

BEDFORD PUBLIC SCHOOLS

*Academic Excellence * World Class Environment * Diverse Opportunities
* Community Engagement*

BEDFORD JUNIOR HIGH SCHOOL

*Organized * Respectful * Responsible * Proficient*



Educating for Life!

An Official PTSA School



Reaccredited April 1, 2015 through 2020

OUR MISSION IS TO ENABLE OUR STUDENTS TO LEARN

*Bedford Junior High School prepares our students of today for
the world of tomorrow.*

*Our school community provides an environment
in which all students will learn to their full potential intellectually, emotionally,
socially, physically, and for lifelong learning.*

This booklet is prepared as a service to students, parents, and faculty. These policies and procedures have been authorized by the Board of Education to provide for the welfare of all students in Bedford Public Schools.

All policies, regulations, definitions, and procedures have been prepared to comply with the laws of the State of Michigan and of the United States. All parents, students, and faculty are expected to become familiar with the contents of this booklet.

*Please direct your questions or comments related to this publication to Roderick Hurley,
Principal of Bedford Junior High School: 850-6201.*

Bedford Junior High School Attendance Phone: 850-6210

Bedford Junior High School Website: www.bedford.k12.mi.us - link to BJHS

Updated June 15, 2016

EDUCATIONAL PROGRAM.....	4*14
Curriculum Features.....	4
Scheduling Features.....	5
Curriculum Development and Improvement.....	5*6
Cultural Appreciation.....	7
Courses of Study.....	7*8
Grading System, Progress Reports, Placement Guidelines.....	9*11
Academic Eligibility Guidelines for Co-Curricular Activities.....	11
Honor Roll Requirements.....	11
Michigan High School Graduation Requirements.....	12
Student Services; Special Education; 504 Plan.....	12*13
Counseling.....	13
Eighth Hour.....	13
Student & Parent Planner & Homework.....	14
Media Center.....	14
Breakfast & Hot Lunch Programs.....	14
STUDENT ACTIVITIES.....	15*18
Bell Schedule.....	15
Parent Teacher Student Association.....	15
Assemblies.....	15
Social Activities.....	15*16
School Clubs.....	16
Student Council.....	16
National Junior Honor Society.....	16
Broadcasting & Yearbook.....	16
State Supported Programs.....	16
Student Records.....	17
Academic Enrichment Activities.....	17
Awards and Student Recognition.....	17
Interscholastic and Intramural Athletics.....	18
STUDENT RESPONSIBILITIES.....	18*24
Attendance Policy.....	18*20
Vacations Unscheduled.....	19
Tardiness.....	19*20
Student Code of Responsible Citizenship and Steps of Due Process.....	21*23
Vandalism.....	23
Dress and Grooming Code.....	23*24
STATE AND FEDERAL LAWS GOVERNING SCHOOL SAFETY... 24*33	
Michigan Tobacco-Free Schools Law.....	24
Safe and Drug-Free Schools and Communities Act.....	24*25
Substance Abuse Philosophy & Policy.....	25*27
Extra-Curricular Activities Substance Abuse Policy.....	27*28
Appreciation of Diversity.....	28
Sexual Harassment Laws.....	28*29
Bullying Policy, Hazing and Sexting.....	29*32
Michigan Weapons-Free School Act.....	32
Personal Digital Devices.....	32*33

DISTRICT POLICIES GOVERNING STUDENT INFORMATION... 33*38

Information Technology User Guidelines..... 33*35
Video for Instructional Purposes..... 35
Student Expressive Activities’ Guidelines..... 35
Non-School Student Sponsored Activities’ Guidelines..... 35*38

CORRECTIVE MEASURES..... 38*41

At-Home Study..... 38
Detention/Penalty Hall..... 38
Suspension and Expulsion..... 39*41
Appeals.....41
Due Process..... 41

HELPFUL INFORMATION FOR PARENTS & STUDENTS.....41*48

Books/Book Fines..... 41
Change of Address and Medical Records..... 41*42
Daily Announcements..... 42
Field Trips.....42
Fines..... 42
Fire, Tornado, or Crisis Relocation Procedures..... 42
Food Service..... 42
Hallways..... 42
Homeroom..... 43
Homework..... 43
Honeywell Instant Alert..... 43
Lockers..... 43
Lost and Found..... 43
M-Step Testing..... 43
On-Line Parent Information Center (HAC)..... 43*44
Parent-Teacher Conference..... 44
Search and Seizure..... 44
Student and Parent Planner of Assignments and Responsibilities..... 44
Substitute Teachers.....44
Visitors..... 44
Health Services.....45
Medications and Medical Procedures.....45
Concussion..... 45
Bedford Public Schools Bus Transportation..... 45*46
Alternative Transportation.....46
Family Educational Rights and Privacy Act..... 46*47
Nondiscrimination Policy..... 47*48
1:1 Student Expectations..... ..49

STUDENT AND PARENT/GUARDIAN LETTER OF UNDERSTANDING..... 50

EDUCATION PROGRAMS

Junior High School Curriculum Features

- Guidance Services** • Both group and individual guidance services are available. The guidance program is a total school concern and both teachers and professional counselors are involved.
- Home-Based Teacher** • Each 6th/7th/8th grade student has at least one teacher who knows him/her personally.
- Social Experience** • Sophisticated social activities that emulate high school programs are discouraged. Seventh and eighth graders are able to participate in both intramural and interscholastic sports.
- Personal Values and Standards** • Our program provides opportunities for helping children formulate personal values and standards through our curriculum, counseling services, and overall guidance in daily social skills.
- Gradual Transition** • Experiences are provided that assist early adolescents in continuing their development from dependence to gradual independence through a program that compliments and transitions from the elementary to the high school programs.
- Exploratory and Enrichment Studies** • Our program provides opportunities for children to explore their individual interests via a combination of required and elective courses.
- Basic Skill Development and Extension** • The curriculum provides opportunities for students to receive help in learning basic skills, including skills of continued learning.
- Creative Experiences** • Our program includes opportunities for students to express themselves creatively. Student-centered, student-directed, and student-developed activities are encouraged.
- Physical and Health Education** • These activities are based on the needs of students. Participation rather than spectatorship is encouraged in a wide variety of intramural activities. A strong health program is included to help students understand, care for, and develop wellness skills.
- Community Relations** • Community partnerships with businesses, clubs, and other groups are provided for students so they can develop a better understanding of the people and places where they live, and develop environmental awareness. Community resources are utilized and the school facilities are often used by approved area groups.
- Parent Involvement** • Bedford Junior High School encourages parent involvement through the Parent, Teacher, Student Association (PTSA), teacher conferences, daily teacher conference hours, open houses, volunteer aides, and club advisors.
- Multi-Media Approach** • The Junior High School, through an instructional multimedia approach, offers a comprehensive program involving the use of a variety of easily accessible learning materials.
- Flexible Schedules** • Blocked time for basic subjects, exploratory, and special interest classes allows for individualized and personalized instruction.
- Individual/Personalized Instruction** • This approach goes hand-in-hand with continuous progress and considers the varying intellectual growth rates of students.
- Team Teaching** • Our program allows students to interact with a variety of teachers in a wide range of subject areas. Interdisciplinary team teaching is encouraged in order to provide a comprehensive curriculum, student understanding of the influence of one area of study upon another, and topics that provide a broader base in which to bring about critical thinking.
- Evaluation** • Evaluation of the student's work strives to be positive, nonthreatening, and individualized. Rubrics provide a means of student self-evaluation.
- Diversity in Teaching Certification** • Our middle-level teachers have diverse backgrounds and are fully qualified under No Child Left Behind. All teachers employ developmentally appropriate classroom strategies that address visual, auditory, and kinesthetic learning styles.
- Auxiliary Staffing** • Our Junior High School utilizes personnel such as volunteer parents, teacher aides, clerical aides, and other support staff.

Scheduling Features

Sixth Grade Team Schedule

Cooperating teams of students and teachers create the format within which the sixth grade curriculum of language arts, social studies, mathematics, and science is delivered. The continuous time periods allow for varying lengths of classes depending upon student needs. A common planning period for teachers allows for the scheduling of large and small group activities and allows for the joint evaluation of student progress. Some of the advantages and goals of team scheduling include: helping students become more self-directed academically and socially; providing a variety of learning experiences and teaching techniques; and student participation in interdisciplinary units of study. Two or three teachers participate on any one team of sixth graders.

Seventh Grade Team Schedule

A different teacher for each of the required academic subjects is provided for students in grades seven and eight. The expectations within each teacher's classroom are established by the teacher to address the needs of the students in the class for that subject in accordance with the prescribed curriculum in that grade level. Interdisciplinary team teaching is encouraged wherever and whenever the curriculum permits.

Eighth Grade Team Schedule

A different teacher for each of the required academic subjects is provided for students in grades seven and eight. The expectations within each teacher's classroom are established by the teacher to address the needs of the students in the class for that subject in accordance with the prescribed curriculum for that grade level. Interdisciplinary team teaching is encouraged wherever and whenever the curriculum permits.

Advisor-Advisee Homeroom

In all grades, each student is provided with the opportunity to have a homeroom during the school day. Within these time frames, teachers create a place where each student feels secure and believes that the homeroom teacher knows him or her as an individual.

Advice and support by homeroom teachers can be provided during homeroom. The counseling department at the junior high school will provide the professional expertise needed to assist students in dealing with more difficult issues that may arise

During homeroom, students may participate in physical activities both in and out-of-doors, as planned by the team of teachers within the physical education department. Time, attention and extensive planning is given to this program to help meet the needs of middle school students.

The objective of the Advisor-Advisee Program is to create a cooperative spirit between the teacher and students, as well as to develop camaraderie among peers. Finally, closer communication opportunities with parents are possible as our team of teachers begin to know their students well.

Curriculum Development and Improvement

Bedford Public Schools is a comprehensive community-oriented school system committed to promoting education as a public democratic right. Education is a cooperative endeavor requiring reciprocal effort on the part of the educator and student supported by the family and the community. To this end, the District commits its available resources, facilities, and equipment in order to provide a healthful and stimulating educational environment for our regular programs, our continuing education, and our citizens-at-large.

The foundation of a good school system is the curriculum. A highly-qualified staff of professionals offers a diverse curriculum giving each Bedford Public Schools student the opportunity to receive an excellent education. We offer a comprehensive curriculum at all levels to meet the needs of our students. In addition to regular Kindergarten, a Young Fives Program is offered to children who developmentally are not ready for

kindergarten. These children are provided with an enriched atmosphere to achieve and grow intellectually, physically, socially, and emotionally in a group of children with similar skill levels.

For grades one through five, a traditional program is provided in three of our elementary buildings. In the secondary schools, classes are taught by specialists in their fields. College preparatory, practical arts, vocational and general interest classes are offered. An alternative school is also available which allows high school students to receive an education in a more individualized open classroom.

To provide for system-wide vertical and horizontal curriculum communication, coordination, and evaluation of programs, each building has a department chairperson in language arts, math, science, and social studies. The subject areas of computer science, music, art, physical education, and special education, foreign language have District-wide chair persons. These individuals meet several times a year with other instructors who teach these subjects, as well as with the Assistant Superintendent for Instruction and Student Services.

A K-12 Curriculum Council, which meets five times a year with the Assistant Superintendent for Instruction and Student Services, is made up of one person from each of the areas of English, computer science, social studies, mathematics, guidance and counseling, science, foreign language, art, music, physical education, virtual academy, district media services, career and technical education, and special education. Some of the Council's responsibilities include considering the feasibility of implementing new programs, improving existing programs, and evaluating new textbooks. The department chairpersons and curriculum coordinators have become experts and leaders within their fields and they work with the building administrators to ensure they are well informed. They also assist other teachers in the building in the area of their expertise.

Michigan Grade Level Content Expectations (GLCEs) have been written for each subject area. GLCEs serve as a road map for obtaining an endorsed diploma because they map out where students are, where they need to go and the best way to get there. Additionally, the state of Michigan has adopted the Common Core State Standards in Math and English Language Arts; these provide students with a robust and rigorous approach to learning. The Common Core State Standards have been renamed to Michigan Academic Standards.

Today's teachers do more than just supply students with facts they need to memorize. Today's teaching techniques include a variety of methods to help students gain and understand information. The greatest emphasis, however, is on teachers being able to apply the information they have gained.

Learning by Doing, is one way children are learning. This method is used throughout the science curriculum where students work individually or in small groups to experience for themselves why certain things happen.

Audiovisual equipment use, computers, lectures, demonstrations, group work, and cross-age tutoring are additional methods of instruction employed by the District. These techniques help make the instructional material interesting and exciting for students. Efforts are also made to give each student the experience of success and to foster a positive self-image, a positive attitude toward school, and a desire for learning that will serve our young people well throughout life.

These methods, however, require a high degree of training on the part of the teachers and efforts are constantly being made to keep our teachers up-to-date. Support is provided through afterschool workshops experts from other areas coming to Bedford, and by teachers sharing their specialized knowledge with other teachers within the District. All teachers and administrators in all buildings strive to understand, plan for, and implement developmentally appropriate materials and classroom strategies for use with students.

Cultural Appreciation

Through special ceremonies or through the instructional program, building administrators may arrange for proper commemoration of the following special days in the schools: Constitution Day (September 7); Columbus Day (Second Monday in October); Veteran's Day (November 11); Martin Luther King's Birthday (Third Monday in January); President's Day (Third Monday in February). Other culturally enriching assemblies, observances, and programs may be included within the school day at the request of the staff members, students, or parents with the permission of the building principal.

Religion in the Curriculum

It is essential that teaching about, and not of, religion be conducted in a factual, objective, and respectful manner.

Federally Required Guidelines

Students have the following rights pursuant to federal law:

- To engage in private, non-disruptive activity such as prayer or bible reading while at school,
- To participate in before or after school events that have a religious content,
- To study about religion when appropriate to the curriculum,
- To produce written expressions of religious beliefs in homework, art work, and other assignments,
- To distribute religious literature in a nondisruptive manner, subject to reasonable restrictions as to time, place, and manner,
- To be excused for religious reasons from participation in school programs or activities,
- To be granted release time to attend religious events,
- To wear clothing that includes a nondisruptive religious theme or message,
- To be given access to school media to announce religious events in the same manner as other organizations.
- To be granted access to school facilities for religious activities in the same manner as other organizations.

Courses of Study

Sixth Grade

Required Subjects

- ✍ Mathematics
- ✍ English Language Arts: Reading and Writing
- ✍ Science - Life, Earth, and Health (Michigan Model)
- ✍ Social Studies - Western Hemisphere
- ✍ Computers (keyboarding) - integrated within the core curriculum -9 weeks

Elective Subjects (Each Student Chooses One)

- ✍ Band
- ✍ Orchestra – Strings
- ✍ Sixth Grade Rotation

Seventh Grade

Required Subjects

- ✍ Mathematics (R) (SC)
- ✍ English (R) Includes Career Pathways & Electronic (EDP) Portfolios
- ✍ Science - Life, Earth, and Physical
- ✍ Social Studies - Eastern Hemisphere
- ✍ Physical Education
- ✍ Health (Michigan Health Model including Substance Abuse Education, Career Pathways) -9 weeks
- ✍ Computers – 9 weeks

Elective Subjects (Each Student Chooses One.)

- ✍ Band
- ✍ Orchestra
- ✍ Choir
- ✍ Exploratory Education Rotation
- ✍ World Language - Spanish I (credit toward high school graduation)
- ✍ Study Skills

Eighth Grade

Required Subjects

- ✍ English (R) or English/Reading (SC) or America's Culture Block (E)* Includes Career Pathways and electronic (EDP) portfolios.
- ✍ Mathematics (SC, or R) or Algebra I (E) (credit toward high school graduation)
- ✍ American History (R) or America's Culture Block (E)*
- ✍ Earth Science (credit toward high school graduation)
- ✍ Physical Education – 18 weeks
- ✍ Computers for the 21st Century – 9 weeks
- ✍ Health – 9 weeks

Elective Subjects

- ✍ Band
- ✍ Orchestra
- ✍ Choir
- ✍ Publications • Newspaper: *Bronco Bulletin*; Yearbook: *Transition*
- ✍ Art • Cartooning; Drawing; Painting; Ceramics
- ✍ Technology Education
- ✍ Dramatic Arts
- ✍ Life Management
- ✍ VPAA Credit (credit toward high school graduation)
- ✍ World Languages: Spanish I (credit toward high school graduation)
Spanish II (credit toward high school graduation)

(R) Classes offered at a level that emphasizes an average-paced curriculum. Most students are enrolled in regular classes.

(E) Classes offered at a level that emphasizes an enriched curriculum. Selected students enter these classes according to teacher referral and standardized test scores. Parent suggestions regarding this placement for their children are welcome.

**America's Culture* • An enrichment class offering English and American History as a blocked class, in order to stress the influence of time on the works of man in literature, writing, drama, music, and art. (America's Culture is chosen in place of regular history and regular English).

Grading System, Progress Reports, Placement Guidelines

Grades are a communication tool to communicate progress to the students, parents, and teachers. If you have any questions regarding grades, please contact the teacher immediately. Grades are available for parents and students through our Home Access Center (HAC). Final quarter grades are determined every nine weeks. Semester grades are weighted and determined at the halfway point and at the end of the year, see below. If you need assistance getting on HAC, please contact the JHS office at 734.850.6200.

Students are given letter grades according to the following percentages and honor points.

Honor Points	Letter Grade	Description
4	A	Excellent Progress
3.7	A-	
3.3	B+	
3	B	
2.7	B-	Above Average Work
2.3	C+	
2	C	
1.7	C-	Average Work
1.3	D+	
1	D	Below Average
.7	D-	Subject Failed
0	F	

Most grades will be entered numerically, unless:

- If a grade is **BLANK**, then the teacher has yet to enter the assignment.
- If a grade has an **“I”**, then the grade is incomplete because it was not finished or turned in by the student. A grade of an **“I”** is worth zero points and is considered a failing grade. For example, a student did not turn in the work or turned in a partially completed assignment.
- If a grade has a **“U”**, then the grade is Unsatisfactory and a failing grade of 50%. This grade is reserved for accommodations (504, IEP...).
- If the grade has an **“X”**, then the grade is exempted and doesn't count for or against the student. For example, a student missed a science lab done in class, so they receive an **“X”**.
- Grades of **“Y”** or **“N”** stand for yes or no and are just place markers to communicate to students and parents. The **“Y”** and **“N”** have no weight. Examples would be if you turned in a class form or completed a task.

The **“S”/“U”** Grading Rubric

The **“S”** and **“U”** grading alternative is available for students whose ability to learn is affected by their emotional, physical, and/or cognitive development. The teacher, administrator and parent believe they would benefit from competing only with themselves in the classroom. This student is also recognized as one who is working to his capacity within the classroom and at home. The **“S”/“U”** grade is an accommodation made for students and also used in our physical education classes.

- | | |
|---|---|
| S | <ul style="list-style-type: none"> • Is a passing grade. • Most homework is turned in on time. • Will not seek help, but accepts help. • Attempts all work on tests. • Often uses stated modifications. • Effort to complete work warrants passing. |
|---|---|

- U
- Homework often not turned in.
 - Refuses to accept help.
 - Gives up on tests.
 - Refuses to use stated modifications.

Quarters will be weighted by interim and formative assessments.

Formative assessments collect detailed information that educators can use to improve instruction and student learning while it's happening. Teachers make adjustments based on the formative assessments. Examples are daily homework, daily journals, exit passes, classroom practice.

Interim assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period. Interim assessments are over material that students have already had an opportunity to receive feedback from the teacher. Examples are weekly quiz, tests, exams, projects, term papers.

Quarter grade will be weighted: 80% for interim assessments and 20% for formative assessments.

Semester Grade with Weighted Exams/Quarters

All exams will be given at the end of each quarter.

6th Grade

Quarters will be weighted at 48%, Exams will be weighted at 2%.

Semester Grade (100%) = Quarter 1 (48%) + Exam 1 (2%) + Quarter 2 (48%) + Exam 2 (2%)

7th and 8th Grade Classes

Quarters will be weighted at 46%, Exams will be weighted at 4%.

Semester Grade (100%) = Quarter 1 (46%) + Exam 1 (4%) + Quarter 2 (46%) + Exam 2 (4%)

8th Grade Classes for Senior High Credit

Quarters will be weighted at 40%, Exams will be weighted at 10%.

Semester Grade (100%) = Quarter 1 (40%) + Exam 1 (10%) + Quarter 2 (40%) + Exam 2 (10%)

Citations

Wormeli, R. (2006). *Fair isn't always equal: Assessing & grading in the differentiated classroom*. Portland, Me.: Stenhouse Publishers.

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, Va.: Association for Supervision and Curriculum Development.

O'Connor, Ken (2011) *A Repair Kit for Grading: 15 Fixes for Broken Grades*, Second Edition, Pearson ATI, Boston, MA.

Progress Reports

The parents or guardians should discuss progress with the teacher by contacting them to set up a conference to review pupil progress, especially if a student is in jeopardy of failing a subject. Phone numbers for all teachers can be found on the Bedford Junior High School website: www.bedford.k12.mi.us

Student Placement Guidelines

Each year while in Junior High School, every student must pass his/ her classes in each of the following areas: English, science, math, social studies, and at least one exploratory class from the following electives: exploratory education, art, band, choir, computers, health, physical education, orchestra, and eighth grade electives, in order to be promoted into the next grade in these subjects. Special Education students' placements will be determined through the IEP process.

The final decision regarding a student's grade placement will rest with the Principal after consulting with teachers and parents/guardians.

Academic Eligibility Guidelines for Athletics and Other Co-Curricular Activities

In order to participate in interscholastic athletics, cheerleading, and other specific performance groups that do not meet during the regular school day, a student must have a **2.0** grade point average (GPA).

Students, other than incoming sixth/seventh graders and new students to Bedford Junior High School, who want to participate in co-curricular activities, must have acquired a **2.0** GPA at the time of try-out or from their immediately **PREVIOUS** grade check (four week or nine week) in order to **TRY OUT** or **BEGIN** an activity. GPA checks will be conducted at the end of each six week period.

Incoming sixth/seventh grade students and new students wishing to participate in fall sports will be permitted to do so without restriction until the first four week grade report is issued. Once a GPA has been established at the time of the of the first four-week report card, all students will be held to a **2.0** GPA standard.

Advisors/coaches will receive copies of the student athlete's four and nine week GPA reports and any core courses that are displaying an "F" grade. At these intervals, coaches may choose to monitor academic progress, converse with parents who have also received the four week report, and/or intervene by creating strategies that may include suggested study/practice such as: study table, Eighth Hour, or the removal of the student from the team or group.

Students who do **NOT** have a **2.0** GPA from the immediately previous grade check (four week or nine week) at the time of try outs or sign up, will be deemed **INELIGIBLE** for the season and will **NOT** be permitted to practice, sit with, travel with, or participate with the team/group.

If a student or parent/guardian feels that there are extenuating circumstances surrounding a particular decision of ineligibility, and would like to request a waiver of the eligibility requirements, or a reversal of the decision, they may proceed through the appeal process as follows:

1. Principal
2. Assistant Superintendent of Instruction and Student Services
3. Superintendent
4. Board of Education

Qualified 504, disabled, handicapped, and special education students will be allowed to participate consistent with the provisions of applicable legislation.

Honor Roll Requirements

First Honors

✍ All A's

Second Honors

✍ All A's & B's

Michigan High School Graduation Requirements Adopted Spring, 2007

<u>Number of Credits</u>	<u>Curriculum Area</u>	<u>Required Content</u>
4 Credits	Mathematics	Algebra I; Geometry; Algebra II; including one credit in Senior year
4 Credits	English	Aligned with subject area content expectations developed by Language Arts Michigan State Dept. of Education
3 Credits	Science	Biology, Physics, or Chemistry; one additional Science credit
3 Credits	Social Studies	.5 credit in Civics; .5 credit in Economics; U.S. History and Geography; World History and Geography
<u>Number of Credits</u>	<u>Curriculum Area</u>	<u>Required Content</u>
1 Credit	Physical Education /Health	Credit guidelines to be developed by State of Michigan Dept. of Education
1 Credit	Visual, Performing, Applied Arts	Credit guidelines to be developed by State of Michigan Dept. of Education
4 Elective Credits		May be acquired through the Arts Career and Technical Education programs Students must take an online course or learning experience; OR have the online learning experience incorporated into any of the required credits of the Michigan Merit Curriculum.
2 Credits Online Learning Experience		World Languages – Beginning with the class of 2016 (seventh graders in fall 2010) Students must complete two credits of a world language in grades 7-12; OR have an equivalent learning experience in grades K-12.

Additional Michigan Department of Education information available at:
<http://cenmi.org/downloads/LC/F06LC.pdf>

The Junior High School currently offers 8th grade Art, Drama, Choir, Orchestra, Band, Spanish I, Spanish II, Algebra, and Earth Science for HS credit. These classes are for credit only and do not produce a GPA for the HS.

Student Services

Bedford Public Schools is proud to provide these services for our students. County, state, and federal monies subsidize many of them.

Resource Room

Bedford Junior High School's resource rooms provide the necessary help for students who are eligible for special education services under IDEA. Our unique mainstream program enables special education students to attend regular classrooms as much as possible as well as receive the extra help they need from special teachers who are certified as intervention specialists.

School Psychologist

School psychologists help students who, despite extra effort made by the home and school, continue to have social and/or academic problems. The psychologist may also assist students with behavior problems. A student can be referred to the school psychologist by either the parent or the school. The parent or guardian's approval is always required before a student meets with the psychologist.

School Social Worker

The school social worker works directly with individual students and with small groups to address personal, social, school, and home adjustment problems. The school social worker also helps students indirectly by consulting with school personnel, parents, and community agencies to plan specific programs for students who are having trouble learning because of home, school, or classroom conflicts. Parental consent is required before this help can begin.

Speech Pathologist

This specialist works with eligible students who have speech and language difficulties. Referrals are obtained from parents, teachers, and the Monroe County Health Department. The speech pathologist also plans and conducts preventative workshops for parents.

Individualized Educational Plan

An Individual Education Plan (IEP) is developed for students with special needs who are eligible for services under IDEA (Individuals with Disabilities Education Act). An IEP team consisting of the student's parents/guardians, an administrator, and school personnel meet and develop a plan with both short-term and long-term goals to assist the student. Please contact the building administrator if you would like more information.

504 Plan

A 504 Plan may be written for a student with special needs who is not eligible for services under IDEA, but who exhibits social, emotional, or cognitive needs that impair effective learning. The 504 Plan is developed by a committee of individuals who know the student well and who are involved with the learning concerns. The terms of the 504 Plan are legally binding and are implemented by school personnel.

Counseling

The counselors invite you to stop by the counseling office and become acquainted with their staff and services. The counselor's goal is to help each student get the most out of his or her school life. Counselors will be pleased to talk with students at any time about any problems or questions important to them. Students may make an appointment with a counselor before school or during homeroom. The counselors may be able to help students:

- ✎ Make adjustments to junior high school
- ✎ Understand and apply personal strengths
- ✎ Recognize and improve personal weaknesses
- ✎ Monitor grades and study habits
- ✎ Understand classwork
- ✎ Make friends
- ✎ Solve personal problems
- ✎ Make meaningful decisions
- ✎ Plan a schedule for the following school year
- ✎ Become aware of career paths and goals

Eighth Hour

Tutoring and homework supervision are available each Tuesday, Wednesday, and Thursday from 2:45-3:30 p.m. in the Junior High School. A teacher and a paraprofessional will conduct this after school study time in order to encourage our students to keep on top of their school work. Students may remain after school for Eighth Hour whenever they feel the need for added help in any subject. Parents and guardians may request to have their children remain for tutoring by calling the Assistant Principal at 850-6206 or by sending a note to school indicating parental permission. Teachers will refer their students to Eighth Hour when they are behind in any subject. Parents/guardians are responsible for their son's or daughter's transportation home from Eighth Hour.

The Bedford Junior High School Student and Parent Planner of Assignments and Responsibilities

Students are given a daily organizer twice during each school year: *The Bedford Junior High School Student and Parent Planner of Assignments and Responsibilities*. Parents are asked to sign this book each night after reviewing completed homework assignments. Students are expected to complete one-and-a-half to 2 hours of homework each school night. Homework may include practice and review of that day's lessons or preparation for the next day's lesson through reading and other study skills.

Media Center

Bedford Junior High School has a useful, centrally located Media Center which is open from 7:00 a.m. to 3:15 p.m. on school days. Its resources are efficiently arranged and out in the open to encourage student use. The seating area is to be used for quiet study, reading, research, or assigned homework. All students are invited to use the Media Center for schoolwork and recreational reading. The main room includes over 12,000 volumes and over fifty magazine subscriptions. The available computers can be used for database researching and word processing.

Student Responsibilities in the Media Center

All students of Bedford Junior High School share in the responsibility of maintaining an environment which allows the Media Center to serve the needs of all students. Students should respect the rights of others to study or use the Media Center. And their behavior should not endanger themselves or other individuals. Students should abide by all school rules when using the Media Center and those who don't will be asked to leave. No food or candy is allowed in the Media Center. The most important rule is that good behavior is expected of all students at all times in the Media Center.

Students need a permit to enter the Media Center from a class on both an individual basis or with a group. Specific assignments are required in order for students to obtain permits from their teachers. No permit is needed before school, after school, or between classes.

Most books are loaned for a free 28-day period. Magazines and pamphlets are loaned for 14 days. All overdue materials are subject to a fine of five cents a day, unless a particular material is required for a long-term classroom assignment, in which case an appropriate arrangement between the assigning teacher and the Media Center should be made if the materials are required for longer than 28 days. Damage fees are assessed according to the extent of the damage. Lost books or those damaged beyond repair must be replaced, and the full cost of the book will be charged to the student. Unpaid fines or damage fees will cause cancellation of the borrowing privilege.

Notices listing the Media Center rules and hours of service, as well as fine and overdue book lists, are given to each teacher to post in the classrooms. Feel free to ask the media assistant in charge for help. Cooperation is needed in observing the rules so we can accommodate a variety of activities for many students and operate an efficient and friendly Media Center.

Breakfast and Hot Lunch Programs

Breakfast is available from 7:00 a.m. until 7:25 a.m. in the cafeteria. Hot lunch is served daily between the hours of 10:30 a.m. and 12:25 p.m. Both meals are nutritionally balanced and are offered at a nominal fee. Free and reduced meal applications are available in the school office.

STUDENT ACTIVITIES

Normal School Day

Hours	Minutes	Start	Stop
1	60	7:25 AM	8:25 AM
2	55	8:30 AM	9:25 AM
3	60	9:30 AM	10:30 AM
4A	25	10:35 AM	11:00 AM
4B	25	11:05 AM	11:30 AM
5A	25	11:35 AM	12:00 PM
5B	25	12:05 PM	12:30 PM
6	55	12:35 PM	1:30 PM
7	55	1:35 PM	2:30 PM

Parent Teacher Student Association

The Parent, Teacher, Student Association (PTSA) is formed at the start of the school year for all interested parents, teachers, and students who desire to be active in junior high events and activities. Parental support and interest is sought by students, teachers, and administrators. The PTSA represents an organization separate and distinct from that of the District as a whole, and the Association's activities and viewpoints do not necessarily represent those of the District. The objectives of this group are:

- ✎ To promote the welfare of the children and youth in the home, school, community, and places of worship.
- ✎ To raise the standards of home life.
- ✎ To secure adequate laws for the care and protection of children and youth.
- ✎ To bring into closer relation the home and the school, so that parents and teachers may cooperate intelligently in the education of children and youth.
- ✎ To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

These goals of the Bedford Junior High PTSA are promoted in cooperation with the Michigan PTA and the National PTA, through an educational program directed toward parents, teachers, students, and the general public and are developed through conferences, projects, and programs. All parents and guardians are encouraged to join the PTSA and participate in the joys of middle school students by volunteering to help out in classrooms and at social activities.

Assemblies

Our assemblies are an important part of the school year. They are educational, recreational, or a combination of both components. The nature of the assemblies varies to offer the student body enrichment from guest speakers, drama, music, camaraderie, and school spirit

Social Activities

Dances in the school cafeteria, coupled with open gym, are usually held after-school or in the evenings. Parents and guardians are expected to pick students up at the end of the event at the rear of the Junior High School when dances are scheduled. When students leave the building during a social activity or at the conclusion of the activity,

he or she has become the responsibility of his or her parents or guardian and will not be readmitted into the building. Bedford Junior High School social activities must be sponsored by a faculty member and may not be held on Sunday.

ONLY BEDFORD JUNIOR HIGH SCHOOL STUDENTS WILL BE ADMITTED TO AFTER SCHOOL SOCIAL ACTIVITIES.

School Clubs

During the school year, a number of clubs form, each under the guidance of a faculty member. The nature of these clubs changes with the popularity of various activities. Some clubs that students have requested have included Chess Club, Drama Club, Technology Education Club, Juggling Club, Green Team, Art Club, F.I.R.S.T. Lego Robotics League, F.I.R.S.T. Tech Challenge Robotics, Quiz Bowl, Grapplerettes, Math Club, Computer Club, Quilts of Compassion, Book-of-the-Month Club. Please check the daily announcements on the school's website (www.bedford.k12.mi.us) for up-to-date clubs and student opportunities.

Student Council

The Student Council represents the entire student body in the government of the school. The Council, with the consent of the principal, governs social activities, extra-class functions and has an active voice in decisions that are made regarding school issues. Student Council officers and members are elected by the students. Candidates qualify by petition and student signatures. Voting by the current seventh grade students is done during the fourth quarter for officers and representatives for the next school year. Election of Student Council seventh grade representatives is completed in September.

National Junior Honor Society

Students from the sixth, seventh and eighth grades are inducted each year into our National Junior Honor Society, an honor that will follow them throughout their academic career. In order to qualify for membership in this faculty selected group, a student must have a 3.7 cumulative average in all academic subjects, exhibit praiseworthy citizenship traits, evidence of a leadership role, give service to his or her community, and be judged to be of commendable character.

Broadcasting and Yearbook

The media broadcasts and yearbook are produced by eighth grade students. The staffs consist of editors, assistants, art editors and assistants, business managers and assistants, and proof readers. These are student productions and, from time to time, errors will occur. In addition, the views presented in each student productions do not necessarily represent the views of the District Board of Education or Administration. The District reserves the right to exercise editorial control over the content and style of school sponsored or classroom produced productions and other expressive activities reasonably related to legitimate educational objectives.

State Supported Programs

At Risk Services

Funding is available to increase academic support within the classrooms in reading, math, science, and social studies for those students who require enhanced understanding of Michigan Student Test for Educational Progress test taking strategies as related to the Core Curriculum and Michigan Academic Standards.

Student Records

Under provisions of the Family Educational Rights and Privacy Act and related regulations, access to student records is available, in consultation with school officials, to authorized school personnel, to the student's parents or legal guardians, and to the student.

Academic Enrichment Activities

Many junior high school students are involved in school-sponsored extended day enrichment programs that include regional competition in the spring of the year. Activities in recent years have included:

James P. McHugh Academic Excellence Awards and Banquet
KnowledgeMaster Statewide Trivia Competition
F.I.R.S.T. Lego Robotics League / F.I.R.S.T. Tech Challenge Robotics League
Michigan League Math Competition / Michigan Thinking Cap Quiz Bowl
Monroe County Middle School Quiz Bowl / Monroe County-Wide Spelling Bee
Young Authors / PTSA Reflections / PTSA District and State Reflections
Toledo and Monroe County Young Author's Conference / State Farm *America and Me* Essay Contest
Midwest Talent Search / YMCA Leaders Club Service Learning Students Interact
National Junior Honor Society Leadership and Community Service
Student Council Leadership and Community Service

Students interested in joining these activities should listen to the daily announcements for information regarding clubs, organizations, and contests. Daily announcements are also posted daily on the school website.

Awards and Recognition

Grade level awards assemblies are held at the end of each school year. The school recognizes individual students, parents, and community members who have demonstrated dedication to the spirit of Bedford Junior High School as well as the achievement of personal growth in academics, athletics, community service, and leadership.

"All A" Medal of Honor • Awarded at the end of the school year to all students in grades seven and eight who have earned all A's for each of the four nine-week grading periods of the current school year.

James P. McHugh Academic Excellence Award • Awarded at the end of the second nine-week grading period to all students in grades seven and eight who have earned all A's for the average of the first 27 weeks of school. The names of these students are placed on the wall of the Junior High School when all A's are retained for the fourth - nine weeks of the same school year.

The Nancy Comers, John Putman Scholar Athlete Award • Awarded by Bedford Junior High School to the Eighth Grade boy (s) and girl (s) who have lettered in three *different* sports and attained the highest G.P.A., or a G.P.A. above 3.8.

Dory Prusakiewicz Perfect Attendance Award • A commemorative plaque is awarded by Bedford Junior High School to any eighth grade student who has had perfect school attendance for both seventh and eighth grades at Bedford Junior High School.

The Richard Panning Outstanding Bronco Award • Awarded by the Student Council as a result of faculty nomination of the eighth grade boy and girl displaying outstanding school spirit as well as academic dedication.

The Sue St. John Math Scholar Award: Awarded by Bedford Junior High School to the eighth grade boy and girl who have demonstrated commendable math scores on standardized tests, and have been nominated by the Mathematics Department as outstanding math students for their junior high school years.

Interscholastic and Intramural Athletics

All students participating in athletic contests must maintain satisfactory progress in their school work. Students must be under 16 years of age and must pass a physical exam. This form may be picked up in the Junior High main office. All athletes must maintain a 2.0 grade point average. Students must be in attendance four consecutive periods of the school day in order to participate in any school-related sporting activity that same day. The exception to this is when a student is absent because of a school-related activity or a previously scheduled medical appointment.

Cheerleading • Cheer Team and Competitive Cheer Team tryouts are in the spring with the cheerleading advisor. A seventh and eighth grade team is chosen each year for football, basketball, and competitive cheerleading. An award may be earned for participation in cheerleading.

Football • Conditioning begins the first week of school. Seventh and eighth grade students participate in an interscholastic schedule. Equipment is furnished by the school with the exception of shoes. An award may be earned for participation in football.

Cross Country • Conditioning begins the first week of school. Seventh and eighth grade boys and girls participate in an interscholastic schedule. An award may be earned for participation in cross country.

Basketball • Team tryouts and practices begin for both boys and girls in November/December. An interscholastic schedule is followed. An award may be earned for participation in basketball.

Wrestling • Team tryouts and practices begin in December at the conclusion of the football season. The team, which may include seventh and eighth grade students, participates in individual matches and selected tournaments. An award may be earned for participation in wrestling.

Volleyball • Team tryouts and practices begin for girls in the seventh and eighth grades the first week of school. An interscholastic schedule is followed. An award may be earned for participation in volleyball.

Track • Conditioning begins as soon as the weather permits in the spring. Prospective athletes should join the YMCA 100 Miles Club in February. Separate teams are formed for boys and girls. All students in the seventh and eighth grades may participate in track. An interscholastic schedule is followed. An award may be earned for participation in track.

Girls' Softball • Conditioning begins as soon as weather permits in the spring. A seventh and eighth grade team is chosen and an interscholastic schedule is followed. An award may be earned for participation in girls' softball.

Community Education Intramural Athletic Leagues • Intramural football, basketball, bowling, soccer, and volleyball for seventh and eighth grade girls and boys are offered, in addition to the interscholastic athletic program at the Junior High School. Community Education information is available at 734/850-6036 or on the school's website: www.bedford.k12.mi.us.

Exact start and end dates for all interscholastic sports may be obtained by calling the Athletic Department at 734/850-6080, or by referring to the school's website: www.bedford.k12.mi.us - School Calendar.

STUDENT RESPONSIBILITIES

Attendance Policy

BJHS students must attend school keeping in compliance with Michigan school law. Students who are unable to attend regularly scheduled classes are required to have an official excuse for their absences.

Excused Absences:

Basic guidelines for excused absences are: medical and dental appointments, personal illness, funerals and religious instruction. Documentation from the appropriate licensed professional(s) may be required.

A parent/guardian must call the **BJHS Attendance line at 734-850-6210**, preferably between 5-9 a.m., the day of the absence or send a written explanation with the student to submit to the Attendance Office upon their return to school.

If your child is going to be absent for an extended number of days, for either medical/hospital confinement or personal reasons/vacations, a parent/guardian must send the appropriate licensed health care providers request or a written letter for personal reasons/vacations, addressed to the Principal, prior to their absence. Vacation notes require advance notice of at least one week, for teacher preparation time. Homework arrangements will be made for the student to acquire work prior to the absences. Vacation homework assigned is expected to be completed and turned in on the student's first day back or at the discretion of the individual teacher.

How to request daily homework:

Homework can be requested after two consecutive days of absence. Additional requests can be made **only if prior work** has been completed and is ready to be turned in, upon picking up more work. Requests should be left on the Attendance Line at, **734-850-6210, no later than 9:00 a.m.** A parent may pick-up the homework in the office by 3:30 p.m. Homework is available for pickup until 8:00 p.m. Please use the northwest rear door and locate a custodian to assist you in gaining entrance to the Main Office where the homework is located.

A parent may email teacher(s) directly to request homework. Email addresses can be located on the Bedford Public School site. **This does not excuse the absence(s). Excused/Unexcused absences are maintained by the Attendance Office.**

Students are allowed the same number of days they are absent to complete and return work. This number will include holidays and weekends. It is understood that each day following the student's return to school, one day's current work and one day's make-up work is expected to be turned in each day, unless other arrangements have been made with the teacher. If requested work is not picked-up, the teacher(s) has the option of not honoring future homework request.

For unexcused absences the teacher(s) are not required to give, accept or grade completed work. Family vacations or days requested out during final exam days or M-Step testing period will be unexcused absences, unless special circumstances arise in which case the Principal has approved and excused.

Tardiness/late to school:

Students reporting late to school must report to the Attendance Office for an admittance pass into class. A note from a parent/guardian explaining the delay needs to be presented. Oversleeping, babysitting, missing the bus, traffic, late car drop off or any other transportation problems other than a BPS bus issue is considered unexcused. An after school detention of one hour will be assigned for unexcused tardies, starting with the fourth through the seventh. Any tardies after seven will result in a Friday School detention from 2:30-6:00 p.m.

Excused tardies/lates to school:

An excused tardy/late pass will be given for a doctor /dentist or required professional appointment. Please supply a note supported by the appropriate provider. A student that is reporting to school late because of sickness needs to present a note from a parent/guardian to the Attendance Office

Leaving school early for an appointment:

The student must bring a parent/guardian note requesting the leave to the Main Office, preferably prior to first hour. They will receive a Leave the Building pass that needs to be shown to their classroom teacher at the scheduled departure time. A parent may come to the Main Office to sign out their student. A picture identification is required. Students are not allowed to leave the building without permission and a Leave the Building pass. A student returning back to school the same day must sign back in the building in the Attendance

Office. Please provide a note supported by the appropriate licensed professional and the Leave the Building pass. Any violation of this policy will result in a three-day suspension from school.

Hourly tardies from class to class:

Occasionally a student may be late if held by a staff member or administrator. An excused pass will be given to the student to be presented to the teacher. An unexcused tardy is given if the student does not have a pass. On time for class constitutes the student sitting in their seat when the bell rings. An after school detention of one hour may be assigned starting with the fourth unexcused tardy. If tardiness to class continues, it is at the teacher's discretion to contact a school administrator and ask that a Friday School be assigned or additional disciplinary consequences.

Co-Curricular Attendance Policy:

A student, who leaves the building due to illness, is not allowed to return to school or to participate in after school co-curricular activities until the next day. Students must be in attendance five (5) consecutive periods of the school day in order to participate in any school-related activity that same day, which includes practice for any activity or event. This also includes after school events that are an extension of the classroom such as music rehearsals or performances. The exception to this is when a student is absent because of a school-related activity, a previously scheduled medical appointment, or other emergency absences approved by a school administrator. The student must present a doctor's note or other appropriate documentation for this exemption to be allowed to the Attendance Office when signing into the building.

After school hours:

Students are not permitted to remain in the school building after the normal school day unless they are present for an organized activity that is supervised by an adult. All students must go home on the bus unless being picked up by parent/family/friend that is designated on student's registration card.

Truancy:

The Bedford Junior High is dedicated to academic achievement and success for all pupils. Regular school attendance is a critical part of that success. Several levels of intervention are implemented to address attendance/behavior problems.

Attendance Letters are progressive:

Letter 1- excessive absence notification

Letter 2- requested parent/guardian meeting with school administrator(s). Failure to attend can result in an immediate referral to the Monroe County Sheriff's Office.

Letter 3- notification that truancy has been filed with the Monroe County Sheriff's Department.

Compulsory attendance of all students between the ages of 6-18 years of age shall be enforced in compliance with the laws of the State of Michigan. A student's excessive absences may result in the referral of the student and the student's parent to Monroe County Sheriff's Office. If excessive absences continue, the Monroe County Prosecutor will be contacted. There are three ways in which the Prosecutor's Office and courts can become involved in attempt to solve your child's truancy problem:

1. *Charge the parent in District Court*
2. *Charge the juvenile criminally in Family Court*
3. *Open a child Protective Proceeding in Family Court*

Student Behavior Responsibility

Bedford students have the reputation for being responsible citizens and exhibiting high standards of behavior. The students, parents, and educators of our school community have agreed upon the following disciplinary code as a means of encouraging our students to accept responsibility for their behavioral choices. Students are subject to the rules and regulations of this Handbook while on school property, at school sponsored, off-campus events, and in circumstances demonstrating a connection to the school. The District reserves the right to impose discipline for a student's off-campus unacceptable conduct, including internet activities that result in a material disruption on campus or result in a material disruption to the educational process.

The major focus and purpose of these policies is to ensure respect for everyone within the learning environment and to provide for the safety of the individual as well as the group. Except for certain severe behaviors, or where a penalty is mandated by law, there is generally a progression of disciplinary steps. Students will be provided due process through each step and parents/guardians will be informed of the inappropriate behaviors, due process, and potential consequences

1. Conference with student: refer to counselor or assistant principal
2. Conference with parent: personal or by phone
3. Conference with student: refer to counselor or assistant principal
4. Conference with parent: personal or by phone
5. Penalty Hall: 1-3 hours after school or on Friday from 2:30 pm – 6:00 pm
6. Short term suspension: 1 period-3 days in or out of school
7. Short term suspension: 4-5 days in or out of school
8. Long term suspension: 6-9 days in or out of school
9. Long term suspension: 10 days in or out of school. More than 10 days out-of-school suspension may be recommended to the Assistant Superintendent Instruction and Student Services by the Principal.
10. Expulsion: by action of the Board of Education

Our teachers, counselors, and administrators work with our students and parents to encourage positive behavioral choices on the part of the student body. However, occasions may occur when it is necessary to impose constructive consequences following inappropriate behavior to serve as instruments in the process of behavioral change. Administrators have the discretion to impose appropriate consequences for behavior and may skip steps in the progressive discipline when the behavior so warrants. Recurring incidents involving the same behavior will raise the consequences one or more steps.

A student's behavioral record will be stored electronically throughout the junior and senior high schools. In addition to the school's documented and individualized disciplinary actions, a student may be prosecuted to the full extent of the law when appropriate and necessary. Please be advised that the District will refer all matters to law enforcement and other governmental agencies when appropriate and/or when required to do so bylaw. In all cases, our students' rights to due process will be strictly adhered to.

Student Code of Responsible Citizenship

1. It is expected that Bedford Junior High School students will demonstrate respect both verbally and physically for the authority of all school staff members and for their peers. Respect for everyone in our school ensures that students remain emotionally and physically safe and that teachers may instruct without disruption. The following offenses carry the maximum penalty of expulsion. In all cases the Michigan State Police or Monroe County Sheriff's Department will be notified upon a student's first serious offense.
 - A. Physical assault upon other students, school employees, volunteers, or contractors involves intentionally causing or attempting to cause physical harm to another person through force or violence and is punishable by suspension or expulsion. This includes striking, kicking, pushing, or threatening with any weapon (including fists);
 - B. Physical assault upon other students is punishable by suspension, or expulsion for up to 180 days

- pursuant to Michigan law. (See MCL 380.1310).
- C. Physical assault upon school employees, volunteers, or contractors requires the permanent expulsion of the student subject to possible reinstatement under Michigan law. (See MCL 380.1311a). Parents may petition for reinstatement after 150 days, but the student may not be reinstated until after 180 days following the date of expulsion. (See MCL 380.1311(5)).
 - D. Verbal assaults against a school employee, volunteer, or contractor are punishable by suspension or expulsion for a period of time determined according to the discretion of the school board.
2. Students are expected to show respect for themselves by demonstrating verbal, nonverbal, and written communications that enhance the learning environment and which are in keeping with respect for others, respect for the school building, and respect for school equipment. Consequences of student activation or use of cell phones, iPods, or other electronic devices during school or in school vehicles include: confiscation of the electronic device by school authorities, to be returned by an administrator to a parent or guardian only; two(2) afternoons of detention or Saturday detention will be assigned, depending upon the frequency and nature of the occurrence. Please be advised that the District will inspect, review, and/or access any and all data on any confiscated devices upon reasonable suspicion that a school rule or law may have been violated. The District is not responsible for and assumes no liability for any lost or stolen cell phones or other electronic devices.
 3. Students learn the challenges of responsible citizenship by adhering to the law while at school. Walking away from a verbal or physical insult, possessing goods that belong only to you, moving responsibly and quickly to an appropriate destination, and using communication skills and other peaceful means, rather than inciting a disturbance to settle conflicts, are strategies that students should utilize to obey the law. The Michigan State Police or Monroe County Sheriff's Department will be notified upon a student's first serious infraction of the law.
 4. Students are expected to comply with the school's Dress for Success Policy in order to demonstrate respect for the school as well as to ensure modesty in appearance.
 5. Students are expected to be on time for school and for class. All students within the State of Michigan and under the age of 18 must attend school daily, students stay in classes for seven periods each day.
 6. Students are expected to demonstrate honesty in their daily tasks.
 7. Students are expected to understand the lawful seriousness of emergency drills (fire, tornado, safety), and that fire alarms should only be used in the case of emergency. Any bomb threat or similar threat directed at a school building, other school property, or a school-related event is punishable by suspension or expulsion for a period of time as determined by the school board.
 8. Students may only distribute those materials to their classmates that are authorized in accordance with the District's distribution policies as set forth in this Handbook.
 9. Students realize the danger of using, carrying, displaying, or antagonizing one another with items that may cause another to be threatened, fearful, or harmed. Any student in possession of a "dangerous weapon" as defined by statute in a Weapon-Free School Zone, who commits arson in a school building or on school grounds, or commits criminal sexual conduct in a school building or on school grounds, will be expelled permanently subject to possible reinstatement as set forth in the statute. Parents may petition for reinstatement after 150 days, but the student may not be reinstated until after 180 days following the date of expulsion. The statute defines a "dangerous weapon" as the following: a firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles. Please be advised that students in possession of a weapon that does not come within the above statutory definition or students who use an object to threaten, harm or harass another person will be subject to discipline up to and including expulsion. These objects include but are not limited to the following: a knife less than 3 inches in length; BB guns or Airsoft pistols; pocket or wallet chains; Chinese throwing stars; look alike weapons. All weapons and/or any objects used to threaten, harm, or harass another person will be confiscated by school authorities and turned over to law enforcement authorities. The Monroe County Sheriff or the Michigan State Police will be notified in the case of any of the above infractions.

10. Bedford Junior High School students are expected to be free of tobacco, alcohol, and other drugs or look alike drug substances. Substances that may cause adjustment in bodily reactions sometimes include over-the-counter compounds such as aspirin, Tylenol, cold medications, antihistamines, and inhalants. All prescription and non-prescription drugs must be kept in the office. Prescription inhalers, to relieve the stress of asthma, may be carried by the student and used responsibly throughout the school day with prior permission of the building administrator in accordance with our drug policy. Violations of the above are subject to the investigation and determinations of the building administration. Consequences will be issued on a case-by-case basis following BPS administrative regulations.

Vandalism

The District may recover damages in an amount not to exceed \$ 2,500 from the parent of an un-emancipated minor, living with his or her parent, if the child has maliciously or willfully destroyed real or personal property that belongs to the District. This is in addition to any criminal penalties imposed for their actions. Any and all conduct that constitutes a violation of state or federal criminal law will be referred to the appropriate law enforcement authorities.

Dress and Grooming Code

The dress and grooming code is a reference guide for parents/guardians and students. Our *Dress for Success Policy* is designed to ensure an appropriate and respectful appearance and a safe educational environment,. Clothing that is inappropriate for the school environment may not be worn. Accommodations for religious requirements will be considered on a case-by-case basis in accordance with appropriate state and federal laws and the requirements and the principles of effective order and discipline in the school.

1. Clothing is to be worn in a manner for which it is intended, and personal appearance is not to serve as a distraction to teaching or learning. Reasonable standards of cleanliness and personal hygiene must be maintained. High standards of personal modesty are consistently required. Examples of clothing considered inappropriate for school include, but are not limited to the following:
 - low-cut, revealing, or bare-midriff tank tops, sundresses, or shirts;
 - shirts with oversized armholes that reveal a student's chest or side;
 - clothes exhibiting frays, tears, or holes;
 - tops such as halter tops (bare shoulders or back, ties at the back of the neck or waist), spaghetti-strapped tops, bare shouldered tops, belly tops (midriff may not be revealed) and tube tops. Tank tops having shoulder straps two or more inches wide are permitted.
 - skirts, dresses, shorts, or skorts that are higher than fingertip length or appear provocative or immodest;
 - unkempt sweat pants or sagging pants; spandex, biking, or boxer shorts;
 - clothing with inappropriate words or symbols (defined as: any message, clearly understood or intended, that expresses profane or obscene language or meaning, street gang affiliation or advocacy, or that intends derogatory meaning regarding race, creed, religion, or national origin);
 - clothing that promotes violence, sexual activity, alcohol, drugs, tobacco products, or any illegal activity or illegal goods;
 - outer clothing such as jackets, overcoats, caps, or hats;
 - an absence of undergarments.
 - no pajama pants
 - leggings can only be worn with a long-opening top, skirts, or dresses that are fingertip length or longer all the way around.
 - leggings cannot be worn alone. T-shirts and sweatshirts are not acceptable coverings.

2. The use of cosmetics and jewelry is considered a positive supplement to the natural appearance of an individual. Jewelry or bodily enhancements that are considered inappropriate for school or potential dangerous will not be allowed. These include, but are not limited to:
 - link chains of any kind, including their use as a form of body jewelry, decorative clothing, or to secure any object to the body or clothing;
 - body piercing with the attachment of body jewelry to any portion of the body except for the ears.
3. Parents and students are advised that the wearing of jewelry in Physical Education class may pose a safety hazard. Individual teachers may also prohibit the wearing of specific items that could cause harm to the student or other students in the class because of the class activity. It is strongly recommended that jewelry be removed before students participate in all Physical Education classes.
4. In order to ensure safety in crowded halls and stairwells, backless shoes or sandals are not recommended during the regular school day.

While the administration will make the final judgment on any dress code matter, the faculty and staff of Bedford Junior High School will serve in a guidance capacity. The Principal will have considerable latitude in determining the appropriateness of student dress and grooming, acting in the best interest of establishing, and maintaining a sound educational program and a safe environment for students, teachers, parents, and staff members.

STATE AND FEDERAL LAWS GOVERNING SCHOOL SAFETY

Michigan Tobacco-Free Schools Law

Tobacco use or possession of tobacco, tobacco products, or smoking paraphernalia is banned from all Michigan public school buildings and properties at all times. All school properties, including vehicles, are covered by this law. This law amends the penal code. Therefore, local law enforcement agencies are responsible for criminal enforcement. The involvement of law enforcement does not preclude the District from imposing discipline in addition to any criminal penalties.

Possession of Tobacco

The first offense for smoking or possession of tobacco will result in a three-day suspension from school. The second and third offenses will carry corresponding five and ten day suspensions from school. Students may also be subject to criminal sanctions or penalties in accordance with state and/or federal law, including up to a \$50 fine.

Safe and Drug-Free Schools and Communities Act

The following policy is developed and implemented in compliance with the requirements under the Federal, *Safe and Drug-Free Schools and Communities Act*: The possession and/or use of illicit drugs and the unlawful possession and/or use of alcohol are wrong, harmful, and illegal.

Compliance with this policy is mandatory for all students at Bedford Junior High School. The unlawful possession, use, or distribution of illicit drugs and/or alcohol by students on school premises or as any part of schools activities at home or away is prohibited. Students who violate this rule are subject to punishment as specified in this student handbook. Sanctions for violating this policy include referral to a law enforcement agency, referral for counseling, suspension, and /or possible expulsion from Bedford Public Schools.

The physical education, health and science curricula, Students Interact, Monroe County Sheriff's Department

T.E.A.M. and the Michigan Model Health Curriculum present the legal, social and health consequences of drug and alcohol use. Effective techniques for resisting peer pressure to use illicit drugs or alcohol are included as part of the drug education program.

All parents and students will be provided with a copy of this mandatory policy. The Board of Education of Bedford Public Schools will conduct a biennial review of its Drug Free Schools Policy to determine the program's effectiveness, to implement changes to the program if needed, and to ensure that disciplinary actions are consistently enforced.

Substance Abuse Philosophy and Policy

Bedford Public Schools considers the use of narcotics, alcohol, steroids, inhalants, over-the counter drugs, look alike or other dangerous substances to be a serious social problem that produces inappropriate behavior within the school environment. The abuse, distribution, or sale of over-the-counter drugs (OTC) is also prohibited.

Under no conditions may a student carry medications at school including over-the-counter compounds such as aspirin, cold tablets, antihistamines, or compounds that will alter bodily reactions. Should a student carry, hold, ingest, or distribute any of these compounds at school or school-sponsored activities, a ten (10) day suspension from school will occur and the student may be recommended to the Board of Education for expulsion from school. In addition, we recognize that alcohol and other drug use by our students is illegal, interferes with learning ability, and affects physical and mental development. We believe that prevention is the beginning of a continuum of services the schools can and will offer. Comprehensive prevention efforts must reach students, teachers, administrators, parents, and the community.

Our administration will engage the help of the Canine Patrol, a service of the Monroe County Sheriff's Department, to search our school for illegal substances several times each school year. Our school will provide firm, yet compassionate support and intervention to any member of the school community who is affected by alcohol or other drug use. We know from experience that treatment is available and recovery is possible, and we are committed to supporting the recovery process in any reasonable way. This District recognizes the importance of peer support groups for students experiencing personal problems related to alcohol and other drug abuse. We will continue to work to keep our school activities and events free from narcotics, alcohol, inhalants, over-the-counter drugs, look alike, or other dangerous substances. Serious penalties up to and including expulsion will be levied on any individual who brings these substances into our school and/or makes them available to our students.

The Bedford Board of Education recognizes that alcohol, and other drug and look alike drug abuse by students impedes a quality education. It thus acknowledges its dual obligation of disciplining the user and providing a program of rehabilitation and prevention. To this end, the policy of Bedford Public Schools provides a process designed to interrupt: students exhibiting inappropriate, unusual or atypical behavior; drug use which may precede chemical dependency; chemical dependency by providing individuals with information, skills, referral for assessment, counseling, and rules to prevent further problems.

The District will initiate intervention strategies under three circumstances: students seeking help; students exhibiting inappropriate, unusual, or atypical behavior; witnessed use, possession, or distribution of narcotics, alcohol, steroids, inhalants, over-the-counter drugs, look alike, or other dangerous substances, misuse of medication for the purpose of enhancing performance, or drug paraphernalia in school or at school-sponsored activities.

Students Seeking Help

An appointment is made with the Student Assistant Coordinator (SAC), a certified school-based substances abuse counselor by the student, or concerned parent.

The SAC meets with the student and/or parent/guardian to discuss the matter and recommendations may be offered. The recommendations may include, but need not be limited to:

- A chemical assessment provided by an approved hospital treatment center or agency.
- Participation in Insight Classes

If participation in Insight Class is judged to be appropriate, it will be recommended to the student and the parent/guardian that the student completes all requirements of Insight Class including attendance and abstinence. If supervised treatment is judged to be appropriate, the SAC will maintain accurate and confidential records of student progress. The SAC will meet with the student, parents/guardians, and treatment provider to assess the student's progress and assist in the student's re-entry into the school setting.

Students Exhibiting Inappropriate, Unusual, or Atypical Behavior

All staff members of Bedford Public Schools take an active role in the early identification of students who are involved with alcohol and other drugs.

1. A staff member suspecting a student's use of alcohol, steroids, inhalants, or other drugs will submit a referral form to the SAC or administrator.
2. The SAC will distribute behavior checklists to all staff members who are in contact with the student on a daily basis.
3. The SAC will request return of referral forms within 48 hours of their distribution.
4. Members of the Student Assistant Program core team will meet to discuss implications of data provided by behavioral checklists and discuss a subsequent course of action, which may include:
 - Participation in a support group
 - Attendance at Insight Class
 - A professional assessment which may lead to entering supervised treatment: cost of treatment paid for by family.
5. If action is found necessary, a conference will be arranged and will include, but not be limited to: student, parent/guardian, SAC, administrator, appropriate guidance counselor, concerned staff member, or any combination of the above.
6. If professional assessment is judged to be appropriate:
 - The SAC will provide parent/guardian with information regarding assessment providers.
 - The SAC will verify that an appointment for an assessment interview has been made.
 - The SAC will request that any recommendation from assessment be provided to the school administrator of the Student Assistance Program.
 - Parent/guardian and student will be expected to follow through with assessment recommendations.
7. If supervised treatment is judged to be appropriate, the SAC will meet with the student, parent/guardian and treatment provider as needed to assess progress and assist in the student's re-entry into the school setting.
8. Upon completion of treatment, the student will be encouraged to participate in an aftercare support group at school.

Substance Abuse Policy Violation

A staff member, or other reliable individual who witnesses any of the following prohibited student activities in school buildings, in school vehicles, on school grounds, or at school-related activities, regardless of location, or from students who have left school premises or have been truant from school in order to engage in said activities, will report the incident immediately to SAC or school administrators: solicitation, sale, purchase, distribution, possession, use, or being under the influence of illicit drugs, alcohol, drug/alcohol paraphernalia, or drug/alcohol look-alike substances

1. Students in violation of the Substance Abuse Policy will be subject to the following

consequences

- a. Suspension from school for not less than 10 days.
 - b. Recommendation for expulsion from Bedford Public Schools.
 - c. Notification to parent/guardian, law enforcement and other applicable agencies.
 - d. A professional assessment that may lead to entering supervised treatment may be recommended.
 - e. Parent/guardian will agree to have the student assessed at a hospital-based treatment center or approved agency.
 - f. Any Treatment will be paid for by the involved family.
2. The SAC will:
 - a. Provide parent/guardian with information regarding assessment providers.
 - b. Verify that an appointment with an approved assessment provider has been made.
 - c. Request that recommendations from assessment be provided to administrator or the SAC.
 - d. Ensure that the assessment provider informs the administrator and/or the SAC of recommendations and when implementation begins.
 3. If treatment is judged to be appropriate, the SAC will maintain an accurate and confidential record of progress. The SAC will meet with student, parent/guardian, and treatment provider as needed to assess progress and assist in re-entry into the school setting.
 4. Students re-entering school from treatment are required to participate in supportive services offered by the student assistance program.

Extra-Curricular Activities Substance Abuse Policy

It is the intent of Bedford Public Schools that students influence other students in a positive way. Substance use and abuse is a difficult and dangerous problem for teens in both our community and nation. The intent of this policy is to give our students a valid reason for refusing drugs or alcohol either in or out of season.

The use, abuse or possession of tobacco, narcotics, alcohol, inhalants, over-the-counter drugs, look alikes, or other dangerous substances is prohibited at all times, year-round, in-season or out. The student or athlete who violates this rule will be penalized by being suspended immediately from participation in all extra-curricular activities in which he/she is involved. Students who are suspended will be permitted to practice with their team/group, but **MAY NOT DRESS, SIT, TRAVEL or PARTICIPATE** with the team/group at a school event.

For the purpose of determining if a specific activity is affected by the suspension, a student or athlete will be deemed a participant in an activity if he/she is appropriately and timely enrolled in that activity at the beginning of the school year, or equivalent subsection, as determined by the Principal. For athletes, being appropriately and timely enrolled in a sport will be determined by the Athletic Director's official student roster for that sport as of the starting date for that season, as established by the Michigan High School Athletic Association (MHSAA).

If the offense occurs between academic years, the penalty will be imposed at the beginning of the next academic year. For sports, the penalty will be imposed at the beginning of the first season in which the athlete has previously participated. For incoming freshmen, the penalty will be imposed for the first season of participation. Students involved in co-curricular activities other than athletics such as music, clubs, and cheerleading will be subject to similar penalties.

First Offense • Student or athletes will be suspended from participation in the activity/sport for a minimum of twenty-five (25) percent of the season. For extra-curricular activities that means a minimum of 25% of all the scheduled activities. For sports, that means a minimum of 25% of all the MHSAA sanctioned and scheduled events for that season. If, at the time the suspension is imposed, there is less than 25% of the activity/season remaining, the penalty will carry over into the next activity/season in which the student or athlete is appropriately and timely enrolled. (See above).

Reinstatement to the activity following the infraction will be contingent upon participation in a substance abuse assessment and implementation of the recommendations that result from the assessment. Students who are reported by responsible witnesses to be in violation of this policy will be suspended from activities following an administrative review and decision with regard to the charges and evidence.

Second Offense • Students or athletes will be suspended from participation in ALL extra-curricular activities/sports for one calendar year from the date of the offense.

Third Offense • Student or athletes will be suspended from participation in ALL extra-curricular activities/sports for the remainder of their public school career.

Appreciation for Diversity

Bedford Junior High School students and staff members appreciate and respect all individuals within our learning community, and the community-at-large, for their personal strengths, individual challenges, and diverse ethnic and religious backgrounds. All staff and students will use proper terms and words, both verbal, nonverbal and written, when referring to diverse ethnicities and religions. Students who fail to respect diverse cultures and religions through inappropriate words, writing, or gestures, will be subject to the disciplinary actions.

Sexual Harassment

Policy

- A. Sexual harassment is against the law and school district policy.
- B. It is the policy of Bedford Junior High School to maintain a learning and working environment that is free from sexual harassment.
- C. It shall be a violation of this policy for students to harass other students through conduct or communications of a sexual nature.

Definition

Sexual harassment is any verbal, physical, or written advance of one or more students or employees to another that would cause that student or employee to be afraid or embarrassed because of his or her sex. Any student who alleges sexual harassment by another student or district employee may complain directly to the building principal, teachers, other staff members or parents. These individuals are listed as examples and are not meant to limit a claimant's avenue of processing a sexual harassment claim within the district.

- A. Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature made by any student to another when:
 - Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile, or offensive educational environment.
- B. Sexual harassment, as set forth in Section A, may include, but is not limited to:
 - verbal harassment or abuse
 - written harassment or abuse
 - pressure for sexual activity
 - repeated remarks to a person, with sexually demeaning implications
 - unwelcomed touching
 - suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades or social stature.
- C. Specific examples of sexual harassment in our school as referred to in Section B may include but not be limited to:
 - sexual comments, jokes, gestures, or looks
 - touching, pinching, or grabbing in a sexual way
 - intentionally brushing up against another in a sexual way

- flashing or mooning another
- showing, giving, or leaving electronic or other sexual photographs, pictures, illustrations, messages, or notes for another
- targeting another by using sexual rumors
- pulling at clothes in a sexual way
- pulling clothing off or down
- calling another gay, lesbian, fag, or like terms that indicate sexual preference or promiscuity.
- forcing another to do something sexual

Procedures

- A. Any student who believes he or she has been sexually harassed by another student or District employee may complain directly to the building principal, teachers, other staff members or parents. These individuals are listed as examples and are not meant to limit a claimant's avenue of processing a sexual harassment claim with the District.
- B. All allegations brought to the school principal's attention will be investigated and a written, factual report will accompany any investigation of sexual harassment. The report will list the remedial actions taken where applicable.
- C. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the school's legal obligation to investigate allegations of misconduct, and to take corrective action. The investigator's decision and/or recommendation may be appealed to another District administrator.
- D. Complaining to the school does not preclude any other civil or criminal remedies that may be available to a complainant.
- E. A substantiated charge against a student or District employee will subject the student or employee to disciplinary action, which may include suspension or expulsion, consistent with the Student Code of Responsible Citizenship, or in the case of a District Employee, with the District's disciplinary policy.
- F. Sexual harassment is illegal under both Federal and Michigan Law and may result in criminal and/or civil charges being brought against the alleged harasser. Violations of this sexual harassment policy could result in up to ten (10) days suspension from school with the possibility of a recommendation for expulsion.
- G. Retaliation against students or employees for reporting sexual harassment or assisting the school district in the investigation of a complaint is against the law and will not be permitted. Retaliation can include, but is not limited to such acts as: spreading rumors about the student or employee; encouraging hostility toward other students or employees; and escalating the harassment.
- H. If, after investigating any complaint of harassment, the District learns that the complaint is not bona fide or that a student or employee has provided false information regarding the complaint, disciplinary action may be taken against the individual who provided the false information.
- I. All documentation regarding the complaint and the investigation, including the determination that the complaint was not found to have merit, will be maintained in a separate, confidential file.

Intimidation, Bullying, Cyber-bullying, Hazing and Sexting

Bedford Public Schools is committed to providing a safe and nurturing educational environment for all its students. The District recognizes that bullying disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. This policy prohibits bullying regardless of the subject matter or motivation for such impermissible behavior. Administrators, faculty, staff, and volunteers are expected to demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying in order to provide positive examples for student behavior.

Bullying toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. Bullying can be written, physical, verbal,

and/or psychological abuse, includes hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation. This policy applies to all "at school" activities in the District, as defined by this policy, including but not limited to; all activities on school property, in a school vehicle, and any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events. Misconduct occurring outside of school may also be disciplined if it constitutes bullying as defined below.

Notification

Notice of this policy will be publicized annually and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. Parents/Guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file. To the extent appropriate and/or legally required, confidentiality will be maintained during the investigation process. However, a proper investigation may, in some circumstances, require the disclosure of names and allegations.

Implementation

The Superintendent is responsible for implementing this policy, and may develop further guidelines, not inconsistent with this policy.

Procedure

Any student, who believes he/she has been or is the victim of bullying, should immediately report the situation to the Principal or Assistant Principal. The student may also report concerns to a teacher or counselor who will be responsible for reporting/notifying the appropriate administrator. Every student and staff member is required, to report any situation that they believe to be bullying directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action will not be taken solely on the basis of an anonymous report.

The Principal or Principal's designee will promptly investigate and document defined/confirmed acts of bullying. After a report or complaint has been made, the investigation will be completed as promptly as the circumstances permit. If it is determined during the investigation that an instance of bullying has occurred, prompt and appropriate remedial action will be taken. This may encompass penalties up to and including expulsion for students, up to and including discharge for employees, exclusion from campus for parents/guardians, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

The individual responsible for conducting the investigation shall document and report to the Superintendent all verified incidents of bullying, as well as any remedial actions taken, including disciplinary actions and referrals. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

Retaliation against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying (as a witness or otherwise), or is the target of the bullying being investigated, is prohibited and will not be tolerated. Such retaliation will be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying.

Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally making false reports may result in disciplinary action as indicated above.

Definitions

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, he/she should report it immediately and allow the administration to determine the appropriate course of action.

“At School” is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

“Bullying” is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts including but not limited to internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

1. Substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
2. Adversely affecting the ability of a student to participate in or benefit from the school District's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
3. Having an actual and substantial detrimental effect on a student's physical or mental health; and/or
4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

“Staff” includes all school employees and Board members.

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

LEGAL REF: MCL 380.1310B (Matt's Safe School Law, PA 241 of 2011); Anti-Bullying Policy, Michigan State Board of Education

Hazing

Anyone hazing another student on school property or at a school-related activity whether on or off campus will be subject to suspension or expulsion. Hazing is defined as the performing of an act or insisting that another perform an act that may cause or create an unnecessary risk to physical or mental health. Such acts include, but are not limited to branding, paddling, causing excessive fatigue-mental or physical, expecting participation in any activity in which full members will not participate, or acts which could cause discomfort, pain, fright, disgrace, injury, or degradation, or that violate any federal, state, or local statute or school policy.

Sexting

Sexting is the act of minor children electronically transmitting or receiving and retaining nude, partially nude, lewd, sexually explicit, or graphic images of themselves or others or graphic or sexually explicit messages. Michigan law prohibits sexting, and includes, but is not limited to, consensual images shared between youth, ages 13-18 years. Engaging in sexting may carry felony charges in Michigan, and label the youth as a sex offender. Additionally, all students who engage in sexting will be referred to police and/or other agencies. Students, who are found to be creating a harassing or sexually harassing environment as described above, will receive a minimum of three (3) days of school suspension.

Cyberbullying

In accordance with Public Act 478 of 2014 – Cyberbullying (MCL 380.1310b) the “Matt Epling Safe School Law” must now be enforced. Full details at: http://www.michigan.gov/documents/mde/Cyber_Bullying_481850_7.pdf

This law also requires the additions of:

- an assurance of confidentiality for an individual who reports an act of bullying and procedures to safeguard that confidentiality.
- a school district, ISD, or PSA to report incidents of bullying to MDE on an annual basis through the School Infrastructure Database (SID) end-of-year submission, beginning in the 2015-16 school year.
- The BPS Board of Education will adopt and pass the official policy of The Revised School Code Act 451 of 1976 (380.1310b)

Middle school children are naturally curious about their own and other's sexual development. Parents are encouraged to seek assistance with this or any of the above issues at school by calling our Guidance Counselors at 734/850-6212 (Mr. Majewski) or 734/850-6213 (Mrs. Connolly) to arrange an appointment.

Michigan Weapons-Free Schools

Under Michigan law, any student who is found to possess a dangerous weapon in a Weapon-Free School Zone, or who commits arson in a school building or on school grounds, or who commits criminal sexual conduct in a school building or on school grounds will be expelled from the school district permanently, subject to possible reinstatement under the statute. Additionally, a referral will be made to the criminal justice system and/or the appropriate county department of social services or community mental health agency. A petition for reinstatement must be made in accordance with the laws and statutes of the State of Michigan and the rules and regulations of the District.

A “*dangerous weapon*” is defined as: a firearm, dagger, dirk, stiletto, knife with a blade over than three (3) inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles.

The term “firearm” includes: 1) any weapon which will or is designed to or may readily be converted to expel a projectile by the action of the device; 2) the frame or receiver of any such weapon, 3) any firearm muffler or silencer, and 4) any destructive device, including bombs, rockets, or any other explosive type devices.

For students in grade six or above, the parent or legal guardian may initiate a petition or reinstatement at any time after the expiration of 150 school days after the expulsion. However, an individual who was in grade 6 or above at the time of the expulsion may not be reinstated before the expiration of 180 school days after the date of expulsion.

Please be advised that any student who possesses a weapon that does not come within the definition of a “dangerous weapon” as defined in the Michigan School Code and set forth above is still subject to discipline up to and including expulsion from school. These objects include but are not limited to the following: BB guns, airsoft pistols, knives with blades less than three (3) inches in length, look alike weapons and any object that is used to threaten, harm or harass another person.

Assault on Another with a Dangerous Weapon in a Weapon-Free School Zone

Public Act 158 of 1994 provides that persons who assault others on school property or in school vehicles with a firearm or weapon are guilty of a felony punishable by one or more of the following: imprisonment for not more than four years, community service for not more than 150 hours, and a fine of not more than \$6,000.

Parental Liability for Minors who Commit Weapon-Free School Zone Violations

A parent of a minor who commits a weapons violation is guilty of a misdemeanor if the parent knows of the intended violation and acts to further the violation or fails to report it. The misdemeanor is punishable by a fine of not more than \$2,000 and/or community service for not more than 100 hours, or probation.

Personal Digital Devices

Bedford Public Schools recognizes that personal digital devices have value and can be used in ways that support the teaching and learning process. However, within the confines of the school environment the use has

the potential to be disruptive when it undermines the integrity of an individual's right to privacy, adversely affects the quality of teaching and learning, and/or interferes with the efficient operation of the school. Personal digital devices equipped with picture taking or video capabilities, text messaging, and Internet access can add value to the learning process when used appropriately.

Student personal digital devices that are brought to school or en route to or from school or any school sponsored activity;

- Remain the sole responsibility of the owner. The school is not liable for damage, loss, or theft.
- At the high school level can be used responsibly during non-instructional time and/or during instructional time for educational purposes when requested and supervised by a staff member. During instructional time, staff members have the authority to require students to keep PDDs out of sight. Non-instructional time is defined as: before or after school, the 6 minutes between classes, or during lunch.
- With video or picture taking ability may not be used at any time or place where individuals have an expectation of privacy such as restrooms or locker rooms.
- Photographs or images of individuals may not be taken or recorded without the person's knowledge and permission
- May not be used to harass, intimidate, or bully anyone, at any time.
- May not be used to take or store video, audio, or pictures of other people during school hours unless requested/approved and supervised by a staff member.
- May not be used in any way that detracts from the learning environment of the school.

DISTRICT POLICIES GOVERNING STUDENT INFORMATION

Technology Acceptable Use Policy

Bedford Public Schools (the District) offers access to Information Technologies for educational purposes only. These technologies include, but are not limited to, computers, network, phones, Internet access, audio-visual equipment and information storage devices, regardless of physical location onsite or offsite, and refers to all information resources, whether individually controlled, shared, stand alone or networked. Use of District technology may only be used for educational purposes and only in a considerate, appropriate, and responsible manner which complies with District standards and Board Policies. Users are prohibited from accessing or attempting to access materials or participate in activities that would otherwise be impermissible on school grounds or would violate any policy of Bedford Public Schools. This includes access to any and all social media websites deemed not to be used for educational purposes. The District reserves the right to grant permission and access on behalf of student's guardians to district approved applications to be used solely for educational purposes.

In order to help ensure that technology is used appropriately, the District provides an Internet filtering system as required by the Children's Internet Protection Act (CIPA) with the understanding that filtering is not infallible.

Currently, the District Internet filter is a Lightspeed Systems filter configured to block pornography, obscene material, and objectionable sites. The District does not have control over the information on remote networks nor are barriers available that guarantee inappropriate information cannot be accessed. Teachers and staff members who are responsible for the class(es) in which technology is used will monitor the use of the technology and resources and guide the students toward educationally sound materials. The District provides for educating minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chatrooms and cyberbullying awareness and response. A teacher or staff member should

be consulted if a student questions whether a contemplated activity or material is appropriate. The supervising staff member and/or building administrator will deem what is inappropriate use and his/her decision is final. In addition, any threatening or unwelcome communication should be reported to an administrator. Because filtering measures are not infallible, the District encourages parents and/or guardians to monitor student usage of technology when off campus. Any student who attempts to disable the technology protection measures will be subject to discipline.

The District makes no warranties of any kind, whether expressed or implied, for the use of District technology and will not be held responsible nor held liable for any damages suffered as a result of the use of District technology.

This includes, but is not limited to, loss of data, delays, non-delivery, or any service interruption. Any and all information created with or placed into District Information Technology systems is considered a school-sponsored publication under the Student Expressive Activities policy and is subject to District policy and procedures.

No user of the District's Information Technology shall have any expectation of privacy in the content of their personal files, e-mails, and/or records of online activity. The District reserves the right to monitor, log, review, and inspect any directories, files, information, and/or messages residing on or sent using the District's computers and/or network at any time, with or without notice. Any information relating to or in support of illegal activities will be reported to the appropriate authorities. The District reserves the right to inspect any student's technology, data, media and/or other property brought onto school property, into school facilities, or used to access school technology upon reasonable suspicion that the student may have engaged in conduct that is illegal or that violates the student handbook and/or board policy.

In addition to the general guidelines listed in the Student Handbook, the actions listed below are also considered violations of the Acceptable Use Policy. Discipline for misuse of Information Technologies will be determined by administration in accordance with District rules, regulations, and Board policy and may also include immediate termination of access, referral to law enforcement agencies and/or initiation of legal proceedings where appropriate. The District does not take responsibility for users who access inappropriate resources, or for users who attempt to disseminate materials or information that would otherwise be impermissible or disallowed on school grounds or would violate any policy of Bedford Public Schools.

1. It is unethical and unlawful to copy, install, take, or use software, music, media, data, or other intellectual property unless written permission has been obtained from its creator or publisher. Users will abide by all state and federal copyright laws.
2. Technology may only be used for educational purposes. All use of technology will be related to education as directed by teachers or staff. School technology and resources may not be used for private gain or any other commercial or political purposes. Software that interferes with standard District software or is in violation of copyright laws will be removed from District owned equipment.
3. No student will knowingly or negligently damage, vandalize, hack, alter, reconfigure, modify, or destroy school technology, while on or off campus. Activities that are considered vandalism include, but are not limited to: printing excessive copies; attempting to interrupt normal usage of the computers or networks; the creation, intentional use, or installation of unauthorized devices, objects, or programs; the alteration or reconfiguring of technology; the use of chain letters or excessive communication; or devices and objects that restrict legitimate use.
4. The use of any technology to access, publish, send, or display inappropriate, demeaning, obscene, intimidating, or harassing messages or material anywhere or to anyone is prohibited.

5. No personal information or passwords should be shared or revealed. Personal communications should not be re-posted or shared without the original author's prior consent.
6. Access or attempting to access information or materials belonging to someone other than the student is prohibited without express and specific permission by the owner. Any violation of this should be reported immediately.
7. For further examples of acceptable and unacceptable uses of technology please see FAQ at:
<http://www.bedford.k12.mi.us/technology.html>

Updated and approved by BOE 10-3-2013 Revised 6-5-2014

Video for Instructional Purposes

There may be times when teachers use digital/video devices to record student(s) activities and/or work products that may be shared with student(s), or publicly accessible locations associated with the school district. The purpose of the recordings would be for instruction and communication between teacher, student(s) and parents. These recordings may also be used for the purpose of showcasing student work, educational experiences, school activities as well as student recognition. Students will be aware of such activities prior to the recording taking place and all FERPA regulations will be followed.

Bedford Public Schools recognizes that there are many instances in which a teacher may wish to video record himself or herself with students as part of the instructional experience. Additionally there may be instances where the teacher may wish to utilize videotape/digital media with students as part of the educational experience. The video belongs to Bedford Public Schools and it will only be used in an instructional manner.

Student Expressive Activities' Guidelines

The District will exercise editorial control over the content and style of school sponsored or classroom produced publications, theatrical productions, and other expressive activities reasonably related to legitimate educational objectives. School-sponsored expressive activities will not restrict free expression or diverse viewpoints within the context of responsible journalism.

School-sponsored expressive activities include those publications and activities created and developed as part of the education curriculum, co-curricular activity, or classroom activity. All expressive activities produced as part of an academic class or with school sponsorship must have approval of the classroom teacher or sponsor prior to publication or presentation. Additionally, each publication must be reviewed by the Principal, or designee, prior to publication or distribution.

Student Non-School Sponsored Activities' Guidelines

Any student wishing to present or distribute non-school-sponsored material must first submit a copy of the material for approval to the Principal or the Principal's secretary. These materials must be submitted at least one school day (24 hours) in advance, directly to one of the persons named above. Leaving a copy of the materials on an administrator's desk does not constitute submission for approval. In addition, the student making the request will complete and sign a request.

Section I Students of Bedford Public Schools have the right, to distribute, at reasonable times and places, unofficial written materials, leaflets, brochures, fliers, petitions, buttons, badges, or other insignia, except those which contain expression which:

- A. is obscene to minors;
- B. is libelous;
- C. is pervasively indecent or vulgar (for secondary schools); or contains any indecent or vulgar language (for elementary schools);

- D. advertising any product or service not permitted to minors by law;
- E. invades the rights of another person and could result in tort liability;
- F. constitutes fighting words, the very expression of which injures or harasses other people or tends to incite immediate breach of the peace (e.g., threats of violence, defamation of character of a person's race, religion or ethnic origin);
- G. presents a clear and present likelihood that, either because of its content or manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

Distribution of unofficial written material not in the categories listed above will be permitted provided that the students distributing the written material are not engaged in, or supposed to be engaged in, classes, study periods, or other school duties, and provided that the written material has been approved for distribution through the procedure described in Section II.

Section II Procedures

Anyone wishing to distribute or display non-school sponsored written material must first present for approval a copy of the materials directly to the Principal. Leaving a copy of the materials on the Principal's desk does not constitute submission for approval.

In addition, the student making the request will complete and sign a request for providing the following information:

1. Name and telephone number of the person submitting the request and, if a student, the homeroom number;
2. Date(s) and time(s) of day of intended display or distribution;
3. Location where material will be displayed or distributed; and
4. The grade(s) of students to whom the display or distribution is intended.

A copy of the materials to be distributed or displayed, together with the complete request form, must be provided to one of the persons listed above one school day (twenty-four (24) hours) in advance of the desired distribution time.

Within twenty-four (24) hours of submission of both the materials to be distributed or displayed and the completed request form, the Principal will render a decision whether the material to be distributed violates the Guidelines in Subsections I and III of this Policy.

If the person submitting the request does not receive a response within twenty-four (24) hours of submission, the person shall contact the Office to which her/she submitted the materials to verify that the lack of response was not due to an inability to locate the person. If the person has made this verification and there is no response to the request, the material may be distributed in accordance with the time, place and manner provisions in Subsection III.

At the time of submission, the student is encouraged to meet personally with the Principal so that the student and Principal may freely exchange views on why the distribution or presentation of the material may or may not be appropriate. The student may support the case for presentation or distribution with relevant witnesses and/or materials.

If the person is dissatisfied with the decision of the Principal the person may submit a written request for appeal to the Superintendent of Schools or his/her secretary. If the person does not receive a response within two (2) school days of submitting the appeal (excluding Saturdays, Sundays, and holidays) the person shall contact the Office of the Superintendent to verify that the lack of response is not due to an inability to locate the person. If the person has made this verification and there is no response to the appeal, the material may be distributed in accordance with the time, place and manner provisions in Subsection III.

At every level of the above process, the person submitting the request shall have the right to present the reasons supported by relevant witnesses and material as to why distribution of the written material is appropriate, shall have the right to appeal to the Superintendent. Moreover, while Bedford Public Schools anticipates that all issues can be resolved satisfactorily for both students and the School District, all students are advised that they have the right to pursue any and all matters through the legal system.

Permission to distribute material does not imply approval of its contents by either the School, the administration of the School, the School Board, or the individual reviewing the material submitted.

Section III Time, Place, and Manner of Distribution

The distribution of written material shall be limited to a reasonable time, place, and manner as follows:

- A. No written material may be distributed during and at the place of a normal school activity, if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of written material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school.

Section IV Definitions

The following definitions apply to the following terms as used in this policy:

- A. **“Distribution”** means substantial circulation or dissemination of written material by means of handing out free copies, selling or offering copies for sale, and accepting donations for copies. It includes displaying written material in areas of school, which are generally frequented by students.
- B. **“Libelous”** describes a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower him/her in the esteem of the community.
- C. **“Material and substantial disruption”** of a normal school activity means:
 1. Where the normal school activity is an educational program of the School District for which student attendance is compulsory, any disruption which interferes with or impedes the implementation of that program.
 2. Where the normal school activity is voluntary in nature (including, for example and not for limitation, school athletic events, plays, concerts, lunch periods), “material and substantial seizures of property, widespread shouting or boisterous conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecasted, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

- D. **“Minor”** means any person under the age of eighteen (18).
- E. **“Non-school sponsored written material”** includes all written material except school newspaper, literary magazines, year books, and other publications funded and/or sponsored or authorized by the school. Examples include leaflets, brochures, fliers, petitions, placards, and underground newspapers, whether written by students or others.
- F. **“Obscene to minors”** means that:
 1. The average person, applying contemporary community standard, would find that the written material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom such distribution is requested, such as conduct describing intimate sexual acts; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors
- G. **“School activities”** means any activity of students sponsored by the school and includes, by way of example, and not by way of limitation, classroom work, library activities, student newspapers, physical education classes, official assemblies and other similar gatherings, school athletic contest, band concerts, school plays, and in-school lunch period.

Section V Disciplinary Action

Distribution by any student of unofficial written material prohibited in Subsection I or in violation of Subsection III will be halted and disciplinary action will be taken in accordance with procedures contained in the Student Handbook. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

Section VI Notice of Policy to Students

A copy of this Policy will be published in student handbooks and posted conspicuously in school buildings.

CORRECTIVE MEASURES

At-Home Study

Many circumstances occur within a student’s life that influence the ways in which he or she responds to the environment. When the school administration, in cooperation with teachers and parents, feels that a student has exhausted those avenues that are meant to help modify behaviors and create more positive attitudes toward self and school, students may be asked to spend time at home due to an accumulation of offenses.

The purpose of this home-study period will be to seek outside counseling and secure an attitude change while away from the pressures that have had a bearing on the presenting behaviors.

Detention/Penalty Hall

Students may be assigned to Penalty Hall for the following reasons:

1. Possessing an unexcused absence from a class period,
2. Accumulating more than three tardies to school in one school year,
3. Being in the halls or restrooms without a proper pass,
4. Refusing to complete class work or homework,
5. Other miscellaneous disciplinary situations, foremost, a student's referral to the office by a staff member for any inappropriate behavior.

After school Penalty Hall will meet Tuesday and Thursday throughout the school year, from 2:35-3:30 p.m. Saturday Penalty Hall is held in the Junior High School from 8 a.m. to noon. Students who are assigned to Penalty Hall must bring materials with them for study. Twenty-four hours written or verbal notice may be given to those assigned to Penalty Hall. When a student is assigned to Penalty Hall, it is his or her responsibility to inform parents/guardians of this situation and to arrange a ride home. Failure to attend Penalty Hall could result in suspension from school, doubling of the penalty, or assignment of the student to Saturday Penalty Hall. Students involved in athletics or other co-curricular activities after school, must attend Penalty Hall before going to any pre-planned activity.

Suspensions and Expulsions

The Board of Education possesses the authority to suspend or expel students and to make reasonable rules and regulations regarding discipline, as specifically authorized by the Revised School Code, MCL 380.11a. Bedford Public Schools acknowledges that all students are afforded procedural and substantive due process rights. All discipline will be applied in a manner consistent with the rights secured under federal and state law with respect to students eligible for special education programs and services under IDEA (Individuals with Disabilities Education Act) and students eligible under Section 504 of the Rehabilitation Act. The Regional Director for special education or 504 Coordinator will be involved in all such disciplinary matters.

The Superintendent, a building principal, or other designated school official may suspend and the School Board may expel a student from school, who is guilty of a gross misdemeanor or persistent disobedience, if in the best interests of the school. A teacher may also impose a one-day suspension. Before invoking such measures, school officials will comply with due process rights.

1. Gross misdemeanor is conduct which constitutes a violation of school rules and regulations and may include but is not necessarily limited to the following:
2. Substantially interrupts or interferes with the orderly education of self and/or other students;
3. Jeopardizes the physical and mental health and safety of staff and/or students;
4. Represents willful disregard or disrespect for the constituted authority of the school;
5. Willfully destroys school district property;
6. Disorderly or threatening behavior;
7. An unreasonable accumulation of infractions of school rules, none of which by itself is serious enough to warrant suspension or expulsion.

Suspension

Students may be suspended from their regular school program for up to ten (10) days whenever their behavior is judged to be disruptive, disobedient, or otherwise interfering with the safe and orderly management of the school program. Students are not allowed on school property when they are suspended, nor may they attend any school function. Upon suspension from school, the student's parents/guardians will be notified as soon as possible. A student will not be readmitted from a suspension until a conference including parents/guardians has been held. A student returning from suspension must also see an administrator or a designated official to obtain an excused (pink) pass into his or her classes.

A student may be suspended by an administrator or teacher when the student exhibits persistent disobedience of the rules enumerated in the Student Code of Responsible Citizenship or otherwise commits a gross misdemeanor. These rules apply to any student who commits an offense in a classroom anywhere on school premises, on a school bus or other school-related vehicle, or while attending a school-sponsored activity, regardless of whether the activity occurs on school premises. Students are responsible for obtaining and completing all assignments during a suspension.

1. In School and Teacher-Imposed Suspensions

In-school suspensions are imposed by the Principal and may be coordinated with a teacher. In-school suspensions involve the removal of a student from the regular classroom and placement in a separate location within the school under the supervision of a staff member. On the day(s) that a student attends in-school or teacher-imposed suspension, he/she may not attend a school-sponsored activity or be on school property following the regular school day, unless otherwise stipulated by the building principal.

In addition, MCL 380.1309, Public Act 103 of 1999, permits teachers to suspend a student from any class or activity for up to one (1) day. In those situations, the teacher will send the student to the office and immediately notify a building administrator of the suspension. The student may not return to that teacher's classroom for the duration of one full school day from the time of the infraction

without mutual agreement of the teacher and building administrator. The administrator will determine if additional disciplinary action is necessary beyond keeping the student in the office for the remainder of the class period. In addition, the teacher will contact the student's parent/ guardian on the day of the suspension to schedule a follow-up conference. A building administrator will be present at the conference if requested by the teacher or parent/guardian. A teacher-imposed suspension may be imposed for any violation of the Student Code of Responsible Citizenship. During the term of the suspension, the teacher will shall provide any make up work upon request.

2. **Out-of School Suspension**

Out-of-school suspensions are imposed by the Principal and may be coordinated with a teacher. They involve the removal of a student from school for up to ten (10) days or the student's exclusion from all school-sponsored activities for up to forty-five (45) days.

Within twenty-four (24) hours of the suspension, the Principal will provide notice of the intent to suspend in writing to the parents/guardians, specifying the student's right to an informal hearing on the matter. Prior to the optional informal hearing, the student will have the opportunity to review the evidence in support of the charges against him or her and to present his or her side of the story. At the hearing, an administrator will receive evidence from both sides, make a determination regarding the guilt or innocence of the student, and imposed the appropriate penalty. This hearing is not subject to formal rules of evidence. The disclosure of the identity of students providing information related to the charges may be limited in accordance with State and Federal law.

Expulsion

The School Board has the exclusive and final authority to expel a student upon the recommendation and request of the Superintendent. Expulsion involves the student's removal from school. In the case of such an event, the following procedures apply:

Step One — Administrative Hearing — Assistant Superintendent for Instruction and Student Services.

1. Written notice of the charges against a student will be provided to the student and his/her parents/guardians. This notice will include a statement of the time and place for the hearing, which will be reasonable for the parties involved.
2. The student and parents or guardian have a right to be present at the time of .
3. The student and parents/guardians may be represented by legal counsel at their own expense. The student will be given an opportunity to give his or her version of the facts and exculpatory evidence on his/her behalf.
4. The student will be allowed to observe and/or review all evidence offered by the administration. However, pursuant to federal law, students do not have a right to the names of confidential student witnesses who have provided information to the administration.

Step Two — Board Hearing

1. Following the administrative hearing the parents/guardians or student may request a Board of Education hearing. The Board will make its determination solely upon the evidence presented at the hearing. Hearings before the Board of Education may be open or closed to the public based on the desires of the student and/or his or her parents/guardians. The hearing process is not bound by formal rules of evidence or court rules and may include limitations on the disclosure of the identity of students providing information relative to the charges in accordance with State and Federal law.
2. A record of the time and place of the hearing will be recorded.

Step Three — Expulsion Decision

1. The Board of Education shall state, within ten days after the hearing, issue its findings as to whether or not the student charged is guilty of the alleged misconduct and its decision regarding expulsion.

2. A written copy of the Board's decision will be sent to the student and the student's parents/guardians.
3. The student and the parents or guardians will be made aware of the right to appeal the decision of the hearing to the appropriate appellate authority.

Appeals

A student and the parents/guardians may appeal a suspension to the Superintendent, who will confer with the building principal and other staff involved. Based on the findings, the Superintendent will provide the student's parents/guardians with a written response to the appeal.

If the student and parents/guardians are not satisfied with the disposition of the first appeal, they may appeal the matter to the Board of Education. The Board will review the matter in either closed or open session per the request of the student and his or her parents/guardians. The Superintendent and parents/guardians will be advised in writing of the decision of the Board.

Due Process

Bedford Public Schools acknowledges that all students are afforded procedural and substantive due process in disciplinary matters. The District assures that that due process will be adhered to, that each case will be fully documented, that each incident's disciplinary measure will be individualized as is practicable, and that in Steps 4 through 7 of Affording Due Process, every effort will be made to contact parents or guardians before the student is released from school.

It is the intent of Bedford Junior High School to implement the Student Code of Responsible Citizenship as a deterrent to breaking school rules. Our counseling staff is present daily to help students improve in the areas of social, as well as academic skills. Sometimes students and their parents/guardians may be asked to seek the assistance of professionals outside the school setting regarding a more positive school adjustment.

HELPFUL INFORMATION FOR STUDENTS AND PARENTS

Books/Book Fines

All textbooks are available to students on a free-loan plan. Aside from being more economical and convenient for the parent, this plan also makes it possible for every student to have his or her books on the first day of school. It is necessary for students to place their name in the book upon receiving it. Teachers and their students evaluate the condition of the textbooks at the beginning of the year.

The parents/guardians have the right to inspect all instructional materials used by the District in evaluating, surveying, or analyzing students in furtherance of the instructional program. Instructional materials will include teacher's manuals, films, tapes, or other supplementary materials.

Textbooks are inspected at the close of the school year and fines are assessed against the student if abuse is evident or if the student is not in possession of his/her original book number. All other student equipment and supplies loaned to the student must be turned in at the end of the school year and must be in good condition. If a student fine is not paid before award recognition ceremonies or end of the year field trip, or any other school sponsored activity a student may be informed they are unable to participate due to an outstanding fine.

Change of Address and Medical Records

Each student's correct name (legal name and correct spelling) as well as his/her present address must be filed in the Principal's office. If a student moves to another address, he/she must notify the office and provide proof of

residency to make sure that our records are kept up-to-date. Parents/guardians must update each student's medical records in September and as often as necessary.

Daily Announcements

The daily announcements are read over the public address system each morning immediately following the starting bell. Any student desiring to have a notice read must write out the notice and have it signed by the advising teacher before it will be read the following morning. All announcements must be given to the office with ample advance time if the announcements are expected to be read. Bedford Junior High School Announcements are also posted daily on the Bedford Public Schools website www.bedford.k12.mi.us -JHS.

Field Trips

The school staff, under the direction of the administration, will take reasonable steps to safeguard the physical and educational welfare of all students participating in field trips. The District reserves the right to place restrictions upon a student's participation in a field trip or outing when, in the District's judgment, the student's welfare or the welfare of others requires it. This includes, but is not limited to, preclusion from participation in the field trip or activity and/or attendance only if accompanied by a parent or adult family member. The decision of the Superintendent is final.

Fines

Fines will be charged to students when they misuse school books, fail to return school property, damage school property, or fail to pay monies owed to the school as a result of fundraising activities. Failure to pay these fines will result in the withholding of a student's locker assignment until these obligations are met.

Fire, Tornado, or Crisis Relocation Procedures

Students will be under the direction of the teacher at all times and act only on definite instructions from the teacher at the fire, tornado, or other relocation signal. Students will leave the classroom in single file and move rapidly. Under no circumstances should there be any running, shouting, or other boisterous conduct. The exit route is designated near the exit door for each room. Once relocated, students may not leave the area unless summoned by an individual listed on the student's health form. **A BACK-UP FIRE WARNING SIGNAL WILL BE FOUR SHORT RINGS OF THE SCHOOL BELL**

Food Service

A breakfast and hot lunch program is provided each day in our cafeteria. Students should strive to keep the cafeteria neat and clean. All food is to be consumed in the cafeteria and not taken into the hallways. Students are expected to be on time and sit by grade level in areas designated by the cafeteria supervisors. Once a student chooses his or her seat for the day, this place is kept for the duration of the lunch hour. Students are expected to use proper manners, clean up the floor and the table around their seats, and show respect for themselves, their peers, and cafeteria personnel at all times. Students must ask permission to leave the cafeteria for any reason.

Hallways

Running, scuffling, loud talking, or boisterous behavior is prohibited in the hallways. Radios, Ipods, signaling devices, and activated cellular phones may not be activated in one's possession while in school unless they are being used by a teacher for educational purposes. Food or drinks are not allowed in the hallways; they must be consumed only in the cafeteria or designated classrooms. Open containers of liquids of any kind, including water, are never allowed in the hallways or restrooms. Students in the hall while classes are in session must have a written hall pass showing their name, the date, time, and reason for being out of class. All students must, upon request, identify themselves to proper school authorities in the school building, on school grounds, or at school sponsored events.

Homeroom

The homeroom period is a quiet time. Channel One displays a daily news production and is broadcasted into each homeroom during the first half of the period. The remainder of the period is spent in quiet reading, tutoring, or individual study. Students are expected to bring appropriate reading and/or study materials to homeroom.

Homework

Homework is a meaningful assignment that reinforces the skills learned during the daily class periods. The average time spent on homework in grades seven and eight should be one-and-a-half to two hours each school night. Parents are encouraged to assist their children with homework assignments and to note their completion via parent signature in the Bedford Junior High School Student and Parent Planner of Assignments and Responsibilities. Each day, in each class period, the teacher will stamp in the Assignment Book that the homework assignment has or has not been turned in. Thus, parents, teachers, and students are able to complete the school-to-home communication cycle each day.

Honeywell Instant Alert

Parents/guardians can register to receive email, text message, pager, or voice mail notification of school closings or other important school announcements. Honeywell will automatically update every night to record changes to contact information, add new students, and remove dropped students.

Lockers

Lockers are the property of the school and remain at all times under the control of the school. Lockers are assigned to each student for storing outerwear, supplies, and school-related items. Periodic locker checks without prior notice are made at any time for the purpose of ensuring school safety and student welfare. All students are expected to keep their lockers clean and orderly, and free of writing, decorations, or decals. Money or valuables are not to be kept in lockers; nor should students give their locker combination to another student.

School officials maintain the right to seize items in the student's possession if there is reasonable suspicion that the items are illegal or in violation of school rules or constitute a hazard to the health and safety of the student or others. A drug surveillance dog may be brought in by a police officer to check hall lockers for illegal or unauthorized goods. Lockers are cleaned out once per quarter. Articles left in student lockers at the end of the school year will be kept at the school until July 1. After July 1 the unclaimed items will be donated to a charitable organization.

Lost and Found

Books, clothing, and personal items found within the school are turned into the lost and found area located in the back of the building nearest the Cafeteria. Valuable items such as lost glasses or jewelry may be found in the school office. Items left in the lost and found will be donated to local charities after July 1 of the current school year if they remain unclaimed at the end of the school year.

M-Step Testing

The annual Michigan Student Test of Educational Progress is the official State proficiency evaluation in reading, writing, math, and science for all Michigan Public School students. All Bedford Junior High School students must be tested and must demonstrate continued growth in each area each year.

On-Line Parent Information Center (Home Access Center-HAC)

HAC is a confidential, on-line portal for parents/guardians and students to monitor student performance and missing assignments verify class attendance, check assignments, and more. Parents/guardians may register to receive e-mail notification when teachers post new information on HAC. Each student and parent/guardian is issued an individual activation code, which is used to create a unique user name and password for Edline access at any Internet connected computer. HAC will enhance, but not replace the student's responsibility to use the Student Assignment planner every day. For more information on HAC or to request a parent activation code,

call Mrs. Linda Brieschke, Student Records Secretary, at 734/850-6203 or e-mail her at linda.brieschke@bedford.k12.mi.us.

Parent-Teacher Conference

Parents desiring a conference with a teacher or an administrator should arrange for the conference by calling the teacher directly in his/her classroom. All phone numbers for teachers and counselors are located on the Bedford Junior High School website at www.bedford.k12.mi.us. Each teacher has one preparation period every day and will welcome a call for an appointment or visit from parents or guardians. Parents and guardians are encouraged to call teachers, counselors, or administrators when they notice significant grade changes on quarter report cards or progress reports at 734/850-6200

Search and Seizure

School officials maintain the right to search a student's person and/or personal effects, or vehicle whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials or in possession of an object or substance in violation of school rules. Examples of items subject to this regulation include, but are not limited to: drugs, drug paraphernalia, weapons, pornography, stolen goods, firearms, explosives, pagers, cellular phones, alcohol, tobacco, or cigarette lighters. A drug surveillance dog may be brought in by a police officer to check hall lockers or cars parked on school property.

Student and Parent Planner of Assignments and Responsibilities

The Homework Assignment Planner is divided into 18 weeks and is given to each student at the beginning of the school year. All teachers in all academic classes write the daily homework assignment on the class board; students copy the assignment into the Assignment Planner on the lines designated for the day that the assignments are due. Parents are asked to review the Assignment Planner each evening, signing it when they have seen homework completed. The next day, each teacher will stamp the planner, indicating that homework has or has not been turned in. In order for this parent-student program to be effective, parents must encourage students to bring their assignment planners to school and follow the program guidelines.

At the end of the eighteen weeks, teachers are free to notify parents via letter that they will stamp assignment planner of those student whose parents want to continue to monitor homework completion. However, the majority of our teachers continue to stamp the Bedford Junior High School Student and Parent Planner of Assignments and Responsibilities until the end of the school year.

Parents are welcome to contact the Principal, 850-6201, or Guidance Counselors, Mrs. Connolly, 850-6213, or Mr. Majewski, 850-6212, if a student is having difficulty applying the self-discipline needed to keep up the assignment planner. In some cases, the counselor will suggest the "sign and stamp" program where students are asked to be more accountable for the recording and completion of daily assignments, and teachers welcome the opportunity to sign their initials, indicating student accuracy in recording the assignment.

Substitute Teachers

Substitute teachers are to be afforded the same respect as regular classroom teachers. Any student failing to maintain a proper relationship with a substitute teacher will be assigned a double penalty for this violation. The responsibility of the student is to treat substitute teachers with the respect and courtesy that is due all persons at Bedford Junior High School.

Visitors

All visitors, including family members must report to the school office upon entering the building or the determined check in location. Please be prepared to present picture identification. Students may not invite friends or relatives to visit classes for a school day. Potential students that wish to take a tour of our facilities can make arrangements with our counseling office 734-850-6207.

Health Services

If a student should become ill or have an accident while in school, he or she should report to the office where care will be provided by a health aide. Attempts will be made to contact the parent or guardian. If it is necessary that your child leave school due to illness, parents/guardians must come into the office to pick up the student and sign him/her out in the office. No student is to carry medication, including over-the-counter aspirin, cold tablets, antihistamines, or compounds that will alter bodily reactions. Students may, however, carry inhalers responsibly in accordance with the Medication Policy. All students must use the health office to contact home for issues concerning possible illnesses. Students are not to use their own communication devices to call home, because we need to make sure that we are aware of any health issues.

Medications and Medical Procedures

Both prescription and non-prescription medications will be administered at school and in the presence of two adults, when requested by parents, if administration is required during school hours. Before any medication (either prescription or over-the-counter) or treatment may be administered to any student, however, written authorization from the child's physician accompanied by the written authorization of the parent is required. Parents are responsible for bringing their child's medication to school. Medication may not be sent with the child. Only medication in its original container, labeled with the student's name and exact dosage will be administered. Unless other arrangements are made, it is the student's responsibility to report to the health room at the time a medication or treatment is to be administered.

Concussion (Public Acts 342 and 343)

Effective June 30, 2013 the State of Michigan has required in all levels of schools and youth sports organizations to educate, train and collect forms for non-MHSAA activities including physical education classes, intramural and out-of-season camps or clinics. If a student is withheld from competition due to a suspected concussion, he or she may not return at all on that day and only on a subsequent day with a written clearance of an MD or DO. Compliance with other respects of the new concussion law is accomplished through a website of the Michigan Department of Community Health (MDCH) www.michigan.gov/sportsconcussion

Bus Transportation

Bus transportation is available for Bedford Public Schools students. Students will go home only to one of the two locations scheduled in the computer. Parents can send a note requesting a drop of different from the addresses on the computer. Notes are required to be stamped by the school office. No unstamped notes will be accepted when boarding the school bus. To ensure each student's safety, proper bus conduct must be maintained while riding to and from school. The bus driver has the authority to limit the riding privileges of any student who does not follow the rules. If the driver witnesses unacceptable student behavior, he/she will issue a form to the student. A copy of the form will also be placed in the student's file. The Director of Transportation will also contact the parent or guardian to discuss the behavior problem and the penalty.

The school will extend disciplinary action following notification by the bus driver. When students are on the school bus, they are in school and are responsible for abiding by the rules of the school. Bus rules are posted on each bus and available from the driver. Any questions pertaining to school transportation should be discussed with the Director of Transportation, 850-6070. Parents are also invited to call the Principal of the Junior High School to discuss transportation concerns of their children at 850-6201. Section 2913 of the Michigan Revised Judicature Act, ensures that the School District may recover damages against the parent of an unemancipated minor living with the parent in an amount not to exceed \$2,500 for any willful or malicious damage caused by a student.

Student Safety Guidelines

School bus transportation is a privilege available to all Bedford Public Schools students. To ensure each student's safety, normal school regulations for code of conduct will extend to each student from the time he or

she enters the bus until such time as the student exits the bus. While the Board of Education furnishes transportation, parents are responsible for the safety and supervision of children at the bus stop.

Students who become serious disciplinary problems on the school bus may have their riding privileges suspended. In situations where discipline is required, the Director of Transportation and the building administrator will be informed of the student's misbehavior. The student's parents will be notified via a "misconduct report" and their cooperation will be requested to correct their child's behavior. In instances when students do not conduct themselves in the proper manner, depending on the infraction, bus riding privileges may be suspended.

Please read the bus rules below. Parents are asked to review these regulations with their child (ren) to make certain they are understood clearly. The most important consideration of the District and parents alike must be the safety of their children.

- Students must be at the designated bus stop prior to the arrival of the bus.
- Students must stand 15-30 feet from the point where they board the bus.
- Students must enter the bus in single file.
- Students must be seated immediately and remain seated until the bus arrives at its destination.
- Students must sit on the seat, facing the front of the bus, with their hand inside the windows and their feet on the floor. Student's feet and legs should not be in the aisle.
- Students must speak at normal levels, use proper language, and not instigate others.
- Students must become silent when crossing railroad tracks or at any time the driver asks for "quiet".
- Students may not bring glass objects on the bus.
- Students may not bring animals on the bus.
- Students may not use cell phones on the bus.
- Students may not eat, drink, or chew gum on the bus.
- Students may not light matches or lighters on the bus. Smoking is prohibited.
- Students are requested to help keep the bus clean, sanitary, and in good condition.
- The emergency door and equipment shall be used only in an emergency.

Alternate Transportation

Students walking to school or riding bicycles must observe caution at all times. Students walking to school are reminded to walk on the side of the road that faces the traffic. Students riding bicycles must ride on the side of the road with traffic.

Family Educational Rights and Privacy Act

Access to student records is available, in consultation with a school official, to authorized school personnel, to the student's parent(s) or legal guardian, and to students eighteen (18) years of age or older. Arrangements for review may be made through the principal or through the Guidance and Counseling Department.

Under the provision of the Family Educational Rights and Privacy Act (20 USC Section 1232g) and the regulations adopted pursuant thereto, all parents and guardians of students under eighteen (18) years of age and all students eighteen (18) years of age or older have the right to examine "education records" directly related to a student and maintained by the school district in accordance with the terms of the law and regulations. The Board of Education's policies and procedures for inspection, review, and copying of "education records", with a description of the type of record maintained by the school district and the procedures seeking correction of "education records" is available from the office of the principal of each school in the school district or the office of the Superintendent of Education.

Because it is unrealistic to require written consent for the release of routine information, the Family Educational Rights and Privacy Act allows for the disclosure of "directory" information without written consent. Bedford Public Schools has designated the following as "directory" information:

- Student first and last name
- Address
- Current grade level
- Birth date or age
- Email address
- Telephone number
- Participation in activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, awards achieved
- Date of graduation
- Photographs or video in an educational or extra-curricular setting

Digital media, such as photographs or video, of students in an educational or extra-curricular setting may be taken and released to recognize student achievement and activities. This digital media may be published in publicly accessible media venues. Digital media will not include the child's address or telephone number. As a means of providing additional security for its students, Bedford Public Schools utilizes video cameras on its busses and in school hallways and common areas. Please be advised that general images of your child that may occur as a result of this videotaping will be considered as Directory Information for purposes of review by third parties. Security videos from bus cameras and/or hall cameras used for disciplinary reasons or used as the basis for disciplinary decisions may be viewed by parents and/or guardian in accordance with the following procedures:

Parents and/or guardians will be permitted to review only the section of the video in which their child appears. That portion of the video may be reviewed only on campus in the presence of a school administrator. Videos may not be removed from the District. Copying of the video is prohibited.

Directory information may be disclosed at the discretion of the administration without prior written consent of the parent, legal guardian, or student over eighteen (18) years of age unless and until written objection to the designation of any or all of this information as directory information is received by the principal of the school which the student attends. If you do not want directory information regarding your child disclosed without your prior written consent, you must notify the District in writing by the end of the first week of the current school year.

Please be advised that two federal laws require local educational agencies receiving assistance under the *Elementary and Secondary Education Act of 1965* to provide military recruiters, upon request, with three directory information categories—names, addresses and telephone listings—unless parents have advised the District that they do not want their student's information disclosed without their prior written consent.

Complaints with regard to violations of rights can be submitted in writing to the Family Educational Rights and Privacy Act Office, Department of Health, Education and Welfare, 330 Independence Avenue, SW., Washington, D.C. 20201.

Nondiscrimination and Education Opportunity

Bedford Public Schools prohibits discrimination based on race, color, religion, national origin or ancestry, sex, age, marital status, or disability as defined in Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990. All students, including vocational education students, will have an equal opportunity to participate in, and benefit from, all academic and co-curricular activities and services. In addition, arrangements can be made to ensure that the lack of English language skills

is not a barrier to admission or participation. All employment decisions regarding hiring, assignment, promotion, transfer, reinstatement, or benefits will be made in a nondiscriminatory manner.

If any person believes that any part of the school organization has inadequately applied the principles or regulations of Titles II, VI, or IX or Section 504 or is in some way discriminatory, he or she may bring forward a complaint with a building Principal / Supervisor or a grievance with the local Civil rights Coordinator:

Assistant Superintendent of Human Resources or
Assistant Superintendent of Instruction and Student Services
Bedford Public Schools — (734) 850-6000
Temperance, MI 48182

Section Two (II)

The person who believes he/she has a valid basis for a grievance will discuss the grievance informally and on a verbal basis with the Civil Rights Coordinator, who will in turn investigate the complaint and reply with an answer to the complaint within three (3) business days. If the reply is not acceptable to the complainant, he/she may initiate formal procedures according to the steps listed below:

Step One (1) A written statement of the grievance signed by the complainant will be submitted to the Civil Rights Coordinator within five (5) business days of receiving the answer to the informal complaint. The Coordinator will further investigate the grievance and reply in writing to the complainant within five (5) business days.

Step Two (2) If the complainant wishes to appeal the decision of the Civil Rights Coordinator, he/she may submit a signed statement of appeal to the Superintendent of the Bedford Public School District, or his/her designee, within five (5) business days after receipt of the Coordinator's response. The Superintendent or his designee, will meet all the parties involved in the grievance, formulate a conclusion, and respond in writing to the complainant within ten (10) business days after the meeting.

Step Three (3) If the complainant remains dissatisfied, he/she may appeal with a signed, written statement to the Bedford Board of Education within five (5) business days after receipt of the Superintendent's response. The Board of Education will meet with the concerned parties and their representatives at the next scheduled Board meeting after receipt of the appeal. A copy of the Board's disposition of the appeal will be sent to each concerned party within ten (10) business days after the meeting.

Step Four (4) If at this point the grievance has not been satisfactorily settled; further appeal may be made to the Office for Civil Rights, Department of Education, Washington D.C. 20202.

Inquiries concerning this nondiscriminatory policy may be directed to Director, Office for Civil Rights, Department of Education, Washington D.C. 20202. The local Coordinator, on request, will provide a copy of the District's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's office.

1:1 STUDENT EXPECTATIONS

In signing the Technology User Agreement located in the student handbook, you committed to follow all user guidelines and student 1:1 expectations understanding that violating these guidelines and expectations may result in disciplinary action and/or restrictions with use of your Chromebook.

As a learner:

1. I will be responsible for my Chromebook at all times.
 - ❖ My Chromebook will never be left unattended.
 - ❖ My Chromebook will be situated securely on a flat, stable work surface.
 - ❖ My Chromebook will be treated carefully so it is not subjected to malicious or accidental damage (i.e. as a result of horseplay).
 - ❖ I will take care that my Chromebook is transported as securely as possible. My Chromebook will always be carried around in its protective case outside of class and to/from school.
 - ❖ I will carry my Chromebook in the closed position. I will carry the Chromebook by the carrying case handles where applicable. Never pick up or carry the Chromebook by the display screen as it can crack the internal display.
2. I will be responsible for making sure my Chromebook is **fully charged every night** so it is ready for use the next day at school.
3. I will store my Chromebook in my **secured** locker or designated secure space at the elementary level when not in use (i.e. lunch, phys. ed, after school while at sports practices or after school activities, etc). The Chromebook should be in its case **at all times** and no items will be stacked on top of it.
4. I will be on-task during class at all times and use my Chromebook for educational purposes.
5. I will not decorate, draw, or write on my Chromebook or case, nor allow it to be subject to graffiti.
6. I will keep my Chromebook at a safe distance from food or liquids.
7. I will keep personal accounts/passwords private and will adhere to proper digital citizenship guidelines.
8. I will report to my teacher any objectionable or inappropriate content I may encounter.
9. I will report any problems or damages to my Chromebook at the time of their occurrence to 734-850-6095, email the district helpdesk at helpdesk@mybedford.us, or submit a helpdesk ticket at <https://helpdesk.bedford.k12.mi.us/helpdesk/>



For more information about the 1:1 Learning Initiative and chromebooks visit
<http://bedfordlearnon.weebly.com>

Parents may view their student's Google Drive contents by logging into the parent portal at
<http://parent-portal.appspot.com/mybedford.us>

STUDENT AND PARENT/GUARDIAN LETTER OF UNDERSTANDING

The Bedford Junior High School Student and Parent Handbook is a publication dedicated to preserving the rights and responsibilities of our students and staff members as they, in cooperation with our parent body, enter into the educational process within a middle school environment. It is most important that all parties are familiar with the contents of this booklet, and understand the implications of the school policies which afford our students the freedom to learn and our teachers the ability to teach in a setting free from distraction.

The Handbook has evolved as a result of many years of parents, teachers, students, and Board of Education members working together to create a publication that is complete, succinct, enforceable under Board of Education Policy, and user-friendly. Please sign this letter below indicating that you have received, read and understood the contents of the Handbook, and the consequences of not abiding by the Code of Responsible Citizenship. Additionally, by signing permission slip you are also allowing your student to be assigned a full Bedford Public Schools district Google Apps for Education Account. This is a part of our 1:1 Learning Initiative. Finally, your comments and suggestions regarding the contents of the Handbook are welcomed and appreciated.

Parent/Guardian Signature

Date

Student Signature

Date

Print Student Name

Date

Comments:

*Sign and return this form to the student's first hour teacher by the end of the second week (Friday, September 16, 2016) of the new school year.