

2024-2025

Bexley High School

Family / Student Handbook



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POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)

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

PBIS Matrix

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

INTRODUCTION

The Family / Student Handbook is intended to provide information and resources to support students as they navigate the high school experience. We encourage families to regularly refer to the handbook as well as the [Academic Scheduling: Information, Resources and Planning](#) website for ongoing information, opportunities and resources.

The handbook supports our district mission and vision to Learn *with Curiosity. Demonstrate Kindness. Embrace Equity.*

Bexley High School

326 South Cassingham Road

Bexley, Ohio 43209

BHS Office – (614) 231-4591

Fax (614) 338-2087

Athletic Department (614) 231-4309

Fax (614) 231-7245

Sports Information Hotline (614) 231-4309, ext. 1

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

ATTENDANCE REPORTING: Any time a student is absent from school, a parent / guardian must notify the school of the absence by calling:

(614) 237-4273, option 8, option 6.

For additional information or updates regarding a student absence that has been previously communicated, parents / guardians may also email the attendance secretary:

hsattendance@bexley.us

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.

Board President: Victoria Powers

Board Vice President: Joanne Pickrell

Members: Jonathan Baker, Mike Carter and Patrick King

District Website

Families are encouraged to regularly reference the [district website](#) for ongoing information, resources, contact information and much more.

District Administrators

Superintendent, [Jason Fine](#)

Treasurer, [Kyle Smith](#)

Chief Academic Officer, [Casey Cosgray](#)

Leader of Diversity, Equity, and Inclusion, [Stephen Lewis](#)

Athletic Director, [Eli Goldberger](#)

Business Manager, [John Eikenberry](#)

Coordinator of Special Education, [Lizzie Kiser](#)

Director of Curriculum and Gifted, [Katie Nowak](#)

Director of Employee Relations, [Melissa Klosterman-Lando](#)

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

Director of Student Services and Accessibility, [Barb Gentile Green](#)

Director of Technology, [Brad Pettitt](#)

Public Information Officer, [Carol Taylor](#)

Bexley Education Foundation

The [Bexley Education Foundation \(BEA\)](#) was founded on the belief that excellent public schools are essential to the economic and social health of the communities they serve. The *BEA* supports educational initiatives raising and managing funds to provide exceptional learning experiences, engagement, opportunities and well-being initiatives for all Bexley students.

Bexley High School Alumni Association

The [Bexley High School Alumni Association](#), managed and operated by the Bexley Education Foundation, serves as the official link between Bexley City Schools and Bexley High School graduates. The alumni association provides graduates with opportunities to connect to one another and the Bexley community through newsletters, activities and events.

Bexley Parent Groups & Organizations

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 additional information, visit the [Parent Organizations](#) page and the [School & Community Resources](#) section of this handbook.

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.*

High School Administrators & Office Staff

Principal of Secondary Schools, Jason Caudill
Assistant Principals, Willie Cook and Kristen Kearns
Principal's Secretary, Amy Nance
Attendance Secretary, Tracie Baum
School Counseling Secretary & Registrar, Sol Bowling
School & Home Attendance Liaison, Pete Liptrap

High School Counselors

School Counselor	Students with Last Name	Office Phone
Mr. David Leland	A - E	614-231-4591, ext. 4190
Mr. Casey Teeters	F - Le	ext. 4191
Mrs. Stephanie Krosnosky	Li - Ri	ext. 4192
Mrs. Sara Revetta	Ro - Z	ext. 4199

COMMUNICATION

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

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:

Stay Safe. Speak Up!

Stay Safe. Speak Up! is a 24/7/365 online and mobile tool for students and families 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. To submit a report, please goto [Stay Safe. Speak Up!](#)

Notification System

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

Additionally, students and parents / guardians can download the [school district app](#) to stay informed, access information and contact teachers and staff.

Parents / guardians can add additional contact information or opt out of communications within their [PowerSchool](#) account by selecting the SchoolMessenger icon. It is important to ensure the district has the most up to date contact information for all students and families.

Only authorized school administrators may activate the notification system. All client information is confidential and secure, and all data is password protected on secure servers accessible only by school administration. Each school's administrative assistant can answer questions about the notification system or assist in changing a home phone (primary) number.

Parent Access to Student Records

Pursuant to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and the Board Policy ([JO: Student Records](#)), 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 the requirements of *FERPA*
- Receive, upon request, a copy of the district's *Student Education Records Disclosure Policy*

The parent / guardian or eligible student should submit a written request to the building principal, which identifies as precisely as possible the record(s) to be inspected.

Parent / Teacher Conferences

Bexley dedicates time during both semesters for families to meet with teachers. Families set appointments for these using Google Calendar. Each teacher sends information to parents / guardians about the scheduling process several weeks prior to the conference dates.

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

ATTENDANCE

Attendance Reporting

Any time a student is absent from school, the parent / guardian must notify the school of the absence by calling (614) 237-4273, option 8, option 6. If not contacted, the office personnel will try to contact the parent / guardian of the absent student. Bexley's *Secondary School and Home Attendance Liaison* ensures that barriers to learning associated with school attendance issues are remedied and resolved in a collaborative manner as quickly as possible.

Attendance & Conflicts

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

Attendance Expectations & Requirements

It is important for every student to attend school every day. Missing school has been shown to have long-term, negative effects on students, such as lower achievement and graduation rates. There are many reasons students miss school, but districts often can directly impact their students' attendance. By using data to identify and support students who may need extra support and services, districts can target support for students to attend school every day.

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. Per Board Policy ([JEDA](#):

[Truancy](#)), 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

Make-Up Work

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

Planned Student Absences

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

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

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

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

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

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

Tardy to School / Class

A student who arrives after the bell to start school, but no later than 15 minutes after, is considered tardy to school and should check in with the attendance secretary before proceeding to class. Only tardies that fall under the following reasons for an absence will be excused; Personal Illness, Family Illness, Quarantine, Death in the Family, Religious Observance, Medical Appointments (with doctors note).

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

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

TECHNOLOGY

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

As a result of the incredibly generous donation made by the *Bexley Education Foundation* leading up to the 2020-2021 academic year, all students received *Chromebooks* as part of the

district initiative to become a one-to-one school district. For general information, questions and support regarding the various technology platforms, visit the [Bexley Family Online Learning Resources](#) page.

Acceptable Use Policy

Bexley City School District believes that access and appropriate use of digital resources is fundamental to preparing productive global citizens and leaders. Access to digital resources enables faculty, staff and students to facilitate communications and to collaborate with people around the world in support of research and learning and to explore thousands of libraries, databases, online services, applications and resources. The educational objective is to provide expanded, effective access to digital resources and to support the use of personal devices across the district. Teachers and administrators will guide and direct students in the use of personal devices and provide instruction in how and when to effectively use the wide array of digital resources available to students.

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

Per Board Policy ([EDE: Computer / Online Services](#)), every user is responsible for ethical behavior when using digital resources, personal devices and communication services supporting personal, blended and traditional learning environments. Access to digital resources is a privilege. Users should not expect that data stored or transmitted at or to school will ever be private. Access to services may be denied to users who use digital resources in ways that are not in support of or are inconsistent with educational objectives and educational environments.

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

Families with a more restrictive set of filtering requirements that exceed the district standards are responsible to communicate their personal expectations to their student.

Technology Applications

Bexley utilizes a wide range of technology to support the educational experience for all students. The following information is intended to serve as a quick reference for students and parents regarding the most frequently used technology applications:

Canvas

The district's learning management system used by teachers post class specific information regarding course requirements, expectations, assignments, resources, etc. Students use *Canvas* on a daily basis, which can include homework and online assessments.

Google Gmail

The district's email platform, which is used by all students and staff for email communication. Additionally, students and staff regularly use many of the applications within the *Google Workspace* (often referred to as [G-Suite](#)).

PowerSchool

The district's student information system for reporting, analyzing and storing student data. Teachers use [PowerSchool](#) post grades and attendance and students can view and monitor their academic progress and performance for each class. Teachers are expected to post grades within 48 hours once an assignment is returned to the student. *PowerSchool* allows parents / guardians to set up email notifications that will automatically update parents on their child's academic progress on a weekly basis.

Students are encouraged to identify a time once a week to sit down together as a family and review the information on *PowerSchool*, as opposed to an ongoing, daily dialogue each time an assignment or grade change occurs.

SchoolLinks

[SchoolLinks](#) is the district's college and career platform used to support students and families as they navigate the college application and post-high school career planning process. The school counselor's regularly use the platform to support students as they evaluate and consider their postsecondary opportunities.

For students who are planning to apply to college, *SchoolLinks* is a critically important part of the application process so students are strongly encouraged to become familiar with the platform early in their high school career.

SCHOOL OPERATIONS

Bell Schedule

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

Regular Bell Schedule

Period	Start	End
Students Enter Building		8:25
Period 1	8:35	9:23
Period 2	9:27	10:20
Period 3	10:24	11:12
Period 4 (Lunch)	11:12	11:55
Period 5	12:00	12:48
Period 6	12:52	1:40
Period 7	1:44	2:32
Period 8	2:36	3:24

Building Rules

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

Students must wear shirts and shoes at all times while on school grounds in order to comply with state law. Detailed expectations regarding student rights and responsibilities, due process rights, student involvement in decision making, student conduct, dress code, school rules and discipline procedures are detailed in the Board Policy ([JFC-R: Student Conduct](#)).

Personal Electronic Devices

Students are not permitted to bring personal electronic devices (phones, smartwatches, headphones, etc.) into classrooms unless there is a documented accommodation for the student. Students are encouraged to leave their devices in their locker, or if they choose to keep a device in their backpack it must be turned off for the duration of class. Detailed information is available on the Board Policy ([EDE: Computer / Online Services](#)).

Elevator Use

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

Library Use

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

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

Lockers

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

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

Signs

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

Student Parking

Students must park on the streets adjacent to the school and may not park on school grounds or in visitor parking areas due to space limitations on campus. Violation of this rule may result in

disciplinary action and the student's car being towed. Students are not permitted to go to their cars during school hours without permission from an administrator. It is expected that students who drive to school will show proper respect to area property owners by avoiding loitering and littering. Cars parked on the street illegally will be ticketed by the police.

Study Hall

The following rules ensure a quiet atmosphere conducive to study:

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

Students may sign up to use the library during a study hall period. However, due to limits regarding the number of students who can be in the library at the same time, students are required to sign up and receive a signed library pass prior to the start of school. Students must present a signed library pass to their assigned study hall teacher before reporting to the library. The library is to be used as a quiet location to study, research or work in a small group.. Inappropriate behavior may result in a loss of access to the library during study hall.

Tobacco Use

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

EDUCATIONAL PROGRAMS

College Credit Plus

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

Students and families should carefully read the [College Credit Plus Information & Planning Guide](#) to learn about the program, including expectations, requirements, benefits / limitations and additional responsibilities students accept when participating in the College Credit Plus program. Visit the [College Credit Plus Program](#) page and Board Policy ([IGCH: R: College Credit Plus](#)) for more information.

Eastland-Fairfield Career & Technical School

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

Credit Flexibility

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

Students interested in pursuing a Credit Flexibility program are required to submit an [Application and Action Plan for Educational Options Coursework Form](#) and are strongly encouraged to meet with their assigned school counselor to discuss the opportunities, benefits and risks associated with the program prior to submitting the proposal. Visit the [Credit Flexibility](#) page and Board Policy ([IGCD: Credit Flexibility](#)) for more information.

Mosaic Program

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

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

Junior Year

1.0 English 11 (year-long)
1.0 Government & Politics (semester-long)
1.0 Art Appreciation (semester-long)
0.5 Issues in Social Studies (semester-long)

Senior Year

1.0 English 12 (year-long)
1.0 Creative Writing
1.0 Issues in Social Studies

Typically, juniors attending Mosaic will attend Bexley High School in the morning for periods 1-3 and then transition to Mosaic for the afternoon. Seniors attend Mosaic in the morning and return to Bexley High School for periods 5-7. Visit the [Mosaic](#) page for more information.

ACADEMIC PLANNING

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

Graduation Requirements

Students are required to meet all [Ohio's Graduation Requirements](#) and all school district requirements (Board Policy [IKF: Graduation Requirements](#)) to earn a high school diploma.

All information regarding Academic Planning and Graduation Requirements are available on the [Academic Scheduling: Information, Resources & Planning](#) page as well as the [Bexley High School Curriculum Handbook](#). Both of these resources are critically important to ensure each student's academic plan will also meet all graduation requirements.

Academic Integrity

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

Grade Level Promotion

Per the Board Policy ([IKE: Promotion and Retention of Students](#)), a student shall be promoted in class standing at the high school level when credits have been successfully earned as follows:

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

ACADEMIC SUPPORTS

Removing Non-Academy Barriers to Success

Bexley recognizes that a student's needs extend beyond the curriculum. The School Counseling Department provides individual counseling and support for students and families as well as classroom guidance and small group education opportunities.

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

School Climate

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

Social / Emotional Development

Bexley 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 believes 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 ([Board Policy ACAB: Gender Identity and 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 chosen 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.

Academic Office Hours

[Academic Office Hours](#) provide teachers and students time to work collaboratively during the school week from 7:35 - 8:20 a.m. four days a week. Students can utilize this time to meet with a teacher regarding homework questions, review for upcoming assessments, re-teaching of material they have questions on, or to work on assignments in a location where they can ask questions as needed. Attendance can be both voluntary or assigned by a teacher as part of a formal or informal academic intervention for a student.

Office Hours Schedule	
Monday	No Office Hours
Tuesday	Allied Arts, English, Fine Arts, Science, Special Services
Wednesday	Math, Social Studies, World Languages
Thursday	English, Science, World Languages
Friday	Allied Arts, Fine Arts, Math, Special Services, Social Studies

English Resource Center (ERC)

The *English Resource Center* is a drop-in, appointment, and referral center supporting students with literacy and composition skills through enrichment. The ERC may also assist with interventions for students who struggle with basic literacy and composition skills.

English Learner (EL)

All parents / guardians of students entering the school district are given a home language survey when completing the enrollment application ([Board Policy IGBI: English Learners](#)). 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 Learner* (EL) services. English communication modes assessed are listening, speaking, reading and writing. The assessment determines proficiency levels used to recommend support services.

Parent / guardian consent is required for EL services, which focus on reading, writing, listening and speaking. Support can include EL English class and Supplemental support for content classes, dependent on proficiency level. Both courses require students to meet daily with an EL teacher for an entire school year, and carry 1.0 credit.

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

Gifted Education

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

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

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

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

Guided Learning Lunch

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

Students who need assistance with day-to-day student skills or work completion may be assigned for 3-6 weeks with a content specific teacher (not necessarily their classroom teacher). During this time, a student's main task is completion of homework. Students may also be asked to check upcoming assignments, review for assessments, etc.

Math Resource Center (MRC)

The *Math Resource Center* (MRC) is a drop-in, appointment and referral center providing students with support for math content areas as well as any math-related content areas. The MRC may also assist with interventions for students who struggle with basic math comprehension skills.

Multi Tiered System of Support (MTSS)

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

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

Core components of MTSS include:

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

School Counseling Department

In support of the Bexley City Schools' mission, the school counselors provide a comprehensive, developmental counseling program for all students. The programs are designed to help each student develop and enhance their academic, social/emotional, and college/career strengths in order to become responsible and productive citizens.

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

Visit the [School Counseling](#) and [Career & College Planning](#) websites for ongoing information and resources.

Career & College Planning

Bexley supports students as they prepare for life beyond high school, which often includes college, entering the workforce, or military enlistment. Bexley traditionally sends over 90 percent of its graduates on to college.

Career & College Planning begins in middle school as students can select a course of study consistent with college aspirations and develop study habits necessary for college preparation. Planning intensifies in high school as students work to meet college entrance requirements and as the actual college application process and selection for admission occur.

The School Counseling Department provides assistance with post high school planning and for the college admissions students and families can visit the [Career & College Planning](#) page; which provides a variety of resources, supports and reference materials which includes but is certainly not limited to:

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

ACADEMIC ASSESSMENT AND TESTING

Traditionally, Bexley High School offers a rigorous curriculum and assessment system to help determine if students are attaining the skills and conceptual understanding necessary for their post-secondary goals. Multiple assessments are administered throughout the school year and include local, state and national tests. The assessments help staff improve curriculum, select resources as well as assist with determining necessary support for each student.

End of Semester Activities Attendance

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

The school understands that extreme circumstances may occur and situations specific to a particular family may arise. Parents / guardians must provide documentation explaining the

situation when requesting any alteration to the regular schedule. Only a principal or assistant principal can approve such a request.

Semester 1 Exam Schedule (December)

Day 1: Period 7 (morning), Period 6 (afternoon)

Day 2: Period 5 (morning), Period 4 (afternoon)

Day 3: Period 3 (morning), Period 2 (afternoon)

Day 4: Period 1 (morning), Make-Up (afternoon)

Semester 2 Exam Schedule (May)

Day 1: Period 1 (morning), Period 2 (afternoon)

Day 2: Period 3 (morning), Period 4 (afternoon)

Day 3: Period 5 (morning), Period 6 (afternoon)

Day 4: Period 7 (morning), Make-Up (afternoon)

End of Semester Activities Seniors

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

Advanced Placement® (AP)

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

AP Tests & Final End of Course Activities

Students who have attended and completed their standardized AP test will be afforded the opportunity for exemption from the teacher created final end of semester activity or exam for the course. The final grade for the semester will be determined by adding the third and fourth term grades and dividing by 2. This exemption is not available for students in danger of failing the course. AP students may take the teacher created final exam for grade improvement.

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

Measure of Academic Progress (MAP)

The MAP test is a computer-based adaptive test in reading and math developed by the [Northwest Educational Association](#). It is used to identify students' current academic levels in each subject area and to monitor academic growth over the course of the year even when a student's academic skills are outside of the range typical for their age. It is administered to all 9th graders in September, December/January, and May. Teachers use this information to plan instruction aligned to the needs of their students.

PSAT / NMSQT

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

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

College Entrance Testing

Students are responsible for registering and taking all appropriate entrance exams, with the school counselors actively assisting with the planning process. Students must carefully plan the types of exams they take and attend to the schedule and dates for taking them. Visit the [Career and College Counseling](#) page for more information.

Students are strongly encouraged to take the [ACT](#) and [SAT](#) for the first time during the spring of junior year and possibly again during the summer or early fall of senior year.

American College Testing Program (ACT)

The [ACT](#) is administered to all juniors at Bexley High School at the beginning of March as part of Ohio's state testing program. This administration is at no cost to Bexley students. Students at any grade level may also take the ACT on any of seven annual national testing dates at established test centers in metro Columbus. The test consists of four curricular-based tests: English, mathematics, reading and science reasoning plus an optional writing section. Students are scored for each content area, which are then combined to give a composite score. All scores are reported on a scale of 1-36, with a national average reported as approximately 20.

Scholastic Aptitude Test (SAT)

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

ACADEMIC RECOGNITION

AP Scholar

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

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

Cum Laude Society

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

- Seniors must rank in the top 20 percent of their class and maintain a 3.5 GPA based on at least 16 credits earned in a Music Theory course or in the English, Math, Science, Social Studies and World Languages Departments.
- Juniors must rank in the top 10 percent of their class and maintain a 3.75 GPA based on at least 12 credits in the aforementioned areas.
- A junior who is graduating early may qualify based on the condition above or with 16 credits in the aforementioned areas and a 3.5 GPA.
- Transfer students who have attended BHS for at least one year and fulfill the requirements listed above may qualify. The cumulative average will represent academic work completed at BHS as well as the total of all high school academic work.
- Grades from the third nine-week period are counted as second semester toward the 12 and 16 credits requirements.

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- When a student takes a qualifying course on a Pass/Fail basis or as an independent study, the credit counts toward Cum Laude eligibility while the grade does not.

Honor Roll

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

National Honor Society

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

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.

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 is available on the [Ohio School Safety Center](#) website.

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 *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.

Visitors

Bexley school buildings have security systems and check-in procedures. All visitors at the Cassingham Complex 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 offenders and other databases. Visitors to Maryland and Montrose Schools must sign in at the office and wear a visible visitor badge.

Walking To & 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.
- 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 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. As a result, the district asks that all residents and drivers exercise extreme caution and concern for safety.

SPECIAL EDUCATION

The structure and delivery of all special education programs are strictly governed by federal and state law, as well as federal, state, and local policies and procedures. Special education programs are designed for those with a specifically documented disability that has a significant and adverse effect on the ability to learn. 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 support are provided to students with low-incidence disabilities or significant challenges, such as blindness, deafness, or significantly subaverage intellectual (IQ) levels, or with combinations of disabilities. While the district provides for the education of all its students, not all special education programming is provided within the district's buildings. The district does pay for the program, provide transportation, and monitor the effectiveness of each of these programs. Visit the [Special Education](#) page for more information.

504 Plans

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

Individual Education Plans (IEPs)

A student with disabilities that have a substantial impact on his or her learning is eligible for an *Individual Education Plan* (IEP) under the [Individuals with Disabilities Education Act](#). These individualized plans 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, Speech Therapists, School Psychologists, and building administrators.

STUDENT CONDUCT

Bexley Student Code of Conduct

Compliance with Bexley Schools' *Student Code of Conduct* and Board Policy ([JFC: Student 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

Out-of-School Suspension

The Superintendent, principals, assistant principals and other designated administrators may suspend a student from school for disciplinary reasons outlined in the student code of conduct and Board Policy ([JFC: Student Conduct](#)). A student cannot be suspended from school solely because of unexcused absences. When an employee has actual knowledge that the behavior is sexual harassment, the Title IX Coordinator must be contacted. The Title IX sexual harassment

grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

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

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

Alternative Learning Center

An Alternative Learning Center placement may be used in lieu of an Out of School Suspension if allowed by board policy for certain code of conduct violations and / or discipline situations. This decision is made at the discretion of the building administration.

Before School Detention

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

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

CO-CURRICULAR & EXTRACURRICULAR

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

The Board Policy ([IGD: Cocurricular and Extracurricular Programs](#)) established the criteria for co-curricular and extracurricular programs consistent with its philosophy of, and goals for, education, and all programs.

Clubs & Programs

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

Animal Rights Club

Art Club

[Bexleo Yearbook](#)

Bexley Thespians

Book Club

Bowling Club

Business Club

Chess Club

Cinema Club

Classics Club

Crafts & Charity Club

Cum Laude Society

Environmental Club

Engineering Club

E-Sports Club

French Club

Gaming Club

Garden Club

Gay-Straight Alliance

Improv

In-the-Know Quiz Team

Japanese Club

Jewish Student Union

Key Club

Lamplight Literary Magazine

Latin Club

LEO Mission: Lions Experiencing Orbit

M Factor

National Honors Society

Ping Pong Club

Poetry Out Loud

Robotics Club

Ski Club

Sleep Out Club

Social Justice

Student Council

[The Torch Student Newspaper](#)

Ultimate Frisbee Club

Women's Empowerment Club

Youth Philanthropy Program

Some clubs and activities require enrollment in a particular subject area and others are selective. For example, *The Torch* provides many opportunities for students showing proficiency and interest in the journalism field. With BHS's *Journalism* course as a prerequisite, students must apply to join the staff.

Any student may submit an artistic or literary work for publication, with submissions reviewed by the student editors and teacher advisor. BHS's interscholastic academic quiz team, *In-The-Know*, hosts tryouts each fall. Students who are interested in forming a new club may request a form for such from their school counselors.

Interscholastic Extracurricular Eligibility

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

Interscholastic extracurricular programs are defined as school-sponsored student programs involving more than one school or school district. The Board Policy ([IGDK: Interscholastic Extracurricular Eligibility](#)) permits students in grades 9 -12 to participate in interscholastic extracurricular programs provided they have met the [Ohio High School Athletic Association \(OHSAA\)](#) guidelines by passed 5 one (1) credit courses during the previous quarter. The District permits one calendar week at the end of the grading term to finalize grades for eligibility purposes.

Social Activities

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

Student Council

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

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

ATHLETICS

As a member of the *Central Buckeye League*, Bexley High School has a total 25 offerings / 22 interscholastic sports and fields 73 different teams.

Fall Offerings

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

Winter Offering

Boys Basketball
Girls Basketball
Wrestling
Boys Swimming
Girls Swimming
Cheerleading
*Bowling

Spring Offerings

Softball
Baseball
Boys Lacrosse
Girls Lacrosse
Boys Track & Field
Girls Track & Field
Boys Tennis

Central Buckeye League

Bexley
Bishop Ready
Buckeye Valley
Columbus Academy
Columbus School for Girls
Grandview Heights
Whitehall-Yearling
Worthington Christian

Athletic Hotline

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

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

Bullying, Hazing & Harassment

Bexley is committed to health, welfare and safety for all students. We want to be able to hear about and take action to support our students against Bullying, Hazing and Harassment. Students are encouraged to submit a [Bullying, Hazing, Harassment or Incident Reporting Form](#) and students can also submit concerns using the [Stay Safe. Speak Up!](#) app.

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

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

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

who submits the form has a record of the information. The report will also be sent to the principal of the building or buildings indicated on the form and to the district Central Office.

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

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

Attendance & Extracurricular Programs

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

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

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

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

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

- When an athletic contest and a school concert are in conflict, the student is expected to attend the concert, as it is a part of the graded curriculum.
- When an athletic practice and a rehearsal are in conflict, the student should notify the coach and rehearsal director who will attempt to resolve the conflict on the student's behalf.
- During the sports season, the high school or middle school team activities take precedence over any select or outside athletic programs.

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- In the event a performing arts student athlete has an unavoidable conflict due to a league make-up game (due to weather) or a league/state tournament contest, the student may choose which to attend; the student will be expected to complete any missed performance assessment, assigned at the teacher's discretion.

Athletic Trainer

All injuries to athletes should be reported to the [Athletic Trainer\(s\)](#) or coach as soon as possible, including injuries sustained outside of school sports. Any athlete who sees a doctor for an injury must bring a note from that doctor clearly stating the diagnosis, participation status, limitations and any instructions for the athletic trainer regarding treatment and / or rehabilitation.

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

Athletes with ongoing medical conditions (including, but not limited to, asthma, severe allergies and diabetes) should consult with the athletic trainer and coach to determine the best plan to have their prescribed medications and supplies available at all times during athletic activity. Coaches must ensure that a plan is in place and all prescribed medications or supplies are available before allowing athletes with such conditions to practice or participate in games.

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

Extracurricular Programs & Substance Abuse

The Board recognizes that the use and abuse of tobacco products, alcohol, and other drugs may have a negative effect on the behavior, learning, development, and performance of students engaged in athletics and other extra-curricular activities as well as on the student's teammates, classmates, and others. The Board further recognizes that representing Bexley City Schools in any athletic competition or participating in other extra-curricular activities is a privilege that calls upon the student to demonstrate the highest qualities of citizenship and leadership throughout the year, both on and off campus.

The *Alcohol Use by Students / Student Drug Abuse Policy* ([JFCH/JFCI](#)) and *Tobacco Use by Students Policy* ([JFCG](#)) are extended by this policy to apply to students involved in athletics and extra-curriculars not just when a student is on school grounds or involved in school activities, but at any time (365 days per year / 7 days per week / 24 hours per day), whether on or off school grounds. Unless the student's use of alcohol, drugs, or tobacco is allowed by law, the student will face consequences pursuant to policy IGDL-R with respect to school-sponsored

athletic and/or extra-curricular activity unless the student self-reports the violation and has not previously violated this policy.

Consequences per Board Policy [IGDL-R](#) will begin on the date on which the administration notifies the student of their applicable violation ("Violation Determination Date"). A building administrator will notify the student and parent (s)/guardian(s) of the violation and will meet with the student, and if available, the parent(s)/guardian(s), to review the applicable policies and consequences. The activity consequences and educational supports outlined in the policies are based on the number of offenses and are progressive in nature. The district reserves the right to require additional/alternative education components based on the unique needs of the student.

The policy applies to all school-sponsored athletics and other extracurricular activities and Community Based Athletic Clubs, including but not limited to the following: all athletic programs, the theater program, student council, all middle school and high school clubs that have competitions, performances, and/or travel, and extracurricular activities associated with co-curricular programs (e.g. orchestra, band, and choir trips). These standards will be enforced for twelve (12) months of the year and are in effect for behavior on and off school property.

Students who in any way aid another student in violations covered by this policy, including hosting, may be addressed as if they were the principal offender.

If the entire prescribed sanction cannot be fulfilled during the student's current season or semester, the sanctions will carry over to the student's next season (regardless of sport) or semester of participation.

Violations will be cumulative during the high school years. Any violations committed or sanctions imposed in middle school will not be carried over when the student begins high school. However, please be aware that high school begins the day after the completion of the 8th grade.

FinalForms

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

- [OHSAA Pre-Participation Physical Exam Form](#): students in grades 7–12 participating in Bexley Schools athletic activities must undergo a physical examination once each calendar year pursuant to the regulations of the [OHSAA](#). A physician, the student-athlete and a parent / guardian must sign the athletic form and it must be uploaded into *FinalForms*. The form will then be verified by the athletic trainers before the athlete may participate in a tryout or practice.
- [Emergency Medical Authorization \(EMA\) Form](#): required by the State of Ohio in order to allow the Athletic Department to treat an athlete in the event of an injury. The form also includes an acknowledgement of the athlete's insurance coverage.

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- Drug / Alcohol Policy Form: verifies the student-athlete complies with the Board Policy ([IGAG: Drugs, Alcohol and Tobacco Education](#)) regarding drug / alcohol and tobacco use and the impact it has on eligibility.
 - Bexley Schools' Policy Sign-Off Form: policies the student-athlete and the student's parent / guardian must be aware, including OHSAA and Bexley Academic eligibility; the Student Code of Conduct, Acknowledgement of Risk, Equipment / Locker Responsibilities, and Permission to Photograph.
 - Neurocognitive Test Form: Nationwide Children's Hospital offers baseline neurocognitive testing for all Bexley athletes. This form gives consent for the testing and acknowledges receipt of the [Ohio Department of Health Concussion Information Sheet](#).

Insurance

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

Interscholastic Athletics

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

Parent / Guardian Meeting

Each year, a student-athlete's parent / guardian must view the OHSAA informational presentation within [Final Forms](#) as well as the "Meet the Team" meeting at the start of the season for each sport. An athlete cannot participate in a game or contest until the parent / guardian has attended these meetings.

Parent / Guardian Role

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

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

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

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

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

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

Participation Fee

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

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

Ability to Pay

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

To request a fee waiver, submit the online [Student Athletic Fee & Waiver Form](#).

Banquets & Awards

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

Equipment

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

Transportation

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

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

OHSAA Eligibility Checklist for Student Athletes

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

Off-Season and Club Play

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

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

Prospective College Athletes

Student athletes should begin the process of registering with the [NCAA Eligibility Center](#) at the end of junior year to establish their collegiate eligibility.

Rules of Coaches & Teams

Coaches for each sport set their own rules and expectations that are approved by the Athletic Director. An athlete and the athlete's family agree to these expectations by virtue of participating on the team. Questions about team rules and expectations should be directed to the coach.

Sportsmanship

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

- The use of profanity is not tolerated at practices or games.
- Approaching an official, or even excessively questioning an official's calls, is not tolerated.
- Inappropriate cheers are not allowed. Bexley fans cheer positively for their own teams, not negatively against another team.
- When an injury occurs to an opposing player, Bexley fans have the courtesy to applaud as the injured athlete leaves the field.
- Bexley fans model sportsmanship regardless of the behavior of the opposing fans or team.
- Shirts and shoes must be worn at all athletic events.
- Unsportsmanlike behavior during a contest should be reported to a school official. Violation of the above expectations can result in ejection from a contest and further disciplinary action.
- Spectators who are ejected from a contest automatically have at least a two-game suspension from home contests at that level of play (for example, varsity or junior varsity). Before returning to contests, ejected spectators must meet first with the athletic director and a secondary school administrator regarding a plan for changing the behavior that resulted in the suspension.

Transportation

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

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

STUDENT HEALTH SERVICES

[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.

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 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 ninth grade. 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 ([JHCB: Immunizations](#)) requires each student to 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

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 a parent / guardian at home. Medications that need to be given during school hours will be administered in compliance with the board policy ([JHCD: Administering Medicines to Students](#))

Communicable Diseases

In some cases, parents / guardians are informed if students are exposed to a communicable disease at school ([Board Policy JHCC: Communicable Diseases](#)). The school advises the parent/guardian to observe the student during a disease incubation period and contact the school if the student has a communicable disease.

Students with communicable diseases are excluded from school as follows:

- Chickenpox – for seven days or until all lesions are crusted
- Strep Throat/Scarlet Fever – until 24 hours of appropriate antibiotic therapy is completed
- Fifth's Disease – until the student is free of fever
- Conjunctivitis (Pink Eye) – until 24 hours of appropriate treatment is completed and discharge ceases

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- Impetigo – until 24 hours of appropriate treatment is completed and sores begin to heal
 - Head Lice – until treated and there are no live lice
 - Ringworm (scalp and skin) – until 24 hours of appropriate treatment is completed
 - Measles (rubeola) – for at least five days after the rash appears
 - Mumps – for nine days after the onset of swelling
 - Pertussis (Whooping Cough) – until 24 hours after the fifth day of appropriate antibiotic therapy
 - COVID-19 – excluded until cleared to return by Franklin County Health Department

Special Health Issues

Parents / guardians are required to notify the building [Nurses Office](#) 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 students 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 or for celebrations.

FOOD SERVICES

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

[Food Services](#) provides breakfast and lunch at each school and meets federal and state nutrition standards. The district also meets the requirements of the federal free and reduced food program. Monthly menus showing the school lunch items available are posted on the district website.

Students may bring lunch from home. The following common courtesies are expected of all students:

- Moving ahead of others in line is unacceptable.
- Loud or unusual noises and throwing food, paper or other items are unacceptable in the cafeteria.
- Students are to remove all materials from tables before leaving the cafeteria.
- Trays, dishes, and utensils are to be taken to the appropriate location. All disposable items are to be placed in trash receptacles in the cafeteria.

Bexley's school cafeterias are peanut-free and tree nut-free environments, though the school district does not restrict foods brought from home.

Student Meal Account

The District uses [PaySchools Central](#) to manage student meal accounts in the cafeteria (as well as paying other school-related fees). Students can set up an account with their student ID and email address. Additionally, families can add multiple students to one account and set up notifications for low balance reminders, review purchase activity and add money to the student's account on-line with a credit card. The cafeteria also accepts cash, check (payable to 'Bexley City Schools') and credit card (fee charge) at the register.

Meal Charging

Per the Food Service Charging Procedures ([Board Policy EF / EFB-R](#)), students with zero money on their account, who want to eat, are sold and charged for a full meal and it is charged against their account. Parents / guardians are responsible to pay the charge and will receive a notification when the balance is low or negative.

Free or Reduced Meals

Forms to apply for free or reduced school meals are sent home at the beginning of the school year and can be found on the [Food Services website](#). The district reviews the completed forms and notifies all who apply of their determination. The status is held in confidentiality.

Open Lunch Procedures

The [bell schedule](#) provides one 48-minute lunch period, during which students may leave the school grounds. Permission to leave during lunch is a privilege and students are responsible for returning to school on time. Inappropriate behavior while away from school may result in a student's loss of the open lunch privileges, and when such conduct violates school rules, appropriate action will be taken by school officials.

Students are expected to comply with the following rules:

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

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- Food deliveries are only permitted during the lunch period and not during any academic periods.

SCHOOL & COMMUNITY RESOURCES

Bexley High School 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 Athletic Boosters

[Bexley Athletic Boosters](#) is a volunteer non-profit organization, supporting Bexley City Schools athletic programs in both the Middle School and High School. Volunteering is a great way to support Bexley Athletics, become involved in the community, and meet other school parents.

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

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.

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.

DARN (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 should contact their assigned School Counselor for more information.

Additional Community Resources

Bexley Anti-Racism Project

<https://bexleyarp.org/>

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

Bexley Recreation & Parks

165 N. Parkview Avenue

<http://www.bexley.org/recreation/>

Bexley Urgent Care

2216 E. Main Street

www.uurgentcare.com/bexley-urgent-care

Capital University

E. Main Street & College Avenue

www.capital.edu

Drexel Theatre

2254 E. Main Street

www.drexel.net

Jeffrey Park & Mansion

165 N. Parkview Avenue

www.bexley.org/recreation/

Jewish Community Center (JCC) of Greater Columbus

1125 College Avenue

www.columbusjcc.org