Bexley Elementary Schools
2023-2024 Family/Student Handbook
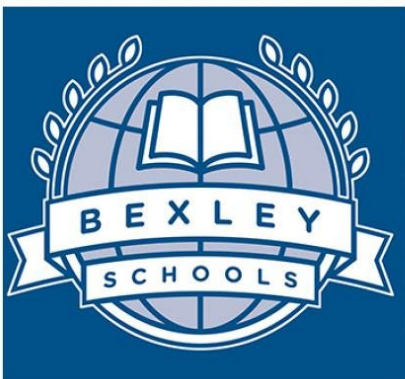
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2023-2024 SCHOOL CALENDAR

2023-2024 MASTER CALENDAR

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

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

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

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

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

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

AUGUST 2023
August 9 (Wed): New Staff Orientation
August 14 (Mon): Convocation | Teacher/Staff Professional Development
August 15 (Tues): Teacher/Staff Professional Development
August 16 (Wed): Teacher/Staff Workday
August 17 (Thurs): First Day of Classes for All Students | Kindergarten Staggered Start | Beginning of First Grading Period

SEPTEMBER 2023
September 4 (Mon): Labor Day | No Classes | District Closed
September 15 (Fri): No Classes for Students | Professional Development Day
September 25 (Mon): No Classes for Students and Teachers

OCTOBER 2023
October 19 (Thurs): End of First Grading Period
October 20 (Fri): No Classes for Students | Teacher Workday
October 23 (Mon): No Classes for Students | Family/Teacher Conferences
October 24 (Tues): Beginning of Second Grading Period

NOVEMBER 2023
November 7 (Tues): No Classes for Students | Teacher/Staff PD
November 22 (Wed): No Classes for Students and Teachers
November 23-24 (Thurs - Fri): Thanksgiving Break | No Classes | District Closed

DECEMBER 2023
December 22 (Fri): End of Second Grading Period
December 25: (Mon): First Day of Winter Break | District Closed

JANUARY 2024
January 8 (Mon): No Classes for Students | Teacher Workday
January 9 (Tues): First Day of Classes Post-Winter Break | Students Return | Beginning of Third Grading Period
January 15 (Mon): Martin Luther King Jr. Day | No Classes | District Closed

FEBRUARY 2024
February 16 (Fri): No Classes for Students | Teacher Conference Comp Day
February 19 (Mon): Presidents Day | No Classes | District Closed

MARCH 2024
March 14 (Thurs): Last Day of Third Grading Period
March 15 (Fri): No Classes for Students | Teacher Workday
March 18-22 (Mon-Fri): Spring Break | No Classes for Students and Teachers
March 29 (Fri): No Classes | District Closed

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

JUNE 2024
June 19 (Wed): Juneteenth | Central Office Closed

BEXLEY CITY SCHOOL DISTRICT INFORMATION

SUPERINTENDENT'S WELCOME

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

BOARD OF EDUCATION

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

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

Bexley Board of Education Members
Alissha Mitchell, President
Victoria Powers, Vice President
Dr. Jonathan Baker
Dr. Marguerethe Jaede
Joanne Pickrell

DISTRICT ADMINISTRATORS

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

Julianna Carvi, Director of Food Services
John Eikenberry, Business Manager
Barb Gentille Green, Director of Student Services
Eli Goldberger, Director of Athletics
Dr. Shirley Hamilton, Director of Curriculum & Gifted
Melissa Klosterman-Lando, Director of Employee Relations & Human Resources
Dr. Stephen Lewis, Sr., Leader of Diversity, Equity and Inclusion
Laura Moore, Leader of Community Engagement & Experiential Learning
Brad Pettit, Director of Technology
Cathy Rodeheffer, Coordinator of Special Education
Carol Taylor, Public Information Officer
Dr. Harley Williams, Director of Facilities and Operations

BEXLEY EDUCATION FOUNDATION

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

BEXLEY HIGH SCHOOL ALUMNI ASSOCIATION

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

BEXLEY ALMA MATER

To Alma Mater Bexley,

To thee our praise we bring.

To thee whose hallowed halls we tread,

Our toast to thee we sing.

Tho' friends and hope may fade away,

Our blue and white will live forever.

And as the seasons swiftly go,

Thy name and praise shall ring.

BEXLEY BOOSTER & PARENT/GUARDIAN GROUPS

Parent/guardian partnership and their involvement in Bexley City Schools is a vital part of the schools' success. Parent/guardian groups support the mission and vision of Bexley City Schools and provide a platform for feedback and input regarding our schools. Parent/guardian groups represent a variety of interests and activities, such as athletics, music, special education, and health and wellness. For more information, visit: bexleyschools.org/ParentOrganizations.aspx.

Mission

Learn with Curiosity. Demonstrate Kindness. Embrace Equity.

Vision

We champion curiosity, kindness, and equity, so that our schools are places where:

- Creativity, innovation, and critical thinking flourish.

- Teaching and learning are culturally responsive and relevant to a changing world.

- Students have the academic, social, and emotional supports to define and experience success and to recognize that failure is a natural part of learning.

- We nurture belonging, joy, and an ethic of care.

- Everyone feels safe and supported.

- Diversity of perspectives, lived experiences, and identities are reflected in programs, policies, and practices that foster inclusion and equity.

Values

Equity.

Inclusion.

Respect.

Empathy.

Well-being.

Integrity.

Responsibility.
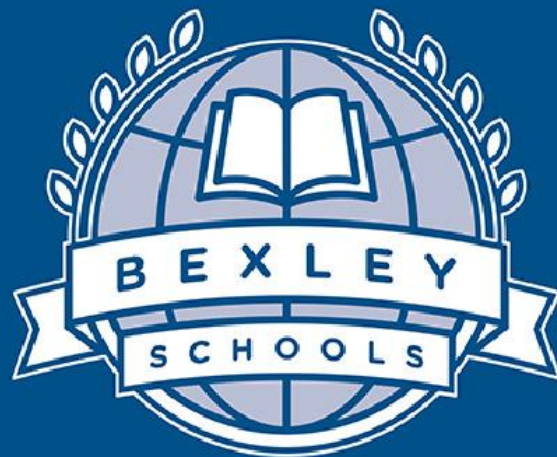
ELEMENTARY PRINCIPALS' MESSAGE

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

Nyesha Clayton

Nyesha.Clayton@Bexley.us

Montrose Elementary School

2555 E. Main Street | (614) 237-4226 | Fax (614) 338-2088

Student-absence reporting line: (614) 338-2098

Jeannine Hetzler

Jeannine.Hetzler@Bexley.us

Cassingham Elementary School

250 S. Cassingham Road | (614) 237-4266 | Fax (614) 338-2092

Student-absence reporting line: (614) 237-4309; press 6, 6

Rachel Niswander

Rachel.Niswander@Bexley.us

Maryland Elementary School

2754 Maryland Avenue | (614) 237-3280 | Fax (614) 338-2080

Student-absence reporting line: (614) 338-2096, extension 420

COMMUNICATION

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

DISTRICT WEBSITE

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

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

In addition, each elementary school has its own web page:

- Cassingham Elementary: bexleyschools.org/cassinghamelementaryschool_home.aspx
- Maryland Elementary: bexleyschools.org/marylandelementaryschool_home.aspx
- Montrose Elementary: bexleyschools.org/montroseelementaryschool_home.aspx.

DISTRICT & BUILDING COMMUNICATIONS

Bexley Schools use an electronic messaging system called School Messenger to update and inform families, staff, and students quickly and efficiently with email, telephone and/or text messages about school closings and/or emergencies.

The system also is used to send weekly principal newsletters, announcements, and updates about school events via email. Families are encouraged to keep their contact information up-to-date through PowerSchool to ensure they receive these important communications. Please contact your child's school office if you need support making this update.

COMMUNICATION FROM STAFF

Parents are encouraged to be in touch regularly with their child's teachers and staff to seek information, find clarity, and ask questions. Additionally, there are events scheduled throughout the year to facilitate open communication about your child's progress, including, but are not limited to:

MEET THE TEACHER/SUPPLY DROP-OFF

This in-person, afternoon event allows students and families the opportunity to meet their new teacher, take school supplies into their new classroom, and get a sense of the classroom's location within their school building.

CURRICULUM NIGHT

This live, evening Zoom event shares curricular plans for the year with families. Teachers record the event from classroom spaces, usually with their teaching team, so families can see how the classroom's design works to support learning, as well as help families understand the team's curricular intentions for the for the school year.

Families whose student arrives in the midst of a school year will receive access to the Curriculum Night information.

FAMILY-TEACHER-STUDENT CONFERENCES

Academic progress is reported at the end of each quarter. Your elementary-school child's fall parent-teacher-student conference is our first-quarter method for reporting progress. Additionally, progress reports are shared through PowerSchool and will follow the second, third and fourth grading periods. Kindergarten students' progress reports are shared with families following the in second and fourth quarters.

Winter family-student-teacher conferences for grades 1-5 are scheduled as needed in February. Kindergarten teachers schedule parent conferences in March for third-quarter updates.

Additionally, parents/guardians are encouraged to connect with their child's teacher at any time they have concerns or questions regarding their progress.

GMAIL

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

POWERSCHOOL

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

CONFERENCES

Fall and winter conference days allow for scheduled appointments with teachers to discuss individual student's progress and identify the ways families and teachers can work together to ensure a child's success. We encourage children to attend these conversations, as they are at the center of our efforts together. Teachers and parents/guardians may request a conference at additional times, as needed, throughout the school year.

BELL SCHEDULE

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

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

Student Day	
Arrival	8:10 a.m.
Tardy Bell	8:15 a.m.
Lunch & recess	60 minutes total for lunch/recess
Dismissal	3:00 p.m.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY

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

- Prior written consent
- Directory information
- Other limited circumstances, as enumerated under administrative regulations.

The district proposes to designate the following personally identifiable information contained in a student's education records as "directory information":

- Student's name
- Student's address
- Telephone number(s).

The following rights exist for parents/guardians and eligible students:

- Inspect and review the student's educational records
- Request the amendment of the student's education records that are believed to be inaccurate, misleading, or in violation of the student's rights, including the right to a hearing to present evidence that a record should be changed if the parent/guardian's or eligible student's request is denied
- Require written consent before personally identifiable information is disclosed to anyone other than authorized officials, except as provided in state or federal law or used for any purpose other than making educational decisions
- File a complaint with the Ohio Department of Education if the district fails to comply with FERPA requirements
- Receive, upon request, a copy of the district's [Student Education Records Disclosure Policy (Policy JO)](#)
- The parent/guardian or eligible student should submit to the student's principal a written request, which identifies as precisely as possible the record(s) to be inspected.

ATTENDANCE

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

While it is courteous to notify the teacher as well, first and foremost, it is necessary to notify the student's school office. Parents/guardians can call school offices and follow the voice prompts or communicate with our school secretaries via email.

Attendance Contact Information:

School	School Phone Numbers	Attendance Email
Cassingham	(614) 237-4309, Select option 6, then 6	csattendance@bexley.us
Maryland	(614) 338-2096, Extension 420	mdattendance@bexley.us
Montrose	(614) 338-2097, Extension 420	mtattendance@bexley.us

ATTENDANCE EXPECTATIONS & REQUIREMENTS

It is important for every student in Ohio to attend school every day. Missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. By using data to identify and support students who may need extra support and services, districts can implement targeted supports to help students get to school every day. In December 2016, the Ohio General Assembly passed legislation to encourage and support a preventative approach to excessive absences and truancy.

Like all schools in Ohio, your child's school cannot (and will not) 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 and be prepared for higher education and the workforce. To support academic success for all students, the district will partner with students and their families to identify and reduce barriers to regular school attendance. The district will utilize a continuum of strategies to reduce student absence, including, but not limited to:

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

- Counseling

- Parent education and parenting programs

- Mediation

- Intervention programs available through juvenile authorities

- Referral for truancy, if applicable.

DEFINITION OF TRUANCY & EXCESSIVE ABSENCES

The definition of "habitual truant" is:

- Absent 30 or more consecutive hours without a legitimate excuse

- Absent 42 or more hours in one school month without a legitimate excuse

- Absent 72 or more hours in one school year without a legitimate excuse.

The definition of "excessive absences" is:

- Absent 38 or more hours in one school month with or without a legitimate excuse

- Absent 65 or more hours in one school year with or without a legitimate excuse.

(See Policy JEDA.)

ACADEMIC PROGRAM

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

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

All students receive instruction in eight subjects:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Art
- Music
- Physical Education
- Health Education

In addition, library skills, including technology/media use, are integrated throughout the curriculum.

CORE CONTENT

District curriculum guides articulate grade-level learning expectations across the district's three elementary schools and include alignment to state and national standards and guidelines, as well as essential vocabulary and student learning targets related to the academic content. District curriculum guides are revised in accordance with a five-year review cycle.

Bexley's curricular guides are based upon the learning standards adopted by the State of Ohio. More information can be found on The Ohio Department of Education website: [Ohio's Learning Standards](#)

SOCIAL & EMOTIONAL LEARNING

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

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

ENGLISH LANGUAGE ARTS

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

MATHEMATICS

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

SCIENCE

The study of science is a comprehensive and dynamic process in which students continually refine their understanding of natural phenomena in the world and universe. Science is made active by the human capacity to think. The district's program develops scientifically literate students who can make informed, responsible decisions that positively affect their lives and that

assists them in understanding the local and global impact of their and others' decisions (*NRC, 2013; ODE, 2018*).

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

SOCIAL STUDIES

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

PHYSICAL EDUCATION

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

HEALTH

The health education program teaches about physical, mental, emotional, and social health. The curriculum motivates students to improve and maintain their health, prevent disease, and reduce risk behaviors. Learning experiences help students develop skills they will use to make healthy choices throughout their lifetime. They also support students in developing health literacy, which aids them in obtaining, interpreting, and understanding basic health information and services and in developing the competence to use such information and services in ways to

enhance their health. The health-literate person is a critical thinker and problem-solver; a responsible, productive citizen; a self-directed learner; and an effective communicator (*SHAPE, 2015*).

ART & GENERAL MUSIC

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

Each elementary student in K-5 receives visual arts and general music instruction. Additionally, each student in grades 4 and 5 may elect to receive strings instruction during the instructional day; each student in grade 5 may elect to receive band instruction during the instructional day.

Each school hosts an art show during the spring semester. Pieces are selected for permanent display in each building. Student art is also exhibited in the All-District Art Show, which takes place every other fall semester.

INSTRUMENTAL MUSIC

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

INTEGRATED CONTENT

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

Library

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

Library collections are selected by licensed teachers and certified school library media specialists. Collections are designed to support readers at all levels and abilities, engage student interests, recognize diverse cultural backgrounds, and support curriculum-based research needs. Collections include e-books, audio books, magazines, newspapers, and

videos. Each school maintains an electronic catalog and age-appropriate data base linked from its library website.

TECHNOLOGY

STUDENT ASSIGNED EQUIPMENT & INTERNET ACCESS

The school district may supply a student with a personal computing device as part of a "1:1 Device" initiative or to support student learning.

Students in K-5 are assigned a technology device for school use. Kindergarten and first-grade students are assigned I-Pads, while students in grades 2-5 are assigned Chromebooks.

The device also may be allowed to go home with the student. For the district to provide continuous access to resources, we need care and appropriate use from our students.

Students are required to adhere to the following requirements regarding their assigned technology device:

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

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

DEVICE DAMAGE/VANDALISM

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

STOLEN/MISSING DEVICE

In the event of a stolen or missing device, the family may incur a $150.00 replacement fee to be paid to the district. A device will be considered stolen or missing five days after it has not been

recovered and confirmed missing by a parent or guardian. There will not be an appeal process in evaluating stolen or missing equipment. In the event of stolen, missing, or damaged accessories, such as AC adapter or cables, the family may incur a fee equal to the replacement cost of the item.

MOBILE INTERNET ACCESS

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

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

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

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

STUDENT ACCESS ACCOUNTS

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

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

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

Acceptable Use & Internet Safety

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

For purposes of Acceptable Use & Internet Safety policy, computers include district-owned desktop computers, laptops, tablets and other mobile computing devices.

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

1. Violating the conditions of state and federal law dealing with students' and employees' rights to privacy, including unauthorized disclosure, use and dissemination of personal information

2. Using profanity, obscenity or other language that may be offensive to another user or intended to harass, intimidate, or bully other users

3. Accessing personal social-networking websites for noneducational purposes

4. Reposting (forwarding) personal communication without the author's prior consent

5. Copying commercial software and/or other material in violation of copyright law

6. Using the network for financial gain, for commercial activity, or for any illegal activity

7. "Hacking" or gaining unauthorized access to other computers or computer systems, or attempting to gain such unauthorized access

8. Accessing and/or viewing inappropriate material

9. Downloading of freeware or shareware programs without permission of school district technology department personnel.

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

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

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

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

Note: The district utilizes Lightspeed Inc. technology as its primary Internet Content Filter.

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

The term "harmful to minors" is defined as any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors appeals to a prurient interest in nudity, sex or excretion

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or a lewd exhibition of genitals

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

The district will educate minors about appropriate online behavior, including interacting with other individuals on social-networking websites and in chat rooms, as well as cyberbullying awareness and response. The superintendent/designee will develop digital-wellness resources to educate students on these issues.

Students and staff must sign a new agreement each year after reviewing the policies and regulations of the district. These policies and regulations also apply to use of district-owned devices, student-assigned devices, or accessing the district-provided internet access when not on district property.

CELL PHONES

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

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

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

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

- Students may use these devices before school, after school, and in the classroom with teacher permission.

- Students must avoid wearing headphones over both ears while they are inside the school. This is a safety concern.

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

ACADEMIC SUPPORTS

SCHOOL CLIMATE

Our schools implement a multi-tiered approach to social, emotional and behavior support that helps us identify and mitigate the non-academic barriers that may impact student success. The district maintains a focus on overall wellness, making sure that students thrive emotionally, psychologically and physically, in addition to their academics. It is Bexley City Schools' goal that every student, regardless of individual differences, feels welcome, safe and included while at school.

SOCIAL/EMOTIONAL DEVELOPMENT

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

The schools focus on mental health and wellness supports, drug/alcohol prevention, and bullying prevention, with the intention that students are able to understand and manage emotion and learn constructive and ethical problem-solving.

GENDER IDENTITY & EXPRESSION

Bexley City Schools believe that every student is an important part of our learning community and should be made to feel welcome and supported at school, regardless of their gender identity or expression. We are committed to ensuring that every student has equal educational opportunities and equal access to the district's programs and activities. Bexley City School staff shall accept a student's asserted gender identity when it is a sincerely held part of the student's core identity. Staff shall not disregard the student's assertion of their gender identity. Pursuant to the student's discretion, a student's preferred name, gender marker, and gender pronoun should be used to the greatest extent possible on all school-related records and documents where the student's legal name or gender is not required by state or federal law. (See Board Policy ACAB.)

REMEDIATION, INTERVENTION & ENRICHMENT ASSISTANCE

All students are taught using a variety of instructional formats. Teachers use formative assessment to determine the content of instruction, as well as the format for instruction. Teachers assess before, during, and after learning experiences. Assessments indicate when re-teaching, intervention, and enrichments are needed. Students receive direct instruction most often in large groups and occasionally in small-group or individual settings. Instruction includes guided, collaborative, and independent learning experiences.

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

EARLY LITERACY & THIRD GRADE READING GUARANTEE (TGRG)

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

Ohio's Third Grade Reading Guarantee identifies students from kindergarten through third grade who are behind in reading, according to the state's defined benchmark scores. Schools must administer a state-approved diagnostic by September 30 of each new school year to students in kindergarten through third grade.

The results of this assessment determine whether a reading improvement and monitoring plan must be created for a student who needs additional support in order to be successful with grade-level reading. The student's classroom teacher and other support personnel lend their expertise and involve the parent/guardian to create a plan by November 30 that articulates skill areas to develop, targets instruction, and suggests data to be gathered to determine student progress with a research-based instructional approach. (See Board of Education Policy IGBEA Reading Skills Assessments and Intervention: Third Grade Reading Guarantee.)

SCHOOL COUNSELING

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

The school counseling program includes:

- Classroom lessons on a variety of topics related to academic and personal/social success

- Small-group counseling and short-term individual counseling

- Counselor assistance as a liaison between school and community social service agencies

- Resource and information support for school staff, students, and families

- Management of 504 plans

- Assistance with transition to elementary school and from elementary to middle school.

- Additionally, school counselors serve as members of RtI teams and as support for initial Kindergarten screenings.

(See Board of Education Policy IGBA and Policy IGBA-R-1 Programs for Students with Disabilities)

SPEECH & LANGUAGE

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

- Participate as member of the MTSS (multi-tiered system of support) team to inform student support plans

- Provide multi-factored evaluation of individual students in areas of listening comprehension, oral expression, articulation, voice, and fluency

- Analyze and interpret communication evaluations, develop intervention recommendations, and participate on a multi-factored evaluation team

- Assist educational staff in implementing or modifying instructional strategies, classroom intervention plans, and follow-up activities

- Provide speech and language therapy for individual students eligible for special education programming

- Provide resources and information to staff, students, and families.

GIFTED COGNITIVE IDENTIFICATION & SERVICES

The State of Ohio requires districts to identify students for potential areas of giftedness, using state-approved measures, but does not require districts to serve students with special programming. Historically, the district's elementary schools have had a pull-out service for students with superior cognitive ability. Students with superior cognitive ability typically have intellectual levels two to four years above their age-level peers; as a result, these students especially benefit from specialized service taught by a gifted intervention specialist. Currently,

the district's elementary cognitive service is provided to students in grades 4-5 and is delivered in the context of instruction for the English language arts. The gifted intervention specialists serve as the teacher of record for the English language arts and provide written education plans for these students.

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

- Providing students with choice to allow exploration of topics of interest or to search for new information related to topics not studied

- Continually assessing and adjusting lessons to meet student needs

- Providing opportunities for students to have great depth of learning or acceleration when mastery of concepts and procedures is demonstrated

- Facilitating creation of original productions that engage creative thinking and design processes

- Grouping students by shared interest, topic, or ability for assignments.

Additionally, a talent development specialist will meet weekly with all first- through third-grade classes to teach lessons focused on critical and creative thinking. Students in fourth and fifth grade may also receive informal support from a gifted intervention specialist through flexible math grouping. For more information about these and other gifted programs, please review the Gifted Handbook, which can be found online at bexleyschools.org/GiftedEducation.aspx. (See Board Policy IGBB Programs for Gifted and Talented Students)

SCHOOL PSYCHOLOGISTS

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

- Participate as a member of the MTSS (multi-tiered system of support) team to inform student support plans and a member on the multi-factored evaluation team

- Provide a portion of the multi-factored evaluation of students in the areas of personal and social adjustment, cognitive ability, academic achievement, and perceptual motor functioning

- Assist with early entrance to kindergarten requests by evaluating incoming students using the state-approved evaluation tool and sharing results with members of the MTSS team and parents/guardians of prospective students

- Analyze and interpret the psychological-educational evaluations and develop behavioral and academic recommendations

- Assist educational staff in implementing or modifying instructional strategies, classroom management procedures, intervention strategies, and follow-up activities

- Provide screening programs, mental activities, and referrals to outside agencies

- Provide individual and group counseling students when appropriate.

SUMMER ACADEMY

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

TEXTBOOKS & OTHER MATERIALS

The district issues textbooks, trade books, and other instructional materials for students to use during the school year. These books should be handled responsibly so that they may be used by others as well. Teachers record the condition of books at the time of issue and may assess fines when texts are returned with unreasonable wear and tear. Additionally, fees are assessed for books lost by students. The district provides workbooks and other consumables at no charge as well. Families are expected to supply items on a supply list published on building websites and sent to homes of students. Those who need assistance with school supplies should contact the school's counselor.

DIGITAL RESOURCES

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

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

(See Board Policy EDE Computer/Online Services (Acceptable Use and Internet Safety))

STUDENT SERVICES

ENGLISH LANGUAGE LEARNERS (ELL)

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

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

Students exit support services if they obtain a required composite score on the Ohio English Language Proficiency Assessment (OELPA), a required test for all K-12 English Language Learners in Ohio. The OELPA reports on overall proficiency of the English language, specifically in reading, writing, speaking, listening, and comprehension. The OELPA is given during spring semester. A student who receives a proficient score on the OELPA will continue to be monitored for two school years and additional intervention supports provided if necessary. (See Board Policy IGBI.)

SECTION 504 PLANS

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

INDIVIDUALIZED EDUCATION PLANS (IEPs)

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

Additional levels and types of support and services are provided to students with low-incidence disabilities or significant challenges. While the district provides for the education of all its students, some programming is provided outside of the district and is determined by the IEP team.

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

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

ACADEMIC ASSESSMENTS & TESTING

ACHIEVEMENT & ABILITY

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

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

The district also uses The Cognitive Abilities Test (CogAT) to screen for superior cognitive ability, which is an indicator of gifted ability.

(Go to bexleyschools.org/GiftedEducation.aspx for information regarding the gifted identification process, criteria and services.)

Results of all state and national assessments are mailed to parents within 30 days of the district receiving the results. If a student achieves a gifted identification score, then an additional letter is sent from the Director of Curriculum & Gifted, notifying parents/guardians of the score and services available to the student.

INDIVIDUAL TESTING

Students may be referred for individualized testing to our school MTSS (multi-tiered system of support) team at any time by parents or teachers. This referral generally follows a series of interventions by the classroom teacher to address academic or other concerns. The team will seek written parent/guardian permission if additional assessment information is necessary. Contact your child's teacher, should you have concerns regarding their academic progress.

(See Board Policy IGBA-R.)

KINDERGARTEN READINESS ASSESSMENT-REVISED (KRA-R)

In addition to Ohio's required Kindergarten Readiness Assessment, Bexley Schools screen all Kindergarten students during the summer or during a child's first days of school.

Over their first two months in school, all kindergarten students are also assessed using the state-required Kindergarten Readiness Assessment (KRA-R). Ohio's Early Learning and Development Standards (birth to kindergarten entry) are the basis for the KRA-R.

The KRA-R is used to assess four areas of early learning: social foundations, including social and emotional development and approaches toward learning; mathematics; language and literacy; and physical well-being and motor development. The assessment is designed to help a teacher get to know a child in a way that does not interrupt the child's learning and is flexible so that the teacher can incorporate the assessment activities into everyday classroom routines and activities.

The KRA-R may be administered starting two weeks before the first day of school through November 1. The Ohio Department of Education generates a report that provides information for families and teachers to help children learn and grow. The report is shared with families within 30 days of receiving it from the state.

STUDENT PROGRESS REPORTS

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

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

(See Board Policies IKAB Student Progress Reports to Parents and IK Academic Achievement.)

PROMOTION & RETENTION

The district's instructional program is delivered with the belief that all students will be academically successful during the school year, demonstrate the expected knowledge and skills needed to be successful the following year, and be promoted to the next level of learning by the academic year's end.

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

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

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

(See Board Policies IGBE Remedial Instruction: Intervention Services and IGBEA Reading Skills Assessments and Intervention: Third Grade Reading Guarantee.)

SAFETY & SECURITY PROCEDURES

Bexley City Schools has numerous 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 are required to wear identification badges at all times when students are present.

SAFETY PLAN

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

Ohio schools must have a comprehensive school safety plan addressing their response not only to severe weather and natural disasters, chemical accidents, and medical emergencies, but also to school violence and various types of terrorist threats. The district's Emergency Operations Manual and Emergency Response Plan includes comprehensive information and descriptions of the overall concept of operations, organization, roles and responsibilities, along with checklists, to guide school personnel in addressing various emergency hazards that may affect the safety of students and staff. Ohio law, for security purposes, prohibits schools from sharing these plans with the general public.

Bexley Schools' [Safety Overview for Parents & Students](#) document is available online.

An overview of the Emergency Management Plan established for Ohio schools can be found at: [ohioschoolsafetycenter.ohio.gov/pre-k-12-schools/school-safety-resources/sample-school-safety-plan](#).

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

When keeping students safe we entrust school employees to make the best decision possible with the information available. For a threat inside a school building, the district follows the **"Take-Out, Get-Out, or Lock-Out"** approach. Each option is available to school employees and one does not trump the other. The employee has discretion as to which of the three "Outs" best affords the opportunity to keep students safe.

PARENT/GUARDIAN NOTIFICATION SYSTEM

The district's School Messenger notification system contains emergency contact information for every student and staff member, allowing the district to make immediate contact in the case of an emergency situation in one of the schools. Emergency alerts or information may be sent to families via text or phone. It is crucial that families maintain accurate and up-to-date contact within their student's PowerSchool account, as the School Messenger notification system pulls data from PowerSchool.

STAY SAFE, SPEAK UP!

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

VISITORS

Bexley school buildings have security systems and check-in procedures. All visitors at the Cassingham Complex, Maryland Elementary, and Montrose Elementary must swipe into tracking system software using a government-issued photo ID, such as a driver's license. The district's main-entrance receptionist and building secretaries produce badges for visitors and volunteers, record and monitor volunteer hours and electronically check all visitors against registered sex offender and other databases. Visitors must sign in at the building office and must wear a visible visitor badge while in the building.

WALKING TO & FROM SCHOOL

Students, parents/guardians, teachers, and Bexley residents share responsibility for the protection of school children. We value our walking community and encourage safe habits for students who walk to or from school. Some basic safety suggestions include:

- Parents/guardians should work with children to map out the safest walking route to and from school.

- All pedestrians should obey the safety patrol and cross only at intersections.

- Drivers must take extreme care when picking up or discharging children from cars at school, pulling to the sidewalk nearest the school.

- Children should go directly to school and proceed directly home, unless previous plans were made. School staff members are not responsible for supervision of students after dismissal.

BICYCLES

The area of the Bexley school district is compact and students can bicycle to school. The district asks all residents and drivers exercise extreme caution in concern for student safety.

A student in third grade or younger must be accompanied by an adult when riding his/her bike to school.

Regulations include:

- Students must wear approved bike helmets.

- Riders must obey all traffic laws of the road.

- Cyclists must ride with the traffic and in single file.

- Students must park and lock bicycles in racks on school grounds.

- Students should not carry passengers on their bikes.

- Cyclists should dismount and walk bikes on and off the school grounds.

- Cyclists must observe all stop signs and use proper arm signals.

- The bicycle should be given a safety check by the city and properly outfitted with reflector tape and a light on the front and the back.

SEVERE WEATHER

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

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

SCHOOL CLOSINGS

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

LEAVING SCHOOL GROUNDS

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

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

ANIMALS

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

- Pets, even those on a leash, are not allowed on the school grounds at any time before or after school and during lunch.

- The school principal must give permission to a classroom teacher before an animal is taken into the building and then the teacher must discuss animal behaviors with students before the animal goes into the classroom.

- Animals permitted in the classroom should be on a leash or in a cage or carrier.

- In compliance with federal law, the Board permits the use of service animals in schools for those individuals with qualified disabilities. Service animals must be on a harness, leash, or other tether or be under the control of the handler either through voice commands, signals, or other means; be housebroken; and be up-to-date on vaccinations. In the rare case of an animal being aggressive or disruptive and not housebroken, the school may exclude the animal.

STUDENT CONDUCT

BEXLEY CITY SCHOOLS STUDENT CODE OF CONDUCT

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

- Any conduct occurring in school groups, during and immediately before or after school hours

- On school grounds at any time when the school or school grounds are being used by a school-related group

- Off school grounds at a school-sponsored activity

- On a school bus or conveyance

- At any other time when a student is subject to the authority of the school

(See Board Policy JF.)

OUT-OF-SCHOOL SUSPENSION

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

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

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

(See Board Policy JFC and Policy JFC-R.)

CO-CURRICULAR & EXTRA-CURRICULAR INFORMATION

BIRTHDAY PARTIES

We are mindful of the variety of food allergies that may impact each classroom. School birthdays are celebrated in class with song, recognition, and/or other ways determined by each child's homeroom teacher. Parents/guardians should not send food, drinks and/or trinkets to school for celebrations of birthdays.

THEATER ARTS

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

FIELD TRIPS

Teachers sometimes take students on field trips to provide learning experiences not available in the classroom. When possible, these trips are made by school buses supplied by the Bexley Board of Education. Teachers will communicate with families in advance about the trip's goals, date, location, and any special arrangements necessary, along with a permission slip. In order for a student to attend any trip away from school, the permission slip must be signed and returned to the child's teacher. Some trips are free of charge, while others require a nominal cost to each student. Students who receive free or reduced lunches do not pay the extra costs.

CLASS PARTIES

Room parents and classroom teachers work together to plan any class parties on occasions such as Halloween, Valentine's Day. and End-of-the-Year celebrations. These hour-long interludes during the school day are short in order to preserve instructional time. The times, dates, and circumstances vary from school to school; specific information is sent home by each school. Each school building's staff members are mindful of the variety of food allergies that may impact a classroom. We communicate with parents/guardians about classroom health considerations in order to inform the choices room parents make for celebrations.

ARTIST/AUTHORS-IN-SCHOOLS

The Artist-in-Schools program brings professional artists into the schools from the fields of music, dance, literature, film, architecture, theater, and visual arts. Local and state arts agencies

generally recommend the professionals and their educationally sound programs for children. The format of the artist visit varies from an all-school performance, to a demonstration and hands-on experience in the classroom, to a longer-term residency.

ASSEMBLIES

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

SAFETY PATROL

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

STUDENT COUNCIL

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

- Functioning democracy

- Discussion and action on school-related topics and programs

- Projects enabling students to view themselves as integral working part of a larger community•

CLUBS

Each Bexley elementary school supports a variety of clubs and organizations advised by adults that allow extracurricular opportunities for students. Contact your building principal or your child's teacher if you or your child are interested in starting a club.

STUDENT HEALTH SERVICES

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

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

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

EMERGENCY MEDICAL AUTHORIZATION (EMA)

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

HEALTH CLINICS

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

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

HEARING & VISION SCREENINGS

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

IMMUNIZATIONS

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

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

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

- Five doses of DPT (diphtheria, pertussis/whooping cough and tetanus) if the fourth dose of DPT immunization was given before the age of four.

- Four doses of polio immunization if the third polio immunization was given before the age of four.

- Three-dose series of hepatitis B vaccine

- Two MMR (measles, mumps, and rubella) immunizations

- Two doses of varicella vaccine prior to Kindergarten entry

- One dose Tdap for students in grades 7-12

- A tuberculin test for a student who is new to the United States.

(See Board Policy JHCB.)

ADMINISTERING MEDICATION

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

COMMUNICABLE DISEASES

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

Students with communicable diseases are excluded from school as follows:

- Chickenpox – for seven days or until all lesions are crusted

- Strep Throat/Scarlet Fever – until 24 hours of appropriate antibiotic therapy is completed

- Fifth's Disease – until the student is free of fever

- Conjunctivitis (Pink Eye) – until 24 hours of appropriate treatment is completed and discharge ceases

- Impetigo – until 24 hours of appropriate treatment is completed and sores begin to heal

- Head Lice – until treated and there are no live lice

- Ringworm (scalp and skin) – until 24 hours of appropriate treatment is completed

- Measles (rubeola) – for at least five days after the rash appears

- Mumps – for nine days after the onset of swelling

- Pertussis (Whooping Cough) – until 24 hours after the fifth day of appropriate antibiotic therapy

- COVID-19 – excluded until the recommended isolation period as defined by Franklin County Public Health Department.

(See Board Policy JHCC.)

When to Keep Your Child Home from School

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

Bexley City Schools encourages school community members to abide by the Exclusion Guidelines, yet avoid missing unnecessary days of school, which hinders a student's ability to achieve the full learning experience offered at Bexley. Parents/guardians must contact the school office when a student is absent for any reason.

Parents/guardians must inform the school if a student is diagnosed by a physician with varicella (chicken pox), strep throat, conjunctivitis (pink eye), impetigo, head lice, pertussis (whooping cough), ringworm, fifth's disease, measles, mumps, rubella (German measles), influenza (flu), meningitis, hepatitis, scabies, or other communicable disease.

Informing the school of this information allows it to communicate this information – without sharing the student's name – to the other members of the school community. This is very important for the health of all students and staff.

- A student with a temperature of 100.0 degrees or above should be kept home. They may return to school when free of fever for 24 hours without the use of anti-fever medication.

- A child who is vomiting or suffering from diarrhea needs to remain at home until he/she is symptom-free for 24 hours.

- Any child who is on antibiotics for strep throat, impetigo, ringworm, bacterial infection or other condition needs to stay home until 24 hours after antibiotics/anti-fungals are started.

- Any child who is complaining of headache, sore throat, cough, extreme fatigue, stomachache, earache or injury that is severe enough to decrease the child's ability to participate in class needs to stay home.

- Any child diagnosed with pertussis (whooping cough) must remain home for five (5) days after antibiotic treatment has been started.

- Any child with yellow or green drainage from the eye(s) should be seen by a doctor and needs to stay home for 24 hours after antibiotic drops are started, if they are prescribed. The child should have no drainage from eye(s) when returning to school.

- A child with a rash of unknown cause should stay at home until a doctor confirms the rash is not contagious. Students with chicken pox need to stay at home for seven (7) days or until all the lesions are crusted.

- Children with head lice must be treated and have no live lice. Nits are to be removed prior to coming back to school. A registered nurse may check the child.

SPECIAL HEALTH ISSUES

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

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

FOOD SERVICES

Students need nutritious food to sustain the energy levels necessary to be productive. Bexley's Food Services Department ensures every student has access to healthy meals each school day.

Menus are written in accordance with the standard set by the U.S. Department of Agriculture (USDA) and are published on the district's [Food Services webpage](). Menus are updated but are subject to change. Students may bring lunch from home.

The district's Food Services Department participates in the National School Lunch Program and the School Breakfast Program in all school buildings. Free and reduced-price meals are available. Go to the [Food Services webpage]() to find the form to apply.

Below are the cafeteria expectations:

- Moving ahead of others in line is unacceptable.
- No loud or unusual noises
- Do not throw food, paper, or other items.
- Students are to remove all materials from tables before leaving.
- Trays, dishes, and utensils are to be taken to the appropriate location. All disposable items are to be placed in trash receptacles.

Bexley's Food Services Department is peanut tree-nut free and pork-free. The district does not restrict foods students bring from home.

STUDENT ACCOUNTS PAYMENT & ACCESS

Parents/guardians are strongly encouraged to set up an account on [payschoolscentral.com]() to access their student's account. Viewing purchasing activity, setting low-balance reminders, and

making online credit/debit card payments can be done at the site. Cafeteria meal payments are computerized using the payschoolscentral.com software where students enter an identification number on a keypad, a thumb scan, or parent-created barcode scan as they check out. We use this system to control and watch for food allergies, food restrictions, and payments to maintain students' privacy. See the bexleyschools.org/FoodServices.aspx for information on reporting allergies or food restrictions.

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

FREE OR REDUCED MEALS

Forms to apply for free or reduced school meals are sent home at the beginning of the school year. The application and instructions are online at bexleyschools.org/FoodServices.aspx. A student's qualification is determined by BCSD Central Office and is held in strict confidence in accordance with federal regulation. Families can apply at any time during the school year.

LEAVING BUILDING FOR LUNCH

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

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

School & Community Resources

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

Bexley Athletic Boosters

Bexley Athletic Boosters is a volunteer non-profit organization supporting Bexley City Schools athletic programs in the middle school and high school. Volunteering is a great way to support Bexley athletics, become involved in the community, and meet other school parents. Visit bexleylions.org for more information.

Bexley Minority Parent Alliance

The mission of the Bexley Minority Parent Alliance is to empower minority students to achieve their full potential by providing support and advocacy, as well as influencing policy. The goals of the organization include:

- To form community among families with minority children

- To support children, families, and district personnel

- To advocate on students' behalf with school and community leaders

- To guide policy and training decisions

Visit bexleyminorityparents.org for more information.

Bexley Music Parents

Bexley Music Parents support music programming in all Bexley Schools, K-12. An all-volunteer organization, the Bexley Music Parents organization raises and disburses funds to augment an already robust music curriculum with special opportunities such as guest clinicians who work with students in all grades. Music Parents also support the high school choral accompanist position and provide funding for ensemble uniforms, music scholarships, and much more.

Visit bexleymusicparents.org for more information.

Bexley Theatre Arts

The mission of the Bexley Theatre Arts program is to deliver support and assistance to the cast, crew and staff to ensure a positive, productive and rewarding theater experience.

Visit bexleytheatreparents.org for more information.

D.A.R.N. (Developmental Assets Resource Network)

DARN ([Developmental Assets Resource Network](#)) strives to meet the needs of Bexley community children and families through the allocation of community resources, funding of camp scholarships, and engagement in policy-making efforts to assure these groups have access to necessary resources.

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

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

Other Community Resources

Bexley Anti-Racism Project
https://bexleyarp.org/

Bexley City Hall
2242 E. Main Street
[bexley.org](#)

Bexley Police Department
559 N. Cassingham Road
[bexley.org/police](#)

Bexley Public Library
2411 E. Main Street
[bexleylibrary.org](#)

Bexley Recreation & Parks
165 N. Parkview Avenue
[bexley.org/recreation](#)

Bexley Urgent Care
2216 E. Main Street
[uaurgentcare.com/bexley-urgent-care](#)

Capital University
E. Main Street & College Avenue
[capital.edu](#)

Drexel Theatre
2254 E. Main Street
drexel.net

Jeffrey Park & Mansion
165 N. Parkview Avenue
bexley.org/recreation

Jewish Community Center (JCC) of Greater Columbus
1125 College Avenue
columbusjcc.org