

Elementary Student Handbook

2020-2021



Engage. Equip.
Empower.

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.

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BEXLEY CITY SCHOOL DISTRICT INFORMATION

SUPERINTENDENT'S WELCOME

Bexley City Schools is committed to providing an exceptional learning experience that engages, equips and empowers each student to succeed today and tomorrow. Our highly-qualified staff is ready to support your progress throughout this year and encourage all students to reach their potential through academics and extracurricular opportunities. Be Bexley BOLD this year as you learn and grow!

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: Marlee Snowson

Vice President: Michelle Mineo

Members: John Barno, Alissha Mitchell, Victoria Powers

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 www.bexleyschools.org.

DISTRICT ADMINISTRATORS

Superintendent, [Kimberly Pietsch Miller](#)

Treasurer, [Kyle Smith](#)

Chief Academic Officer, [Jill Abraham](#)

Director of Staff and Student Operations, [Harley Williams](#)

Director of Student and Community Engagement, [Leisan C. Smith](#)

Business Manager, [John Eikenberry](#)

Director of Student Services, [Samantha McMasters](#)

Coordinator of Special Education, [Cathy Rodeheffer](#)

Coordinator of Curriculum & Gifted / Data & Assessment, [Colleen Boyle](#)

Director of Technology, [Brad Petitt](#)

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 www.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 to one another and the Bexley community through newsletters, activities and events. For more information, visit www.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: 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, I 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.



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: 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

Susan Drake

Susan.Drake@Bexley.us

Maryland Elementary School

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

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

Melissa Klosterman-Lando

Melissa.Klosterman-L@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. Bexley City School District use 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

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.

NOTIFICATION SYSTEM

Our school district's messaging system (Instant Connect) allows us to update and inform parents/guardians, staff and students quickly and efficiently with telephone/text messages about school closings and/or emergencies. The system's email function also sends announcements about events and activities. Elementary principals send weekly communications each Sunday evening. Members may update their contact information through PowerSchool.

DISTRICT AND BUILDING COMMUNICATION

Parents/guardians who have provided the district with an email address receive weekly informational messages from our superintendent's office. Our school newsletters are also distributed through this email system. Please let your child's school office know if you are not 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. 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 will follow the second, third and fourth grading periods.

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 the 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, altered schedules are announced ahead of time as well as on the school website.

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.

Due to the recent COVID-19/Coronavirus pandemic, our bell schedule will be updated once daily public health expectations and student/classroom ratios are established for the start of our 2020-2021 school year.

Student Day	
Arrival	8:10AM
Tardy Bell	8:15AM
Lunch & recess	60 minutes total for lunch/recess with 20 minutes for lunch and a total of 40 minutes for 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 BexleySchools.org>Board of Education)
- 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 10AM. If we do not hear from a parent or guardian by 10AM, 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 BexleySchools.org>Board of Education)



Bexley City School District

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

2020 -2021 School Calendar

Board approved:

3.11.19

revised: 4.23.20/10.21.19

August '20						
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December '20						
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31						

3-14: Flexible Teacher Work Day	
17-21: Convocation/Staff PD & Work days	Feb. 4: HS evening P/T Con
24: First Day of School	Feb. 10: HS evening P/T Conf & Curriculum Night
	Feb. 9: Elem evening P/T Con
	b. 12: No School (Conference Comp Day)
	Feb. 15: No School (President's Day)
Sept. 7: No School (Labor Day)	March 11: End 3rd term (45 student days)
Sept. 19: Rosh Hashana	Mar. 12: No School (.5 Staff PD am / .5 Work Day pm)
Sept. 28: No School (Yom Kippur)	Mar. 15 - 19: No School (Spring Break)
	Mar. 22: Begin 4th Term
Oct. 15: End of 1st term (39 student days)	Apr. 2: No School (Good Friday)
Oct. 8 & 14: Evening Dist. P/T Conf	State Testing
Oct. 16: (.5 Staff PD am / .5 Work Day pm)	
Oct. 19: Begin 2nd term	
Oct. 23: No School Students (Daytime Dist. P/T Conf)	
	May 30: Graduation
Nov. 2: No School	May 31: Memorial Day
Nov. 3: No School (Staff PD Day)	AP Testing
Nov. 25: No School (Comp Day)	
Nov. 26 & 27: No School (Thanksgiving)	
Dec. 18: End 2nd term (39 Student days)	June 3: Last day for staff & students (52 student days)
Dec. 21 - 31: No School (Winter Break)	
Jan. 1: No School (Winter Break)	
Jan. 4: No School (.5 Staff PD am / .5 Work Day pm)	
Jan. 5: Second Semester / 3rd term begins	
Jan. 18: No School (MLK Day)	
Jan. 21 & 27: MS evening P/T Conf	
	5 Calamity Make-Up Days
No School	June 4, 7, 8, 9, 10, 2021
No School, but Staff on Duty	Teacher Days (new teachers work 187):
Parent/Teacher Conference	Student Days:
Beginning/Ending of Grading Period or Semester	187

February '21						
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May '21

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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:

- Build upon student-centered learning culture.
- Open doors that lead to flexible, expansive future opportunities.
- Leverage and grow vital community relationships.
- Develop 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. These devices do not travel between school and home. Kindergarten and First grade students will be assigned I-Pads. Students Second - Fifth grades will be assigned Chromebooks.

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

CELL PHONES & DIGITAL RESOURCES

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

The school district uses an internal security system, content filtering procedures and means for monitoring system'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, parent/guardians are responsible for setting and conveying standards that their students should follow when using digital resources.

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

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

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

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

ACADEMIC SUPPORTS

REMEDIATION, 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 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 serves as the teacher of record for the English language arts 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.

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

SPECIAL EDUCATION

Targeted and more intensive intervention than the general education teacher can provide is offered to students with an identified disability as defined by Ohio Department of Education criteria. Students with an identified disability have an Individual Education Plan (IEP) developed by a team that includes parents/guardians and educational staff. The IEP defines areas addressed based on a multi-factored evaluation and targeted instruction to address these areas. It articulates learning goals, measures of progress to be used, and services to be provided towards achieving these goals. Reviewed on an annual basis or at least every three years to determine continued eligibility, the IEP addresses appropriate accommodations for the student when in the general education classroom. Intervention Specialists (IS) may provide targeted instruction through use of additional learning time, building on general classroom instruction, or support through consultation, accommodation management, general classroom-based intervention, and other strategies.

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

SECTION 504

The district provides a support plan for any student who qualifies under Section 504 of the Rehabilitation Act of 1973, which states as civil right, "No otherwise qualified individual with disabilities in the United States shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance." For more information regarding Section 504, please contact your student's school Principal or the district's Special Education Director.

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

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 a summer program for elementary students including remediation classes and a limited set of enrichment offerings. Remediation classes are offered at no cost to families. Fees for enrichment courses vary depending on session length and may be offered at no cost to identified students.

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 fines 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)]

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 the 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

Parents/guardians and students are informed of progress toward grade-level standards during first quarter conferences and with progress reports accessed through Power School second, third and fourth quarters (exception is kindergarten with reports issued second and fourth quarters). 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. Read more about the Guarantee under ACADEMIC SUPPORTS.

[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 teachers, counselors, police and parents meets 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.

Bexley Schools' Crisis Plan includes procedures for each of these situations. The district conducts an annual lockdown drill in each building, as required by the state of Ohio. During a lockdown, only students, staff members and parents/visitors with visible visitor tags are allowed in school spaces.

The district's Instant Connect 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.

SECURITY

Bexley school buildings have security systems and check-in procedures. All visitors at each building must swipe into our tracking system software using a government-issued photo ID, such as a driver's license. The district's Main Entrance receptionist and building secretaries will produce badges for visitors and volunteers that must be visibly worn while in the building, record and monitor volunteer hours and electronically check all visitors against registered sex offender and other databases.

WALKING TO AND FROM SCHOOL

Students, parents, 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.
- Discuss and share your child's typical after-school plan with their teachers.
- Establish expected departure and return times with your children and share how they can communicate with you should an unanticipated complication arise.
- 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

SAFETY DRILLS

A regular part of training and preparedness in the school setting, these monthly drills are held to acquaint students and staffers with the quickest and safest exit routes.

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 elementary schools. 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.

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 BexleySchools.org>Board of Education)

OUT-OF-SCHOOL SUSPENSION

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

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

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

(For complete Policy JFC and JFC-R, see BexleySchools.org>Board of Education)

CO-CURRICULAR AND EXTRA-CURRICULAR INFORMATION

Due to the recent COVID-19/Coronavirus pandemic, it is possible that co-curricular and extra-curricular events such as Theater, Field Trips, and Class Parties will be paused or handled virtually to ensure students' health and safety.

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, theatre 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. However, due to the recent COVID-19/Coronavirus pandemic, whole school and grade level assemblies and gatherings will be paused to ensure students' health and safety. If an author, illustrator, artist, or special guest with curriculum aligned content can virtually present, then this would be permissible.

ASSEMBLIES

Due to the recent COVID-19/Coronavirus pandemic, whole school and grade level assemblies and gatherings will be paused to ensure students' health and safety.

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

Due to the recent COVID-19/Coronavirus pandemic, Safety Patrol will be paused until proper procedures are in place to ensure students' health and safety.

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 supervises 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

Due to the recent COVID-19/Coronavirus pandemic, the Student Councils will be paused until proper procedures are in place to ensure students' health and safety.

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

SCHOOL CLINICS

All school buildings have clinics that are staffed full-time with registered nurses. Bexley's Health Services supplement, rather than replace, the regular medical and dental care provided by the student's family. The following health services are provided:

- Care of injured or ill students
- Vision and hearing screenings for all students
- 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
- Classroom teaching assistance about health-related topics

SCREENINGS

By November 1, of the school year in which a child is enrolled for the first time, the student must be screened for vision, hearing, speech and communication, medical problems, and any developmental disorders (ORC 3313.673). If the screening reveals the possibility of potential learning needs, the district must provide further assessment. Schools must note that screenings are not intended to diagnose educational disability or to be used for placement procedures and cannot be used to determine eligibility to enter kindergarten. Parents/guardians may sign a statement that they do not wish to have the child screened.

(See Board of Education policy JHC, Student Health Services and Requirements)

IMMUNIZATIONS

Ohio law requires that all students have current Diphtheria Tetanus Pertussis (DTP), polio, Measles Mumps Rubella, Hepatitis B, and varicella immunizations. Upon entering kindergarten, each family must provide the student's written record of state required immunizations. Students transferring to the district are required to provide a current immunization record within two weeks of registration. Records may be transferred from the student's former school by written request from the student's parents/guardians. Students who are new to the country are required to have a TB skin test. Families objecting to student immunizations must file a statement regarding this at the time of registration.

(See Board of Education policy JHCB Immunizations)

EMERGENCY MEDICAL AUTHORIZATION (EMA) FORMS

An online Emergency Medical Authorization form must be completed EVERY school year by a parent/guardian during our online student information verification process. Information is used to notify 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.

(See Board of Education policy EBBA First Aid; also JHCD-E Prescription Medication Authorization Form)

COMMUNICABLE DISEASES

When a student becomes ill during the night or upon waking (fever, vomiting, coughing, sneezing), the student should stay home. Often these symptoms indicate the initial stages of a contagious illness when a student is most infectious.

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 the incubation period and contact the school if the student has a communicable disease. Students with communicable diseases are excluded from school as follows:

- COVID-19/Coronavirus - until the student is cleared from the doctor and has written notice to return
- 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
- Whooping Cough – until five days of appropriate antibiotic therapy is completed

(See Board of Education policies JHCC Communicable Diseases, JEG Exclusions and Exemptions from School Attendance)

MEDICATION INFORMATION

Many students are able to attend school regularly and productively with effective use of medication in the treatment of disabilities or illnesses that do not hinder the health or welfare of others. All prescription or non-prescription medications should be given by the parent/guardian at home if possible. If medications need to be given during school hours, then administration must be in compliance with district policy and parents must have prescribing doctors complete the Prescription or Non Prescription Medical Authorization Form found at <https://www.bexleyschools.org/HealthClinics.aspx>

(See Board of Education policy JHCD Administering Medicines to Students; also BexleySchools.org)

SPECIAL HEALTH ISSUES

Parents/guardians are required to notify the clinic nurse in cases where a student has a health condition (ex: diabetes, asthma, seizure disorder, immunosuppressant disorder, or other illness or handicap that may require special attention, arrangements or adaptations). Students unable to participate in physical education 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.

As required by Ohio law, Bexley's school nurses and district physician stock EpiPens that they can dispense in an emergency. Parents/guardians of students with known allergies should provide EpiPens as a matter of safety.

(See Board of Education policy JHCD Administering Medicines to Students; visit BexleySchools.org > Board of Education)

FOOD SERVICES

BREAKFAST AND LUNCH PROGRAMS

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

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

Monthly menus showing the school lunch items available are posted on the district website by going to: BexleySchools.org>[Food Services](#)[EZpay](#)

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

EZpay STUDENT ACCOUNT

Cafeteria meal payments are computerized using the online program [EZPay](#), with students scanning a fingerprint on a scanner as they check out. This system lets parents/guardians indicate any food restrictions, such as "milk only," or list food allergies. It also maintains students' privacy.

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

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

FREE OR REDUCED MEALS

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

Families can also access the form online by visiting our district website's Food Services and EZpay link and select "Free and Reduced Priced Meals Application"

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

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://bexleyminorities.wixsite.com/bmpa> 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 <http://www.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 http://www.bexleytheatrearts.com>Welcome_Theatre_Parents_.html 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
<http://www.bexley.org/recreation/>

Bexley City Hall

2242 E. Main Street
www.bexley.org

Bexley Police Department

559 N. Cassingham Road
<http://www.bexley.org/police-department/>

Bexley Public Library

2411 E. Main Street
www.bexleylibrary.org

Capital University

E. Main Street & College Avenue
www.capital.edu