional strategies, classroom intervention plans, and follow-up activities
- Provide speech and language therapy for individual students eligible for special education programming
- Provide resources and information to staff, students and families

GIFTED COGNITIVE IDENTIFICATION AND SERVICES

The State of Ohio requires districts to identify students for potential areas of giftedness, using state-approved measures, but does not require districts to serve students with special programming. Historically, the district's elementary schools have had a pull-out service for students with superior cognitive ability. Students with superior cognitive ability typically have intellectual levels two to four years above their age-level peers; as a result, these students especially benefit from specialized service taught by a Gifted Intervention Specialist. Currently, the district's elementary cognitive service is provided to students in grades 4-5 and is delivered in the context of instruction for the English language arts. The Gifted Intervention Specialists serve as the teacher of record for the English language arts and will provide Written Education Plans for these students.

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

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

Additionally, a Talent Development Specialist will meet weekly with all 1st through 3rd grade classes to teach lessons focused on critical and creative thinking. Students in 4th and 5th grade may also receive informal support from a Gifted Intervention Specialist through flexible math grouping. For more information about these and other gifted programs, please review the Gifted Handbook, which can be found online at <https://www.bexleyschools.org/GiftedEducation.aspx>.

(See Board of Education policy IGBB Programs for Gifted and Talented Students)

SCHOOL PSYCHOLOGISTS

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

- Participate as a member of the RTI and a member on the multi-factored evaluation team
- Provide a portion of the multi-factored evaluation of students in the areas of personal and social adjustment, cognitive ability, academic achievement, and perceptual motor functioning
- Assist with early entrance to kindergarten requests by evaluating incoming students using the state-approved evaluation tool and sharing results with members of the RTI and parents/guardians of prospective students
- Analyze and interpret the psychological-educational evaluations, developing behavioral and academic recommendations
- Assist educational staff in implementing or modifying instructional strategies, classroom management procedures, intervention strategies, and follow-up activities
- Provide screening programs, mental activities, and referrals to outside agencies
- Provide individual and group counseling students when appropriate

SUMMER ACADEMY

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

TEXTBOOKS AND OTHER MATERIALS

The district issues textbooks, trade books, and other instructional materials for students to use during the school year. These books should be handled responsibly so that they may be used by others as well. Teachers record the condition of books at the time of issue and may assess

finer when texts are returned with unreasonable wear and tear; fees are assessed for books lost by students. The district provides at no charge workbooks as well as other consumables. Families are expected to supply items on a supply list published on building web sites and sent to homes of students. Those who need assistance with school supplies should contact the school counselor.

DIGITAL RESOURCES

Teachers and administrators guide and direct students in the use of digital resources, including use of district-issued computers. The district uses an internal security system with content filtering procedures to make certain appropriate content for an educational setting is being accessed.

All students are expected to comply with the district's Acceptable Use Policy. Bexley students (K-12) and their parents/guardians must review and sign the Acceptable Use Agreement at the beginning of each school year in order to log into the district network with access to district digital resources and for access to the wireless network when using personal devices.

[See Board of Education Policy EDE Computer/Online Services (Acceptable Use and Internet Safety)]

STUDENT SERVICES

ENGLISH LANGUAGE LEARNERS (ELL)

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

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

Students exit support services if they obtain a required composite score on the Ohio English Language Proficiency Assessment (OELPA), a required test for all K-12 English Language Learners in Ohio. The OELPA reports on overall proficiency of the English language and specifically in reading, writing, speaking, listening, and comprehension. The OELPA 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.

(For complete policy IGBI, see:

<https://go.boarddocs.com/oh/bexleyschools/Board.nsf/Public?open&id=policies#>)

SECTION 504 PLANS

A student with an underlying physical or mental impairment that has a substantial impact on the student's learning may be eligible for an individualized plan under Section 504 of the Rehabilitation Act of 1973. This ensures that the student receives the necessary classroom and testing accommodations to have the same access to the learning opportunities as students without a disability.

INDIVIDUALIZED EDUCATION PLANS (IEPS)

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

Additional levels and types of supports and services are provided to students with low-incidence disabilities or significant challenges. 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.

Students and families may also visit the [Special Education webpage](#) for additional information and resources..

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 Special Education Coordinator.

ACADEMIC ASSESSMENTS AND TESTING

ACHIEVEMENT AND ABILITY

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

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

The district also uses InView to screen for superior cognitive ability, which is an indicator of gifted ability.

(Visit BexleySchools.org for specific information regarding the gifted identification process, criteria and services.)

Results of all state and national assessments are mailed to parents within 30 days of the district receiving the results. If a student has achieved a gifted identification score, then an additional letter is sent from the Gifted Services Coordinator to notify parents/guardians of the score and services available to the student.

INDIVIDUAL TESTING

Students may be referred for individualized testing to our school Response to Intervention teams at any time by parents or teachers. This referral generally follows a series of interventions by the classroom teacher to address academic or other concerns. Written parent/guardian permission is required for this type of testing. Please contact your child's teacher, should you have any concerns regarding their academic progress.

(See Board of Education policy IGBA-R)

KINDERGARTEN READINESS ASSESSMENT-REVISED (KRA-R)

In addition to Ohio's required Kindergarten Readiness Assessment, our district screens all Kindergarten students during two summer dates or during the child's first days of school.

Over their first two months in school, all kindergarten students are also assessed using the state-required Kindergarten Readiness Assessment (KRA-R). Ohio's Early Learning and Development Standards (birth to kindergarten entry) are the basis for the KRA-R. The KRA-R is used to assess four areas of early learning: Social foundations, including social and emotional development and approaches toward learning; mathematics; language and literacy; and physical well-being and motor development. The assessment is designed to help the teacher get to know the child in a way that does not interrupt the child's learning and is flexible so that the teacher can incorporate the assessment activities into everyday classroom routines and activities. The KRA-R may be administered starting two weeks before the first day of school through November 1, and generates a report that teachers share with families. The Ohio Department of Education generates a report that provides information for families and teachers to help children learn and grow. The report is shared with families within 30 days of receiving it from the state.

STUDENT PROGRESS REPORTS

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

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

(See Board of Education policies IKAB Student Progress Reports to Parents, IK Academic Achievement)

PROMOTION AND RETENTION

The district's instructional program is delivered with the belief that all students will be academically successful during the school year, demonstrate the expected knowledge and skills

needed to be successful the following year and be promoted to the next level of learning by the year's end.

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

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

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

(See Board of Education policies IGBE Remedial Instruction: Intervention Services and IGBEA Reading Skills Assessments and Intervention: Third Grade Reading Guarantee)

SAFETY AND SECURITY PROCEDURES

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

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

SAFETY PLAN

Bexley Schools works in close concert with the City of Bexley and the Bexley Police Department on crisis planning measures. A Safety Committee composed of the Director of Staff and Student Operations, teachers, counselors, police and parents meet regularly to address safety issues and review the district safety plan. School principals regularly review procedures with their staff members for the drills and/or threats likely to confront the school community: lockdowns, bomb or bio threats and fire and tornado drills.

Ohio schools must have a comprehensive school safety plan that addresses their response not only to severe weather and natural disasters, chemical accidents and medical emergencies, but also to school violence and various types of terrorist threats. Our Emergency Operations Manual and Emergency Response Plan includes comprehensive information and descriptions of the overall concept of operations, organization, roles and responsibilities, along with checklists, to guide school personnel in addressing various emergency hazards that may affect the safety of our children and school community. Ohio law, for security purposes, prohibits schools from sharing these plans with the general public. An overview of the Emergency Management Plan established for schools can be found at:

<https://ohioschoolsafetycenter.ohio.gov/pre-k-12-schools/school-safety-plans>

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

When keeping students safe we are entrusting school employees to make the best decision possible with the information available. For an active shooter we have adopted the “**Take-Out, Get-Out, or Lock-Out**” approach. Each of these options are available to school employees and one does not trump the other. The employee has discretion as to which of the three “Outs” best affords the opportunity to keep their students safe.

NOTIFICATION SYSTEM

The district’s School Messenger notification system contains emergency contact information for every student and staff member, allowing the district to make immediate contact in case of an emergency situation in one of the schools.

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.

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 office and must wear a visible visitor badge while in the building.

WALKING TO AND FROM SCHOOL

Students, parents/guardians, teachers and citizens share responsibility for the protection of schoolchildren. We value our walking community. Some basic safety suggestions include:

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

SEVERE WEATHER

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

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

SCHOOL CLOSINGS

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

BICYCLES

The area of the Bexley school district is compact and most students can walk or bicycle to their school. Due to this fact, the district asks that all residents and drivers exercise extreme caution and concern for safety.

A grade three or younger student 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 a light on the front and the back and reflector tape.

LEAVING SCHOOL GROUNDS

Students must remain on school grounds at all times, including during lunch, unless the parent/guardian has provided prior written permission. To maintain students' safety, no one may remove a student from the school during school hours except his/her legal guardian unless the legal guardian explicitly authorizes otherwise. Authorized adults must come into the school office to sign out a student. A student must be signed out in the school office.

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

ANIMALS

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

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

STUDENT CONDUCT

BEXLEY CITY SCHOOLS STUDENT CODE OF CONDUCT

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

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

(For complete Policy JF, see:

<https://go.boarddocs.com/oh/bexleyschools/Board.nsf/Public?open&id=policies>)

OUT-OF-SCHOOL SUSPENSION

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

The Superintendent and principals may suspend a student from school for disciplinary reasons outlined in the Student Code of Conduct. No period of suspension is for more than 10 school days. As per Ohio law, out of school suspension for non-serious offenses is no longer allowed for K-3 students.

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

(For complete Policy JFC and JFC-R, see:

<https://go.boarddocs.com/oh/bexleyschools/Board.nsf/Public?open&id=policies>)

CO-CURRICULAR AND EXTRA-CURRICULAR INFORMATION

BIRTHDAY PARTIES

Parents and families are encouraged to celebrate their child's birthday at home. The class will recognize birthdays with a song and certificate, card, or in a way as the teacher deems appropriate. All treats, food, drinks, and trinkets should refrain from coming to school and will not be allowed.

THEATER ARTS

The Theater Arts program offers a variety of workshops and performance opportunities to students in grades 4 and 5 across the school year. These programs are extra-curricular and offered after the school day to allow students from all three buildings the option to participate. Please see the Bexley Theater Arts webpage for schedules and audition information.

FIELD TRIPS

Teachers sometimes take students on field trips to provide learning experiences not available in the classroom. Whenever possible, these trips are made by school buses supplied by the

Bexley Board of Education. Parents are notified of the time and special arrangement for each trip. A permission slip is signed and returned by the parent/guardian to the classroom teacher before a student can accompany the class on any trip off of school property. Some trips are free of charge, while others require a nominal cost to each student. Students on free and reduced lunch do not pay the extra costs.

CLASS PARTIES

Room parents and classroom teachers work together to plan any class parties on occasions such as Halloween, Valentine's Day and End of the Year Celebrations. These interludes during the school day are short in order to preserve instructional time. The times, dates and circumstances vary from school to school; specific information is sent home from the school.

ARTIST/AUTHORS-IN-SCHOOLS

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

ASSEMBLIES

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

SAFETY PATROL

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

STUDENT COUNCIL

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

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

CLUBS

Each of the Bexley elementary schools supports a wide variety of clubs and organizations advised by adults that allow extracurricular opportunities for students. If you or your child are interested in starting a club, please contact the building principal or your child's teacher to learn more.

STUDENT HEALTH SERVICES

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

Students and parents/guardians can also visit the [Health Services web page](#).

(For complete Board Policy JHC, see:

<https://go.boarddocs.com/oh/bexleyschools/Board.nsf/Public?open&id=policies>)

EMERGENCY MEDICAL AUTHORIZATION (EMA)

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

HEALTH CLINICS

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

- Care of injured or ill students and staff members

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

HEARING & VISION SCREENINGS

Clinic nurses screen students' vision and hearing in grades K,1,3,5,7,9, and 11. A student must be screened for vision, hearing, speech and communication, medical problems and any developmental disorders by November 1 of the school year in which the student is enrolled for the first time (ORC 3313.673). If the screening reveals the possibility of potential learning needs, the district must provide further assessment. The screenings are not intended to diagnose educational disability nor are they to be used for placement purposes. The parent/guardian may opt out of the screening by signing a statement indicating such.

IMMUNIZATIONS

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

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

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

(For complete Board Policy JHCB, see:

<https://go.boarddocs.com/oh/bexleyschools/Board.nsf/Public?open&id=policies>)

ADMINISTERING MEDICATION

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

COMMUNICABLE DISEASES

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

Students with communicable diseases are excluded from school as follows:

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

(For complete Board Policies JHCC, see:

<https://go.boarddocs.com/oh/bexleyschools/Board.nsf/Public?open&id=policies>)

SPECIAL HEALTH ISSUES

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

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

FOOD SERVICES

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

Menus are written in accordance to the standard set by the USDA and are published on the [Food Services webpage](#). They are updated monthly, however they are subject to change

Bexley Food & Nutrition participates in the National School Lunch Program and the School Breakfast Program in all of the school buildings. Free and reduced-price meals are available. Go to the [Food Services webpage](#) to find the form to apply.

Students may bring lunch from home.

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

STUDENT ACCOUNTS - PAYMENT AND ACCESS

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

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

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

<https://www.bexleyschools.org/Downloads/JN-R%20Sept%202017.pdf>

FREE OR REDUCED MEALS

Forms to apply for free or reduced school meals are sent home at the beginning of the school year. The application and instructions can also be found at

<https://www.bexleyschools.org/FoodServices.aspx>. A student's qualification is determined by BCSD Central Office and is held in strict confidence in accordance with federal regulation.

Families can apply at any time in the school year.

LEAVING BUILDING FOR LUNCH

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

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

SCHOOL & COMMUNITY RESOURCES

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

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 <https://bexleyminorityparents.org/> for more information.

BEXLEY MUSIC PARENTS

Bexley Music Parents support music programming in all Bexley Schools, K-12. An all-volunteer organization, Bexley Music Parents raise and disburse 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 <https://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 <https://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 <https://darncares.org/> for more general information about the organization.

COMMUNITY RESOURCES

Bexley Recreation & Parks

165 N. Parkview Avenue

<https://bexley.org/recreation/>

Bexley City Hall

2242 E. Main Street

<https://bexley.org/>

Bexley Police Department

559 N. Cassingham Road

<https://bexley.org/police/>

Bexley Public Library

2411 E. Main Street

<https://www.bexleylibrary.org/>

Capital University

E. Main Street & College Avenue

<https://www.capital.edu/>