

# BEDFORD PUBLIC SCHOOLS

*Student Centered \* Learning Focused \* Community Engaged \* Globally Competitive*

## BEDFORD JUNIOR HIGH SCHOOL

*Organized \* Respectful \* Responsible \* Proficient*

### Michigan Blue Ribbon Exemplary School

#### *2010-2011 Student & Parent Handbook*



**An Official PTSA School**

**NCA**

Accredited by the  
North Central Association of  
Colleges and Schools

**Member of the North Central Association Advanced Education, May, 2010**

*Awarded Michigan Blue Ribbon Exemplary School in May of 2006*

*NCA Outcomes Endorsement Granted in March of 1996*

*and Renewed in March of 2001*

### **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 Mary L. Zaums, 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](http://www.bedford.k12.mi.us) (link to Bedford Junior High School)*

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**BEDFORD PUBLIC SCHOOLS MISSION**

*Bedford Public Schools  
is committed to providing comprehensive educational opportunities that develop  
productive and responsible citizens in a changing world.*

**2010-2011  
Bedford Board of Education**

President..... *Dr. Timothy Brakel*  
Vice President ..... *Kim Hooper*  
Secretary ..... *Dale Barton*  
Treasurer ..... *Joe Gore*  
Trustees, ..... *Shawna Smith, Ann Myers, Mike Smith*

**2010-2011 Administrative Council Members**

Interim Superintendent of Education-----*Dr. Ted Magrum*  
Assistant Superintendent of Human Resources----- *Ken Graf*  
Assistant Superintendent of Instruction and Student Programming ----- *Jonathan Whan*  
Director of Business & Auxiliary Support Services ----- *Josh Dyer*  
Director of Buildings, Grounds, and Maintenance ----- *Paul Ramirez*  
Director of Athletics----- *Mark German*  
Director of Adult and Community Education ----- *Sharon Thom*  
Director of Transportation -----*Robyn Seymour*  
Principal, Bedford High School ----- *Scott Stalker*  
Principal, Bedford Junior High School -----*Mary Lou Zaums*  
Principal, Douglas Road Elementary ----- *Rosemary Nearpass*  
Principal, Jackman Road Elementary -----*Sherry Farnan*  
Principal, Monroe Road Elementary -----*Thea Kirkwood*  
Principal, Smith Road Elementary ----- *Carol Perz*  
Principal, Temperance Road Elementary -----

***Bedford Junior High School Administration***

Principal----- *Mrs.. Zaums*  
Assistant Principal----- *Mr. Hurley*

***Counseling Staff***

*Mrs. Krisher • Mrs. Connolly*

***Monroe County Sheriff Liaison Officer***

*Deputy Randy Sehl*

***Support Staff***

School Office Secretaries ----- *Mrs. Lambert, Mrs. Brieschke, Mrs. Kitzmiller*  
Media Center Secretary ----- *Mrs. Mohn*  
Health Aide ----- *Mrs. Bauer*  
Technology Lab Assistant ----- *Ms. Shepherd*  
District Technical Support ----- *Mr. Dazley*  
State-Funded Paraprofessional Tutors ----- *Mrs. Warner, Mrs. Zuck, Mrs. Felzer,*  
*Mrs. Newton, Mrs. Prusakiewicz, Mrs. Watkins, Mrs. Roach*  
Day Custodian----- *Mrs. Kopka*  
Evening Custodians ----- *Mrs. Caygill, Mr. Mills, Mr. Pawlak*

# BEDFORD JUNIOR HIGH SCHOOL FACULTY 2010-2011

Mr. Allison.....	<i>Technology Education</i>		
Mrs. Adkins.....	<i>Resource Room</i>		
Mr. Bachman.....	<i>Social Studies</i>		
Ms. Bankowski .....	<i>Physical Education</i>		
Ms. Beard.....	<i>English</i>	Mrs. Mahoney .....	<i>Science</i>
Mrs. Benisatto .....	<i>English /</i>	Ms. Manore .....	<i>History</i>
	<i>American History</i>	Mr. Masters .....	<i>English</i>
Mrs. Brown .....	<i>Mathematics</i>		
Mr. Burgermeister .....	<i>Mathematics</i>	Mrs. Matlow.....	<i>English</i>
Mrs. Connolly .....	<i>Guidance Counselor</i>	Ms. May .....	<i>Math</i>
	<i>Computers</i>	Mrs. McKeever .....	<i>Social Worker</i>
Mr. Dager .....	<i>Physical Education</i>	Mrs. Mihalec .....	<i>School Psychologist</i>
Mr. Davis.....	<i>Science</i>	Mrs. Miller .....	<i>Computers</i>
Ms. Dojcsak .....	<i>Art Exploratory</i>	Ms. Mowat .....	<i>World Language / Spanish</i>
Mr. Dukate .....	<i>Teacher Consultant</i>	Mr. Ostermyer .....	<i>Science</i>
	<i>Resource Room</i>	Mrs. Pilewski .....	<i>America's Culture English /</i>
Mrs. Ellsworth.....	<i>Band</i>		<i>Language Skills for Life / English</i>
Mrs. Farnell.....	<i>Social Studies / History</i>	Mr. Rairigh.....	<i>Science</i>
Mr. Ferguson .....	<i>Social Studies / History</i>	Mr. Robinson.....	<i>Newspaper /</i>
Mrs. Fletcher .....	<i>Science</i>		<i>Yearbook / Drama / English</i>
Mr. Hasley .....	<i>Algebra / Science</i>	Mrs. Scheffer.....	<i>Mathematics</i>
Mr. Hennessey.....	<i>Health / Quest</i>		<i>Math Test Taking Skills</i>
Mrs. Jan.....	<i>History / Social Studies</i>	Mr. Snowberger.....	<i>Mathematics</i>
Mrs. Kaufman .....	<i>English /</i>	Mrs. Steffen.....	<i>Resource Room</i>
	<i>Nutrition &amp; Foods / Life Management</i>	Mr. Thomas .....	<i>Orchestra</i>
Mrs. Krisher .....	<i>Guidance Counselor</i>	Ms. Tilley .....	<i>ISD Self Contained</i>
	<i>Social Studies</i>	Mr. VanWormer.....	<i>Media Specialist</i>
Mrs. Lauer.....	<i>English</i>	Mr. Vergiels.....	<i>Computers</i>
Mr. Lopinski.....	<i>Resource Room</i>	Mrs. Weiler.....	<i>Vocal Music</i>
Mrs. Lusky .....	<i>Speech and</i>		
	<i>Language Therapy</i>		

# EDUCATIONAL PROGRAM

## 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 seventh 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 grades are able to participate in both intramural and interscholastic sports.

**Personal Values and Standards** • Our program provides opportunities for helping children to 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 articulates well with the elementary and 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 clinical 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 solely 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 to understand the people and places with whom they live, and to develop an attitude of environmental improvement. 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, Quest parenting classes, 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 background and are fully qualified under No Child Left Behind . While some are elementary certified, others have their secondary teaching certificates. All of our 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

### Seventh Grade Team Schedule

Cooperating teams of students and teachers create the format within which the seventh grade curriculum of language arts, social studies, mathematics, and science is delivered. The continuous time periods of two hour blocks allow for varying lengths of classes depending upon need. Also, a common planning period for the teachers allows for the scheduling of large and small group activities and 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 participating in interdisciplinary units of study. Four teachers participate on any one team of seventh graders.

### Eighth Grade Traditional Departmentalized 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 meet the needs of each student for that subject and the content of each subject of 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 of having a homeroom within the school day. Teachers within these time frames create a place where each student feels secure and believes that the homeroom teacher knows him or her as an individual.

Both group and individual counseling between homebase teachers and their students is accomplished at this time as the need arises. The counseling department at the junior high school will provide the professional expertise needed to help teachers deal with more difficult counseling problems which may arise from their homeroom class.

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 and attention is given to extensive planning of a program such as this, an outgrowth of the emotional needs of middle school students.

The objective of the Advisor-Advisee Program is to create a spirit of togetherness between the teacher and students, as well as a camaraderie between 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 our district commits its understanding, time, and abilities toward the efficient utilization of all available resources, facilities and equipment to provide a healthful and stimulating educational environment for our regular programs, 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 student of Bedford Public Schools 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 an enriched atmosphere to achieve and grow intellectually, physically, socially and emotionally in a group with similar skill levels.

For grades one through six, a traditional program is provided in five of our elementary buildings. An alternative school is also available which allows high school students to receive an education in a more individualized open classroom.

In the secondary schools, classes are taught by specialists in their fields. College preparatory, practical arts, vocational, and general interest classes are offered.

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 driver education have district-wide chairpersons. These people meet several times a year with other instructors who teach these subjects as well as with the Assistant Superintendent for Instructional and Student Services.

A K-12 curriculum council, which meets monthly with the Assistant Superintendent for Instructional 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, 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. They work with the building administrators to make sure that they are well informed. They help other teachers in the building in the area of their expertise.

Michigan Grade Level Content Expectations (GLCE's) have been written for each subject area. They 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.

Teachers today are doing more than just supplying students with facts they need to memorize. Today's teaching techniques use 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 also methods of instruction employed. All of these techniques, and more help, make the instructional material interesting and exciting. Efforts are also made to give each student the experience of success and a positive self-image. The results of these efforts are 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. Efforts are constantly being made to keep our teachers up-to-date. Help is provided for them through after school 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.

## Cultural Appreciation

### School Ceremonies and Observances

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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 17); Columbus Day (Second Monday in October); Veteran's Day (November 11); Martin Luther King's Birthday (Third Monday in January); Lincoln's Birthday (February 12); and Washington's Birthday (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.

### Religion in the Curriculum

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

## Federally Required Guidelines

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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 home work, art work, and other assignments,
- To distribute in a non disruptive manner, subject to reasonable restrictions as to time, place, and manner, religious literature,
- 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 non disruptive 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.

# Course of Study

## Seventh Grade

### *Required Subjects*

- ✎ Mathematics (R) (SC)
- ✎ English (R) (SC) Includes Career Pathways & Electronic (EDP) Portfolios
- ✎ Science - Life, Earth, and Physical
- ✎ Social Studies - Eastern Hemisphere
- ✎ Physical Education - 12 weeks
- ✎ Health (Lions Quest\*, Michigan Health Model including Substance Abuse Education, Career Pathways - 12 weeks
- ✎ Computers - 12 weeks

### *Elective Subjects (Each Student Chooses One.)*

- ✎ Band
- ✎ Orchestra
- ✎ Choir
- Exploratory Education Rotation
  - ✎ Technology Education - Computer Assisted Design (CAD); Construction - 12 weeks
  - ✎ Art - 12 weeks
  - ✎ Nutrition and Child Care - 12 weeks
- Technology Education
- Art
- World Language - Spanish I (1.0 credit toward high school graduation)
- Reading and Writing Skills for Life
- Math Test Taking Skills
- Study Skills

### *Lunch/Homeroom*

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

(SC) Classes offered at a slower pace that emphasize basic curriculum and instruction. These offerings are called specialized curriculum classes and are in several of the required subjects. Students enter these classes according to teacher referral and standardized test scores. Parent suggestions regarding this curriculum placement for their children are welcome.

\* Quest: "Skills for Adolescents" is taught throughout the year in health class. These skills enable students to communicate more effectively with their peers, parents, and teachers.

## 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) (1.0 credit toward high school graduation)
- ✎ American History (R) or America's Culture Block (E)\*
- ✎ Earth Science including Michigan Model Substance Abuse Education
- ✎ Physical Education
- ✎ Computers for the 21st Century
- ✎ Lunch/Homeroom
- ✎ Students Interact (one-day communications workshop)
- ✎ Monroe County Sheriff T.E.A.M. Program

### Elective Subjects

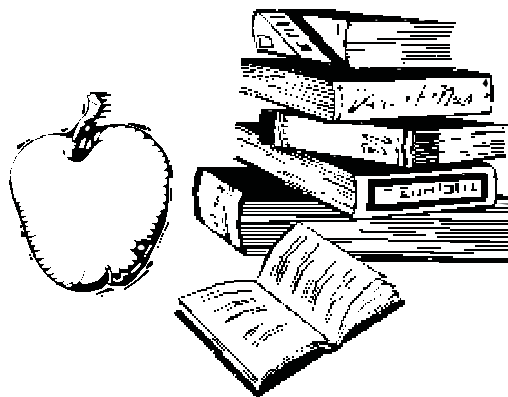
- ✎ Band
- ✎ Orchestra
- ✎ Choir
- ✎ Publications • Newspaper: *Bronco Bulletin*; Yearbook: *Transition*
- ✎ Art • Cartooning; Drawing; Painting; Ceramics
- ✎ Technology Education • Virtual Reality; Computer Assisted Design; Construction
- ✎ Dramatic Arts
- ✎ Life Management: Foods and Nutrition; Child Care; Sewing
- ✎ World Languages: Spanish I (1.0 credit toward high school graduation)
- ✎ Study Skills

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

(SC) Classes offered at a slower pace that emphasize basic curriculum and instruction. These offerings are called specialized curriculum classes and are in several of the required subjects. Students enter these classes according to teacher referral and standardized test scores. Parent suggestions regarding this curriculum placement for their children are welcome.

(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 curriculum 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. (Chosen in place of regular history and regular English).



## Grading System

Report cards are given to students once every twelve weeks. Students are given letter grades according to the following percentages and honor points:

<b>94-100</b>	<b>A</b>	<b>4.0</b>	<b>Excellent Progress</b>
<b>90-93</b>	<b>A-</b>	<b>3.7</b>	
<b>87-89</b>	<b>B+</b>	<b>3.3</b>	
<b>84-86</b>	<b>B</b>	<b>3.0</b>	<b>Above Average Work</b>
<b>80-83</b>	<b>B-</b>	<b>2.7</b>	
<b>77-79</b>	<b>C+</b>	<b>2.3</b>	
<b>74-76</b>	<b>C</b>	<b>2.0</b>	<b>Average Work</b>
<b>70-73</b>	<b>C-</b>	<b>1.7</b>	
<b>67-69</b>	<b>D+</b>	<b>1.3</b>	
<b>64-66</b>	<b>D</b>	<b>1.0</b>	<b>Below Average Work</b>
<b>60-63</b>	<b>D-</b>	<b>.7</b>	
<b>0-59</b>	<b>F</b>	<b>0.0</b>	<b>Subject Failed</b>
	<b>O</b>	<b>4.0</b>	<b>Outstanding Work</b>
	<b>S</b>	<b>2.0</b>	<b>Satisfactory Progress</b>
	<b>P</b>	<b>1.0</b>	<b>Passing due to effort and not necessarily related to ability</b>
	<b>U</b>	<b>0.0</b>	<b>Unsatisfactory Progress</b>
	<b>I</b>	<b>0.0</b>	<b>Incomplete</b>

*The \*"O", "S", and "U" grading alternative is available for the student who the teacher, the administration and the parent feel is justified in competing only with herself/himself within the classroom, as his learning ability is affected by his emotional, physical and/or cognitive development at this point in his schooling. This student is also recognized as one who is working to his capacity within the classroom and at home.*

### The 'S' 'U' Grading Rubric

<b>S +</b>	<b>(2.5)</b>	<ul style="list-style-type: none"> <li>• All homework is in on time.</li> <li>• Seeks help when necessary.</li> <li>• Attempts all test questions and asks for help.</li> <li>• Takes advantage of stated modifications.</li> </ul>
<b>S</b>	<b>(2.0)</b>	<ul style="list-style-type: none"> <li>• Most homework is in on time.</li> <li>• Will not seek help, but accepts help.</li> <li>• Attempts all work on tests.</li> <li>• Often uses stated modifications.</li> </ul>
<b>S-</b>	<b>(1.5)</b>	<ul style="list-style-type: none"> <li>• Homework is often late.</li> <li>• Accepts assistance with reluctance.</li> <li>• Leaves many blanks on tests.</li> <li>• Hesitates to use stated modifications.</li> </ul>
<b>P</b>	<b>(1.0)</b>	<ul style="list-style-type: none"> <li>• The teacher's judgement verifies that work has been completed to the best of the student's ability.</li> <li>• Effort to complete work warrants passing.</li> </ul>
<b>U</b>	<b>(0.0)</b>	<ul style="list-style-type: none"> <li>• Homework often not turned in.</li> <li>• Refuses to accept help.</li> <li>• Gives up on tests.</li> <li>• Refuses to use stated modifications.</li> </ul>

\* The "O" is given, primarily in Physical Education class, to an All A student who exhibits outstanding achievement.

## Progress Reports

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Progress reports are found on the Home Access Center at the end of the first six weeks of each twelve week grading period. The parents or guardian should discuss the report by contacting the teacher and setting up a conference to review pupil progress, especially if a student is in jeopardy of failing a subject. Phone numbers for all teachers are found on the Bedford Junior High School website: [www.bedford.k12.mi.us](http://www.bedford.k12.mi.us)

## Student Placement Guidelines

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Each year while in the junior high school, every student will pass his or 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' placement will be determined through the IEP process.

A complete summer school program is offered to those students who have failed two or more trimesters in any course. A student may take a maximum of two subjects in summer school.

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

## Academic Eligibility Guidelines for Athletics and Other Co-Curricular Activities

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In order to take part 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 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 (six week or twelve week) in order to **TRY OUT** or **BEGIN** an activity. GPA checks will be conducted at the end of each six weeks.

Incoming seventh grade students and new students wishing to participate in fall sports will be permitted to do so without restriction until the first six-week grade report.

Once a GPA has been established at the time of the of the first six-week report card, all student are to be held to a **2.0** GPA standard.

Advisors/coaches will receive the athlete's six and twelve week reports of GPA and any core courses displaying an "F" grade. At these intervals, coaches may choose to monitor academic progress, converse with parents who have also received the six-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 (six week or twelve 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, 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
8.5 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>

## 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's resource rooms provide the necessary help for students identified as mildly disabled: mentally, emotionally, physically, visually, or who have hearing or learning problems. Our unique mainstream program enables these students to attend regular classrooms as much as possible and to receive the extra help they need from special teachers who are certified as intervention specialists.

### School Psychologist

This service helps students who, in spite of extra effort made by the home and school, continue to have social and/or academic problems. The psychologist may also help students with behavior problems.

A student is 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.

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## School Social Worker

This person works directly with individual students and with small groups to treat and prevent 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.

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## Speech Pathologist

This specialist works with 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.

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## Individualized Educational Plan

An individual education plan (IEP) is designed for each student receiving any of the above special services. IEP's are for students who are temporarily or permanently disabled in the following areas: mental, emotional or physical; have speech and/or language problems; are learning disabled, homebound, or hospitalized; or have problems in more than one area.

A committee made up of the parents, an administrator, the specialist who diagnosed the problem, and anyone involved with the problem (such as the classroom teacher) meet and develop a plan to help the student. Short-term and long-term goals are developed, and a way to determine whether the goals have been met is also agreed upon.

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## 504 Plan

A 504 Plan may be written for a student who is not eligible to receive the above service under an IEP, but does exhibit a social, emotional, or cognitive disability related to effective learning. The 504 Plan is to be 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 to be implemented by school personnel on a consistent basis.

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## Individual Learning Center

This classroom is designed to allow students to work directly with paraprofessionals for the purpose of correcting academic difficulties or inappropriate behavior.

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## Counseling

The counselors invite you to stop by the counseling office and become acquainted. It is the counselor's goal 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 class work
-  Make friends
-  Solve personal problems
-  Make meaningful decisions
-  Plan a schedule for the following school year
-  Become aware of career paths and goals

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## **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 ask to have their children remain for tutoring by calling the Assistant Principal at 850-6202 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 and guardians are responsible for their son's or daughter's transportation home from Eighth Hour.

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

Twice each school year students are given a daily organizer: *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 1 and 1/2 to 2 hours of homework each day. This work may be practice and review of that day's lessons or preparation for the next day's lesson through reading and other study skills.

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## **Media Center**

Bedford Junior High School has a useful, centrally located Media Center. The Media Center is open from 7:00 am to 3:15 p.m. Its resources are efficiently arranged, out in the open, to encourage their 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' behavior and actions should respect the rights of others to study or use the media center. Students' behavior should not endanger themselves or other individuals. Students should abide by all school rules and those who don't will be asked to leave. Any eating of food or candy should be done in the cafeteria. The most important rule is that good behavior is expected of all students at all times in the Media Center.

A permit is needed to enter the Media Center from a class on an individual basis or with a group. Definite assignments are needed in order to obtain a permit from your teacher. 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 over-due materials are subject to a fine of five cents a day, unless a particular material is required for a long-term class room 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 is charged. 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 specialist or the 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.

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## **Technology Flex Labs**

The integration of technology into all aspects of the junior high school educational program is important to all students and staff members. Three computer labs, each having thirty work stations, are available throughout the school day until 3:15 p.m. for flexible scheduling. Teachers bring classes here each hour to word process, research and collect data, and create electronic class presentations. Students may use the lab until 3:15 p.m. under the supervision of the Technology Assistant.

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.

### **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 offered at a nominal fee. Free and reduced meal applications are available in the school office.

## **STUDENT ACTIVITIES**

### **Bell Schedule**

#### **DAILY SCHEDULE**

7:25 am — 8:25 am	<b>1</b>		
8:30 am — 9:25 am	<b>2</b>		
9:30 am — 10:25 am	<b>3</b>		
10:30 am — 11:25 am	<b>4</b>	10:30 am — 10:55 am	4A
11:30 am — 12:25 p.m.	<b>5</b>	11:00 am — 11:25 am	4B
12:30 p.m. — 1:25 p.m.	<b>6</b>	11:30 am — 11:55 a.m.	5A
1:30 p.m. — 2: 25 p.m.	<b>7</b>	12:00 p.m. — 12:25 p.m.	5B






#### **2-HOUR DELAY SCHEDULE**

9:25 am — 10:01 am	<b>1</b>
10:06 am — 10:37 am	<b>3</b>
10:42 am — 11:07 am	<b>4A</b>
11:12 am — 11:37 p.m.	<b>4B</b>
11:42 am — 12:07 p.m.	<b>5A</b>
12:12 p.m. — 12:37 p.m.	<b>5B</b>
12:42 p.m. — 1:13 p.m.	<b>6</b>
1:18 p.m. — 1:49 p.m.	<b>2</b>
1:54 p.m. — 2:25 p.m.	<b>7</b>

**In order not to be tardy for class, students must be in their seats when the class bell rings. At the end of the hour students are dismissed by the teacher, not by the ringing of the class bell.**

### **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. This Association 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 place 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 the two. The nature of the assemblies is varied 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 from **2:30 p.m. until 4:30 p.m.** Parents and guardians are expected to pick students up by 4:30 p.m. at the rear of the Junior High School.

**When any student leaves 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 school.**

## **BEDFORD JUNIOR HIGH SCHOOL STUDENTS ARE THE ONLY STUDENTS TO BE ADMITTED TO AFTER SCHOOL SOCIAL ACTIVITIES.**

*Bedford Junior High School social activities must be sponsored by a faculty member and may not be held on Sunday.*

## 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 the junior high school students have requested have been Strategy Board Games, Chess Club, Drama Club, Technology Education Club, Students United (Against Alcohol and other Drugs), YMCA Leaders Club (Leos), Juggling For Fitness, Social Studies Club, Ecology Club, Art Club, Rocket Club, F.I.R.S.T. Lego Robotics League, F.I.R.S.T. Tech Challenge Robotics, Quiz Bowl, Knowledge Master Trivia, Grapplerettes, Science Olympiad, Math Club, Computer Club, Quilts of Compassion, Book-of-the-Month Club, Geography Bee, and Writing Club.

Please check the daily announcements on the school's website ([www.bedford.k12.mi.us](http://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.

Officers and members of the Student Council 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 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 3.5 cumulative average in all academic subjects, exhibit praiseworthy citizenship traits, evidence a leadership role, have given service to his or her community, and be judged to be of commendable character.

## Newspaper and Yearbook

*The Bronco Bulletin* and *Transition* are produced by the seventh and eighth grade Publications students. The staffs consist of editors, assistants, art editors and assistants, business managers and assistants, and proof readers.

These are student publications and, from time to time, errors will occur. In addition, the views presented in such student publications 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 publications and other expressive activities reasonably related to legitimate educational objectives.

## **Student Records**

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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.

## **State Supported Programs**

## **At Risk Services**

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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 MEAP test taking strategies as related to the Core Curriculum.

## **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**  
**Science Olympiad**  
**Knowledgemaster Statewide Trivia Competition**  
**F.I.R.S.T. Lego Robotics League**  
**F.I.R.S.T. Tech Challenge Robotics League**  
**Mathcounts Competition**  
**Michigan Thinking Cap Quiz Bowl**  
**National Geographic Geography Bee**  
**PTSA Reflections**  
**Monroe County Middle School Quiz Bowl**  
**Midwest Talent Search**  
**Monroe County-Wide Spelling Bee**  
**Detroit Free Press and Detroit News State Spelling Bee**  
**Greater Toledo Council of the Teachers of Math Test**  
**Michigan League Math Competition**  
**Toledo and Monroe County Young Author's Conference**  
**Monroe County Science Fair**  
**State Farm *America and Me* Essay Contest**  
**YMCA Leaders Club Service Learning**  
**Students Interact**  
**Lions Quest**  
**Young Authors**  
**PTSA District and State Reflections**  
**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, 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. We recognize individual students, parents, and community members who have demonstrated dedication to the spirit of the 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 three twelve-week grading period of the current school year.

**James P. McHugh Academic Excellence Award** • Awarded at the end of the second twelve-week grading period to all students in grades seven and eight who have earned all A's for the average of the first 24 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 third 12 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.

**Principal's Award** • Chosen by the Bedford Junior High School Administrative Team and awarded at the end of the school year to the student (s) in grades seven and eight who have shown outstanding leadership within the Junior High School, as well as within the community.

**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:** A \$200.00 savings bond is awarded by Bedford Junior High School to the Eighth Grade girl and boy 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 period 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 tryout is 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 try-out 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 try-out 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 try-out 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 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](http://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: School Calendar.**

## 2010-2011 School Calendar

<i>Teachers' Orientation Day</i> .....	August 31, 2010
<i>Teacher's Professional Development Days</i> .....	September 01 & 02, 2010
<i>Students' First Day</i> .....	September 07, 2010
<i>Open House</i> .....	September 16, 2010
<i>Six Weeks' Interim Report Period Ends</i> .....	October 18, 2010
<i>MEAP Proficiency Testing: Absence unexcused if not due to illness</i> .....	October 12-29, 2010
<i>Teachers' Professional Development Days</i> .....	November 04, 2010
<i>Parent Conferences, Dismissal at 10:25 am</i> .....	November 23 & 24, 2010
<i>Thanksgiving Break</i> .....	November 25 & 26, 2010
<i>Twelve-Weeks' Exams: Hours 4/5, 6, 7 (Full Day) Absence unexcused if not due to illness</i> .....	December 02, 2010
<i>Twelve-Weeks's Exams: Hours 1, 2, 3 Dismissal at 10:25 am Absence unexcused if not due to illness...</i>	December 03, 2010
<i>Winter Break</i> .....	December 22 - January 02, 2011
<i>Classes Resume</i> .....	January 03, 2011
<i>Martin Luther King Day (No School for students)</i> .....	January 17, 2011
<i>Six Weeks' Interim Report Period Ends</i> .....	January 31, 2011
<i>Presidents' Day (No School for students)</i> .....	February 21, 2011
<i>Teachers' Professional Development Day</i> .....	February 21, 2011
<i>Teachers' Professional Development Day</i> .....	March 11, 2011
<i>Twelve-Weeks' Exams: Hours 4/5, 6, 7 (Full Day) Absence unexcused if not due to illness</i> .....	March 17, 2011
<i>Twelve-Weeks's Exams: Hours 1, 2, 3 Dismissal at 10:25 am Absence unexcused if not due to illness</i> .....	March 18, 2011
<i>Spring Break</i> .....	April 22— May 01, 2011
<i>Six Weeks' Interim Report Period Ends</i> .....	May 03, 2010
<i>Seventh &amp; Eighth Grade Awards</i> .....	May 20, 2010
<i>Eighth Grade Recognition</i> .....	May 27, 2011
<i>Memorial Day (No School)</i> .....	May 30, 2011
<i>Twelve-Weeks' Exams: Hours 4/5, 6, 7 (Full Day) Absence unexcused if not due to illness</i> .....	June 09, 2011
<i>Twelve-Weeks's Exams: Hours 1, 2, 3 Dismissal at 10:25 am Absence unexcused if not due to illness</i> .....	June 10, 2011
<i>Last Day of School for Students</i> .....	June 10, 2011
<i>Teacher Record Day Half Day</i> .....	June 10, 2011
<i>Summer School (Grade 7 &amp; 8)</i> .....	June 20 - July 15, 2011

## STUDENT RESPONSIBILITIES

### Attendance Policy

Bedford Junior High School students attend classes in compliance with Michigan School Law. Students who are unable to attend regularly scheduled classes are required to have an official excuse. Parents or legal guardians must call the **Junior High School attendance office at 850-6210** on the day of the absence, preferably between 7:00 a.m. - 8:00 a.m. Students are responsible for all work missed while absent from school.

**The basic guidelines for absences are: personal illness or illness in the immediate family, funerals, and religious instruction.** Any other absence will be handled on an individual basis. Students who will be absent for a number of consecutive days for **either medical or personal reasons**, must have their parents contact the Principal at 734/850-6201 prior to their absences so that arrangements may be made for parents to pick up homework assignments following at least two days of absence. Students may have the number of days to complete and return work that are equal to the number of days that the student was ill. This number will include holidays and weekends so that the student does not fall further behind in class preparation. **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 each day, unless other arrangements are made with the teacher.**

Our teachers encourage parents to request class work while a student is absent. However, if a student is out for a long period of time, additional work will be assigned only after the initial assignments are completed, turned-in, and graded. Families should enter the school via the northwest rear door and contact a custodian in order to gain entry into the office, if work is picked up after 3:30 PM. If, during the student's absence, the gathered work is not picked up from the office, it will be kept for the student upon his/her return to school. Teachers will not be asked to re-assign the same work or assign new work until the initial assignments have been completed. **If work is requested by the parent and not picked-up, the teacher has the option of honoring future requests in advance, and will give the make up assignments to the student upon his/her return to school. If a student is absent due to illness for more than two weeks, parents should contact the Principal (850-6201) and request that home bound teaching services begin.**

### Procedures for Admittance Following Absence or Suspension

- ① Report to the attendance counselor before school with a parent or guardian-signed excuse stating that the student is returning from absence or suspension.
- ② Should a student forget to bring a note, it remains necessary to report to the attendance counselor for an admittance pass to class. Students must bring a note on the following day, so that the absence can be verified. **No absence may be excused without a note/call from a parent or guardian.**

**NOTE: TRUANCY (BEING ABSENT FROM SCHOOL OR CLASS WITHOUT PERMISSION) FOR ANY NUMBER OF PERIODS DURING THE DAY WILL RESULT IN ONE OR MORE SATURDAY MORNING DETENTIONS (8 A.M. - 12 P.M.). DEPENDING UPON THE CIRCUMSTANCES, A STUDENT'S SECOND TRUANCY WILL RESULT IN SUSPENSION FROM SCHOOL.**

*Students leaving school during the school day must present a valid note signed by their parent or guardian to an administrator or their designee. In return, the student will be issued a pink pass that will be presented to the classroom teacher at the scheduled time of departure. This pass will negate the need to call the student from the classroom. In the event that a parent-signed-note is not sent with a student, parents will be asked for a picture identification in order to meet with or retrieve the student.*

## Absence Due to Family Vacation

*Students leaving school for an unscheduled vacation period must bring a parent or guardian's explanatory note to the Principal well in advance of the vacation period. This note should request that our teachers prepare work-to-be-done during the vacation period. All work must be made up while a student is taking part in an unscheduled vacation. All make-up work must be turned in to the classroom teachers on the day of the student's return to school, or at the discretion of the individual teacher (s).*

*Absences due to illness, vacation, or family emergency will be handled on a case-by-case basis regarding the "excused" or "not-excused" status of an absence. During an excused absence a student will receive due credit for all class work made up and turned in on time. Teachers are not required to give, accept, or grade work completed during an unexcused absence. The final decision regarding the status of an absence remains with the Principal. Absences due to family vacation will not be excused over final exam days or those days devoted to MEAP state proficiency testing.*

*Students must never leave the building without a permission slip and without being signed out in the office. Students violating this policy will receive a three-day suspension from school. Students are not permitted to remain in the school building after the normal school day unless they are present for an activity organized and supervised by a sponsoring adult. All students must go home on the bus unless picked up by a family member or other party, as designated on the student's school health card.*

## Tardies

Students reporting late to school must present a note from a parent or guardian explaining this delay. They will sign-in and secure a late slip from the office before reporting to class. **Oversleeping, missing the bus, and problems with forms of transportation other than Bedford Public School busses are considered unexcused reasons for tardiness or absences. In order to be on time for class, students must be in their seats when the class bell rings. The class bell at the end of the hour is the signal to the teacher to dismiss their students.**

In an emergency situation a student may be late for classes during the day only if a teacher or administrator has written an excuse for the tardy student to present to the teacher for whom he is late. Without this note the student is considered tardy to class. **NOTE; TARDINESS WILL RESULT IN ONE HOUR DETENTION AFTER SCHOOL FOR EACH TIME FOLLING THE THIRD TARDY TO SCHOOL. STUDENTS WILL SERVICE ONE SATURDAY DETENTION FOR EACH TARDY FOLLOWING THE SEVENTH TARDY TO SCHOOL.**

## Student Behavioral Responsibility

Bedford students have the reputation for being responsible citizens and hold the following standards of behavior in high esteem. The students, parents, and educators of our school community have agreed upon the following disciplinary process 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 nexus to the school.**

The major concern of these policies is to ensure respect for all 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 steps through which students receive due process and parents or guardians are informed of inappropriate behaviors, due process, and other consequential outcomes.**

- 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 Saturday from 8 am - 12 pm
- ⑥ Short term suspension: 1/6-3 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 Superintendent of Education 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 will occur when constructive consequences that follow inappropriate behavior will serve as instruments in the process of behavioral change. An incident involving inappropriate student behavior will place the consequence at a step appropriate to the context of the behavior and according to the discretion of the administrator. All reoccurring incidences 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 will be prosecuted to the full extent of the law when appropriate and necessary, including administrative referrals to appropriate governmental agencies. In all cases, our students' rights to due process will be strictly adhered to.

### **Student Code of Responsible Citizenship**

- ① **Bedford Junior High School students demonstrate respect both verbally and physically for the authority of all school staff members and for their peers. Respect by everyone 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.
  - C. Physical assault upon school employees, volunteers, or contractors requires the permanent expulsion of the student subject to possible reinstatement.
  - 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 show respect for themselves by demonstrating verbal, nonverbal, and written communication, that enhances the learning environment and is in keeping with respect for their school building, its equipment, and the people who are in it.** (First incident: rough housing, display of affection -- steps 1-3; irresponsible use of the Internet - steps 3-7 and the loss of Internet privileges; vandalism, graffiti, displaying of gang signs, or gang affiliation-steps 3-7 with restitution; **sexual touching, abuse, or harassment; verbal, non-verbal, or written expressions of disrespect for diverse cultures or religions,- steps 3-8; arson-step 8; insubordination - steps 3-8; possession of pornography via sexting or other means, steps 3-8; verbal or written explicit sexual language, steps 3-8;** failure to comply with established school policies, in-subordination, inappropriate possession of nuisance items including laser pens, paint ball supplies, yo yo's and the like, and electronic devices such as cassette players, CD players, MP3 players, pagers, two-way radios, CB radios, hand radios, portable scanning devices, radios, and **cell phones**, unless they are being used by a teacher for educational purposes, or they are necessary for health or other unusual reasons approved by the Board of Education in accordance with the revised school code - steps 3-4; Subsequent incidents: steps 3-8.)

Consequences of student activation of cell phones, iPods, or other electronic devices in school will include: confiscation of the electronic device by school authorities, to be returned by an administrator to a parent or guardian only; two 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 device upon reasonable suspicion that a school rule or law may have been violated.

- ③ **Students learn the challenges of responsible citizenship by adhering to the common law within our school. Walking away from a verbal or physical insult, possessing goods that belong solely 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 use 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 common law. Examples of such infractions are as follows:**

(First incident: gambling-steps 1-3; loitering-steps 1-4; verbal assault on another i.e. a threat of immediate harmful or offensive touching, coupled with an apparent present ability to commit same, and which puts a person in a reasonable apprehension of such touching; **intimidation; bullying; cyber-bullying; sexting;** or, the use of offensive language directed at a person, where such language is likely to provoke a reasonable person, including written threats-steps 4-8; physical assault or threat of a physical assault on a person employed by or engaged as a volunteer or contractor by the School Board-step 8, throwing snowballs or other objects that may cause physical or emotional harm-steps 1-8; battery i.e. physical contact or violence to others-steps 2-8; **fighting i.e. engaging in hostile physical contact with intent to do harm**-steps 3-8; extortion to obtain money or a promise by threats, force, or illegal use of authority-step 5. Subsequent incidents: assault, battery, fighting, or throwing snowballs-steps 7-8.)

- ④ **Students comply with the school's Dress for Success Policy in order to respect this place of learning as well as to ensure modesty in appearance.** (First incident: steps 1-2. Subsequent incidents: steps 2-4).
- ⑤ **Students are on time for school and for class. Since all students within the State of Michigan and under the age of 16 must attend school daily, students stay in classes for seven periods each day.** (First incident: leaving class or school without permission, or excessive tardiness-steps 3-4; step 4 if the student has left school property; absent from school without permission-step 3. Subsequent incidents-steps 4-6.)
- ⑥ **Students demonstrate honesty in their daily tasks.** (First incident: internet and other research-based plagiarism, stealing, cheating, forgery, computer trespassing-steps 1-4 with the loss of Internet privileges. Subsequent incidents-steps 5-7, with the loss of Internet privileges.)
- ⑦ **Students understand the lawful seriousness of emergency drills (fire, tornado, safety), and the use of a fire alarm only 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 according to the discretion of the school board.** (First incident: fire alarm-step 5-8; bomb threat-steps 4-8; discharging of fire extinguisher-step 4 and restitution. Subsequent incidents: fire alarm-steps 6-8; bomb threat-steps 7-8; fire extinguisher-steps 5-8 and restitution.)
- ⑧ **Students only distribute those materials to their classmates that are authorized by the school and are usually sponsored by a student group that is under the direction of a faculty member.** (First incident: steps 1-3. Subsequent incidents: steps 3-5.)
- ⑨ **Students realize the danger of using, carrying, displaying, or antagonizing another with items that may cause another to be threatened, fearful, or harmed. Any student carrying 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.**

**Any weapon or object that is used to threaten, harm, or harass another person will be confiscated by school authorities. Dangerous weapons include, but are not limited to the following: a firearm, a look-alike firearm, pocket or wallet chains, a dagger, dirk, stiletto, iron bar, brass knuckles, Chinese throwing stars, or any knife.**

The following list is applicable where a statutory penalty is not mandated. (First incident: threats to use or actual possession of: knives, firearms, fireworks, explosives, pepper spray or sulfur gas, bombs, or weapons concealed in school-steps 5-8; the same carried on one's person-steps 6-8. Subsequent incidents: concealed weapons-steps 6-8; carried weapons-steps 7-8. **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 free of tobacco, alcohol, and other drugs or look-a-like 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 are kept in the office in order to provide a legal place for their containment. Prescription inhalers to relieve the stress of asthma may be carried by the student and used responsibly throughout the school day. The Monroe County Sheriff or the Michigan State Police will be notified in the case of any of the above infractions.**

(First incident: the solicitation, sale, purchase, distribution, possession, use, simulation, or being under the influence of over-the-counter drugs such as aspirin, plain Tylenol, Advil, cough medicine, or other non narcotic compounds, illicit drugs, including performance enhancing drugs, alcohol, drug/alcohol paraphernalia, or drug/alcohol look-alike substances in school buildings, in school vehicles, on school grounds, or at any school-sponsored activity that includes students regardless of location, or, as a result of leaving school premises or being truant from school in order to engage in said activities - steps 7-8 with mandatory drug assessment. Subsequent incidents- step 8).

## **Vandalism**

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The School District may recover damages in an amount not to exceed \$2,500 from the parent of an unemancipated minor, living with his or her parent, if the child has maliciously or willfully destroyed real or personal property that belongs to the School District. This is in addition to any criminal penalties imposed for the 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**

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The dress and grooming code is a reference guide for parents, guardians, and students. Our *Dress for Success* policy is designed to ensure a safe and sound educational environment, and a respectable overall appearance of the student body. **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, or tobacco products;
  - outer clothing such as jackets, overcoats, caps, or hats;
  - an absence of undergarments.
- ④ Oversized gym bags or backpacks may not be carried from class to class due to the crowded hallway situation. Moderately-sized book bags are appropriate but also create hallway congestion. A better suggestion is that students attempt to visit their lockers twice a day and carry their school supplies without the use of a book bag.
  - ⑤ 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 and will not be allowed 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.
  - ④ Parents and students are advised that the wearing of jewelry in Physical Education class may pose a safety hazard. It is strongly recommended that jewelry be removed before students participate in all physical education classes.
  - ⑤ In order to ensure safety in crowded halls and stairwells, backless shoes or sandals are permitted but are not recommended during the regular school day.

While the administration will make the final judgement on any dress code matter, the faculty and staff of Bedford Junior High School will serve in a guidance capacity. The building 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

### 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, the local law enforcement agencies are responsible for enforcement.

### Possession of Tobacco

The first offense for smoking or possession of tobacco will be three days of suspension from school. The second and third offenses will carry corresponding five and ten days suspension from school. Any recurrence will carry a ten day suspension 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 Community Act

The following policy is developed and implemented to be 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 is wrong and harmful.

Compliance with this policy is mandatory for all students at Bedford Junior High School. The unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as any part of school 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., the Michigan Model Health Curriculum, and Lions Quest/Skills for Adolescents programs, present the legal, social, and health consequences of drug and alcohol use. Effective techniques for resisting peer pressure to use illicit drugs or alcohol shall be 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

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**Bedford Public Schools** considers the use of narcotics, alcohol, steroids, inhalants, over-the counter drugs, look-a-likes, 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 prohibited.

**Under no conditions may a student carry medications including over-the-counter compounds such as aspirin, cold tablets, antihistamines, or compounds that will alter bodily reactions. Should a student carry, hold, or distribute any of these compounds or the like, a ten (10) day suspension from school will occur; an expulsion from school may be a probable action of the Bedford Public Schools' Board of Education.**

In addition, we recognize that alcohol and other drug use by our students is illegal and interferes with learning ability, by affecting physical and mental development. We affirm that chemical dependency is a primary disease: progressive, chronic, and potentially fatal. 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 illicit 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. We commit our school to support 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-a-likes, 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 the dual obligation of disciplining the user and providing a program of rehabilitation and prevention. To this end it shall be the policy of Bedford Public Schools to provide 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 needed resources such as: information, skills, assessment, counseling, and rules to prevent further problems.

**The District** shall 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-a-likes, 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

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

The Student Assistance Coordinator (SAC) meets with the student and/or parent/guardian and recommendations are discussed. The recommendations may include but need not be limited to:

- A chemical assessment provided by 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 complete all requirements of Insight Class including attendance and abstinence.

If supervised treatment is judged to be appropriate, the SAC and the treatment provider will continue maintaining accurate and confidential records of student progress. The SAC will meet with student, parent/guardian, and treatment provider to assess progress and assist in re-entry into the school setting.

### **Students Exhibiting Inappropriate, Unusual, or Atypical Behavior**

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

- ① A staff member suspecting a student's use of alcohol, steroids, inhalant, or other drugs will submit a referral form to the SAC or administrator.
- ② The SAC will distribute behavior checklists to all staff members seeing 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 Assistance 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
  - Attend 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 or guardian and student are 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 student's reentry in to the school setting.
- ⑧ Upon completion of treatment, the student is encouraged to participate in an after care support group at school.

### **Substance Abuse Policy Violation**

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- ① A staff member, or other reliable individual witnessing the following prohibited student activities, solicitation, sale, purchase, distribution, possession, use, or being under the influence of illicit drugs, alcohol, drug/alcohol paraphernalia, or drug/alcohol look-alike substances in school buildings, in school vehicles, on school grounds, or at school related activities that includes students regardless of location, or, students who have left school premises or have been truant from school in order to engage in said activities, shall report the incident immediately to SAC or school administrators.
- ② The following is the administrative procedure of consequential action:
  - Suspension from school for not less than 10 days.
  - Recommendation for expulsion from Bedford Public Schools.
  - Notification of parent/guardian and the police. Legal charges will be filed against student by the school.

- A professional assessment that may lead to entering supervised treatment will be recommended.
- Parent/guardian will agree to have the student assessed at a hospital-based treatment center or approved agency.
- Treatment will be paid for by the involved family.
- ③ The SAC will:
  - Provide parent/guardian with information regarding assessment providers.
  - Verify that an appointment with an approved assessment provider has been made.
  - Request that recommendations from assessment be provided to administrator or the SAC.
  - Ensures that the assessment provider will inform administrator or the SAC of recommendations and implementation begins.
- ④ If treatment is judged to be appropriate, the SAC and treatment provider 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.
- ⑤ Students re-entering school from treatment are required to participate in supportive service offered by the student assistance program.

### **Co-Curricular Activities Substance Abuse Policy**

It is the intent of this policy to allow Bedford Public Schools to influence students in a positive and healthful manner. Substance use and abuse is a difficult and dangerous problem for teens in both our community and nation. The intent of the 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-a-likes, 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 still be able 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 the activity to be affected by the suspension, a student or athlete shall 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 shall 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 shall be imposed at the beginning of the next academic year. For sports, the penalty shall be imposed at the beginning of the first season in which the athlete has previously participated. For incoming freshmen, the penalty shall 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 shall 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 of 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, non-verbal and in writing, when referring to diverse ethnicity and religions. Proper terms may included but are not limited to the following: Caucasian, African American, Hispanic, American Indian, Muslim, Christian, Jewish, Buddhist, Hindu, Shinto. Students who neglect to respect diverse cultures and religions through inappropriate words, writing, or gestures, will be subject to the disciplinary guidelines found on Page 22 of this publication.

## Sexual Harassment : Sexual Harassment: Hazing, Bullying, Sexting

### Policy

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- 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

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- A. 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 of or embarrassed because he or she is a male or female. Personal harassment, although not always sexual in nature, includes insulting or defaming one's race or religion and will not be tolerated.

*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:*

- Submission to such conduct is either explicit or implicit
- 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 sexual 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

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- A. 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 limited a claimant's avenue of processing a sexual harassment claim within the District.
- B. Any allegations brought to the school principal's attention shall be investigated immediately and a written, factual report shall accompany any investigation of sexual harassment. All allegations reported shall have appropriate remedial action taken where necessary.
- C. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the school's legal obligations, to investigate allegations of misconduct, and to take corrective action where. The investigator's 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 a complainant.
- E. A substantiated charge against a student or employee shall 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 of the District's disciplinary policy.
- F. Sexual harassment is illegal under Federal, and Michigan Law and it may result in criminal and/or civil charges being brought against the alleged harasser. Violations of this sexual harassment policy could result in as many as ten (10) days suspension from school with the possibility of expulsion
- G. Retaliation against students or employees for reporting sexual harassments 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 for 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

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Bedford Public Schools shall maintain a learning and working environment that is free from **intimidation**. No Board Member, volunteer, employee, or student shall be subjected to any form of **intimidation, bullying, or cyber-bullying, hazing, sexting** in any school setting including any school sponsored activity regardless of location.

**Bullying is defined as a verbal, electronic (cyber-bullying), or physical act by one student against another that causes physical or mental harm and is severe and persistent enough to create an intimidating, threatening, or an abusive environment.** A student may be identified as a bully if any combination of two or more of the following traits appear to exist in that student's behavior toward another or others:

- Thrives on feelings of dominance;
- Displays aggressive behavior;
- Displays a conscious effort to place others under stress;
- Lacks compassion;
- Repeatedly says or does things to gain power over peers or views weaker peers as targets;
- Criticizes others;
- Falsely blames or criticizes others;
- Exhibits negative and/or strong needs;
- Generally is a student of average performance;
- Displays a high level of self-esteem, especially if bullying is socially valued by peers

Anyone **hazing** another student on school property or at a school-related activity will be subject to suspension or expulsion. **Hazing** shall be 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** 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 include, but are not limited to, consensual images shared between youth, ages 13-18 years. Engaging in sexting may carry felony charges in the State of Michigan, and label the youth as a sex offender. **Please be advised that 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, may expect to receive a minimum of three (3) days of school suspension.**

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 734/850-6121 (Mrs. Krisher) 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 shall be expelled from the school district permanently, subject to possible reinstatement. 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. Petition for reinstatement shall be made pursuant to the laws and statutes of the State of Michigan and the rules and regulations of the School District.

*A **weapon**, for purposes of this policy, will include, but is not limited to:* a firearm, a dagger, dirk, stiletto, all knives, Chinese throwing stars, 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, 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 shall not be reinstated before the expiration of 180 school days after the date of expulsion.

### ***Assault on Another with a Dangerous Weapon in a Weapon Free School Zone***

The 1994 Public Act 158 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.

## **Student Use of Electronic Communications Devices: Cell Phones**

A student may be in possession of a Permitted Electronic Communications Device (cell phone), while in school buildings, in school vehicles, on school grounds, or at school sponsored events.

Unless specifically permitted by a school official, a student shall not activate or use any Electronic Communications Device during school or in school vehicles.

A student shall not use any Electronic Communications Device at a school sponsored activity, where such use could be a negative distraction to others.

Consequences of inappropriate activation or use of cell phone during the school day include the confiscation of the device by school authorities, parent/guardian retrieval from an administration and two afternoons of detention. Repeated offenses will result in Saturday detention.

## DISTRICT POLICIES GOVERNING STUDENT INFORMATION

### Information Technology User Guidelines

Bedford Public Schools offers students access to Information Technologies including networks for educational purposes. Access to technology services is provided to students with the understanding and expectation that it will be used in a considerate, appropriate, and responsible manner which complies with District standards.

Student use of Information Technologies shall be restricted to activities related to educational objectives. The District does not take responsibility for users who take action or locate resources that do not support the mission of the District, nor for users who attempt to disseminate values or materials that would otherwise be impermissible or disallowed on school grounds, or would violate any policy of Bedford Public Schools.

The District will provide an Internet filtering system with the understanding that filtering is not infallible. Bedford Public Schools does not have control over the information on remote networks nor can the District provide foolproof barriers to users accessing the full range of information available. Teachers will guide students toward educationally sound materials and will be monitored by the teacher/staff member responsible for the class where computers are being used.

No user of the District's computers, computer equipment, network or Internet access shall have any expectation of privacy with respect to the District's Information Technology resources. Bedford Public Schools makes no warranties of any kinds, whether expressed or implied, for the use of District technology including, but 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 and is subject to the District's policy, "Student Expressive Activities." Monitoring and enforcement may occur at any time, with or without notice. Violation of this policy may result in disciplinary action as well as restriction, suspension, or termination of access to the District's Information Technology resources. For student misuse of Information Technologies, the administrator of the school will determine appropriate disciplinary consequences including legal proceedings (see pages 22, 23). Specific information regarding District and Student user responsibilities can be found in the Technology Handbook at [http://www.bedford.k12.mi.us/technology\\_plan.html](http://www.bedford.k12.mi.us/technology_plan.html).

### Public Dissemination of Student Information and/or Photographs on the Internet

Photographs of students in an educational or extra-curricular setting may be taken as part of the school district's newsletter, newspaper and/or website(s). The purpose of the photographs is to recognize student achievement and activities. Consistent with the Family Educational Rights and Privacy Act, which permits the disclosure of certain identifying information for purposes of media releases, such photographs and any information as to a student(s) name, address, awards achieved and recognized activities and sports, will be disclosed without the 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 is received by the principal of the school which the student attends or last attended. **Photographs disclosed on the District's website will not include the child's last name, address, telephone number, or location other than attendance at a particular school or participation in a particular event.**

### Student Expressive Activities' Materials 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 educational 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 materials for approval to the Principal, an Assistant 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 above persons. Leaving a copy of the materials on an administrator's desk does not constitute submission for approval.

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

## **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 the teachers and parents, feel that a student has exhausted those avenues that are meant to help modify behaviors and create more positive attitudes toward self and school, a student 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:*

- ❶ Possessing an unexcused absence from a class period
- ❷ Accumulating more than three tardies to school in one school year
- ❸ Being in the halls or restrooms without a proper pass
- ❹ Refusing to complete class work or homework
- ❺ 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 will need to bring materials preparing them for study. Twenty-four hours written or verbal notice will usually 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 or 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. The Regional Director for special education will be involved in all such disciplinary matters.

The School Board, the Superintendent, a building principal, or other designated school official may suspend or 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 consult with and consider the views of all parties involved.

## 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, healthful, and orderly management of the school program. **Any time students are suspended they are not allowed on school property, nor may they attend any school function.** Upon suspension from school, the student's parents or guardians will be notified as soon as possible. A student will not be readmitted from a suspension until a conference including parents or guardians has been held. A student returning from suspension must see an administrator or an designated official to obtain an unexcused (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.

### ❶ In-School and Teacher - Imposed Suspensions

In-school suspensions are invoked 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-invoked 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. The teacher will send the student to the office and immediately notify a building administrator of the suspension. The student shall not be returned 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 shall contact the student's parent or guardian on the day of the suspension to schedule a follow-up conference. A building administrator shall be present at the conference if requested by the teacher or parent or 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 shall provide any make up work upon request.

### ❷ Out-of-School Suspensions

Out-of-school suspensions are invoked 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 shall provide notice of the intent to suspend in writing to the parents/guardian, specifying the 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 and decide on the guilt or innocence of the student, enforcing the appropriate penalty. This hearing is not subject to formal rules of evidence; however, the disclosure of the identity of students providing information related to the charges may be limited in accordance with statutes and case law concerning student discipline proceedings.

## 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 Instructional and Student Services presiding.

- ❶ Written notice of charges against a student shall be supplied to the student and parents or guardians. Included with this notice shall be a statement of the time and place for the hearing, which shall be reasonable for the parties involved.
- ❷ Parents or guardians shall be present at the time of the hearing.
- ❸ The student and parents or guardian may be represented by legal counsel.
- ❹ The student shall, be given an opportunity to give his or her version of the incidents and their implications. The student shall be allowed to offer the testimony of other witnesses and admit evidence.
- ❺ The student shall be allowed to observe all evidence offered.

**Step Two — Board Hearing**

- ❶ Following the administrative hearing the parents or guardians or student may request a Board of Education hearing. The Board shall 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 or guardians.
- ❷ 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 statutes and case law concerning student discipline proceedings.
- ❸ A record shall be kept of the hearing.

**Step Three — Expulsion Decision**

- ❶ The Board of Education shall state, within a reasonable time after the hearing, its findings as to whether or not the student charged is guilty of the misconduct charged and its decision regarding expulsion.
- ❷ The findings of the hearing authority shall be sent to the student and the student's parents or guardians.
- ❸ The student and the parents or guardians shall be made aware of the right to appeal the decision of the hearing to the appropriate appellate authority.

### **Appeals**

A student and the parents or guardian 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 parent with a written response to the appeal.

If the student and parent 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 parent. The Superintendent and parents shall 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 all disciplinary matters, as well as in all other matters involving their rights to an education.

It cannot be overemphasized 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 (p. 22), every effort will be made to contact parents or guardians before the student is released to leave school.

It is the intent of our 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 or guardians will be asked to seek the help of professional people outside of the school regarding a more positive school adjustment.

# HELP INFORMATION FOR STUDENTS AND PARENTS

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## Lockers

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Lockers are the property of the school and are assigned to each student for storing outerwear, supplies, and school related items. Periodic locker checks are made 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 is a student's locker combination to be given 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.

Lockers are cleaned out once per trimester. Articles left in the 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.

## Search and Seizure

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School officials maintain the right to search a student's person and/or personal effects, locker, or vehicle whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

Student lockers are school property and remain at all times under the control of the school. 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.

## Hallways

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There is to be no running, scuffling, loud talking, or boisterous behavior in the hallways. Radios, tape players, CD players, personal paging systems, 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 are to be consumed in the cafeteria or designated classrooms. Open containers of liquids of any kind, including water, are never allowed in the hallways or rest rooms.

Students in the hall during classes 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.

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 within 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 which each is seated, and show respect for themselves, their peers, and cafeteria personnel at all times. Students will need to ask permission to leave the cafeteria for any reason.

## Homeroom

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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

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Homework is a meaningful assignment that reinforces the skills learned during the daily class period. 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.

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

The Homework Assignment Planner is divided into 18 weeks and is given to each student twice during 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 twelve 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 Mrs. Krisher, 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 completing of daily assignments, and teachers welcome the opportunity to sign their initials, indicating student accuracy in recording the assignment.

### **Substitute Teachers**

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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 dealt with by assigning a double penalty to the violating student. The responsibility of the student is to treat a substitute with the respect and courtesy that is due all persons at Bedford Junior High School.

### **Bus Transportation**

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Bus transportation is available for Bedford students. To ensure each student's safety, proper 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, a form will be issued to the student. A copy of the form will also be placed in the student's file. The Director of Transportation will contact the parent or guardian to discuss the behavior problem and the penalty.

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.

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 850-6201.

### **Student Safety Guidelines**

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School bus transportation is a privilege available to all Bedford 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.

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 the 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.

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### **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. Any student who has obtained driving privileges must seek permission from the Principal to drive a car or ride a motorized vehicle to the Junior High School.

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### **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 re-location 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.**

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### **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, **in writing**, 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.

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### **Telephone Numbers**

Each student's home telephone number and parents' work numbers must be kept in the office. Telephone number changes must be reported immediately to the office.

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### **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 the student. 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 policy 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.

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.

Generally, no personally identifiable information for the education records of a student shall be released to third parties without the prior written consent of the parents, legal guardian, or student over eighteen (18) years of age. Because it is unrealistic to require a release for routine information that may be used for such purposes as press articles, athletic rosters, or other "directory" information, the Family Right and Privacy Act allows the release of certain student information without prior consent. Information as to a student's name, address, and telephone number will be disclosed without the prior written consent of the parent, legal guardians 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 or last attended. Date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, date of attendance, awards achieved, the most recent previous educational agency or institution attended by the student, date or graduation and last grade completed will be released at the discretion of the administration.

Similarly, from time to time, photographs of students in an educational or extra-curricular setting may be taken as part of school district's newsletter, newspaper, and/or website (s). The purpose of the photograph is to recognize student achievement and activities. Consistent with the Family Educational Rights Privacy Act, which permits the disclosure of certain identifying information for purposes of media releases, such activities and sports, will be disclosed without the prior written consent of the parent, legal guardian or student over eighteen (18) years of age unless and until written objection to the release of this information by the parent, legal guardian or student over eighteen (18) years of age is received by the principal of the school which the student attends or last attended. Photographs disclosed on the Districts website will not include the child's address, telephone number or location other than attendance at a particular school or participation in a particular event.

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## Visitors

All visitors, including family members must report to the school office upon entering the building. Please be prepared to present a picture identification if necessary. Students may not invite friends or relatives to visit classes for a school day.

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## Parent • Teacher Conference

**Parents desiring a conference with a teacher or an administrator, should arrange for it 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](http://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.

**2010-2011 Parent-Teacher Conferences will be held Tuesday, November 23, 4:00 p.m. - 8:00 p.m., and Wednesday, November 24, 11:30 am - 2:30 p.m.** Individual teachers' phone numbers may be found on the Junior High School website.

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

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HAC is a confidential, on-line portal for parents and student to monitor student performance, missing assignments, verify class attendance, check assignments and more. Parents may register to receive e-mail notification when teachers post new information. Each student and parent 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](mailto:linda.brieschke@bedford.k12.mi.us).

## **Daily Announcements**

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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](http://www.bedford.k12.mi.us))-link to Bedford Jr. High School.**

## **Lost and Found**

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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.

## **Books**

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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 parent (s)/guardian (s) 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 shall 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 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.

## **Fines**

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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 fund-raising activities. Failure to pay these fines will result in the withholding of a student's locker assignment until these obligations are met.

## **MEAP Testing**

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The Annual Michigan Educational Assessment Program is the official State proficiency evaluation in reading, writing, math, and science for all Michigan Public School students. All Bedford Junior High School must be tested and must demonstrate continued growth in each area each year. The 2010-2011 testing period is from October 12, through October 29, 2010.

## **Summer School**

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Summer School is offered for four weeks following the close of the official school year. Students who require additional instructional time in order to be placed into the next grade level are required to attend Summer School. If this program is not offered free of charge through a State grant there is a fee assessed for each class attended.

All Summer School courses are worth one twelve-week grading credit and replaces one twelve-week grading period worth of work reflecting an adjusted grade point average.

## 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, the parent or guardian must come into the office to pick up the student and make sure that he or she is signed 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 carry inhalers responsibly.**

### Medications and Medical Procedures

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Medications, prescription and non-prescription, and procedures will be administered at school and in the presence of two adults, when requested by parents because it isn't possible for these things to be done outside of school hours. Before any medication (either prescription or over-the-counter) or treatment may be administered to any student, it is required to have written authorization from the child's physician accompanied by the written authorization of the parent. Parents are responsible for bringing the medication to school. Medication should never be sent with the child. Only medication in its original container, and labeled with the student's name and exact dosage will be administered. Unless other arrangements are made, it is the responsibility of the student to report to the health room at the time a medication or treatment is to be administered.

With building administrator approval, students may possess and self administer their asthma inhalers if there is a medication authorization form completed by the child's physician and parent (s) on file in the school office.

**Under no conditions may a student carry medications including over-the-counter compounds such as aspirin, cold tablets, antihistamines, or compounds that will alter bodily reactions. Should a student carry, hold, or distribute any of these compounds or the like, a ten (10) day suspension from school will occur; an expulsion from school may be a probable action of the Bedford Public Schools' Board of Education.**

Medication and treatment authorization forms signed by the child's physician and parent must be renewed annually.

Under Michigan law, a school administrator, teacher, or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of medication, except for an act or omission amounting to gross negligence or willful and wanton misconduct, MCL 380.1178.

### Immunizations

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Updated immunization records are required by law for school entry according to the Michigan Department of Community Health.

### Health Room Card

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Emergency medical information must be completed by parents annually on this card. It is important that parents provide the names of at least two other persons the school may contact in case the parent is not available in an emergency. The child may only be released to the individuals listed on this card. The principal or school nurse have the authority to call an ambulance to transport the student to a hospital in the case that parents or guardians may not be reached.

### Illness and Communicable Disease

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If a student has a fever or an illness with vomiting or diarrhea, he or she should be kept home until symptom free for 24 hours. Any student with head lice must be kept home until all the lice and eggs are gone. The district does follow the recommendations of the Monroe County Health Department for school exclusion for communicable diseases.

**2010-2011**

**Bedford Public Schools**

**PTA Executive Officers**

President

First Vice President

Second Vice President

Third Vice President      *Dr. Ted Magrum, 850-6001*  
ted.magrum@bedford.k12.mi.us

Secretary                      *Jamie Yates, 854-7129*  
jlyates420@aol.com

Treasurer                      *Amy Lingle, 847-6560*  
allingle@aol.com

Past President                 *Laurie Heid, 856-2215*  
heid@bex.net

**Bedford Junior High School**

**PTSA Executive Board**

President                         *Jamie Yates, 854-7129*                 jlyates420@aol.com

First Vice President         *Kim Yambour,*

Second Vice President      *Elaine Adkins, 850-6270*                 elaine.adkins@bedford.k12.mi.us

Third Vice President         *Mary Zaums, 850-4813*                 mary.zaums@bedford.k12.mi.us

Secretary                       *Kim Cole,*

Treasurer                       *Jenn Scally, 847-1192*                 scally@buckeye-express.com

Past President                 *Laurie Heid, 856-2215*                 heid@bex.net

Spirit Wear

Membership

## Nondiscrimination and Educational Opportunity Policy

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 or 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 American with Disabilities Act of 1990.

All Students, including vocational education students, shall 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 shall 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 for Human Resources  
Assistant Superintendent for Curriculum and Instruction  
Bedford Public Schools -- 734/850-6000  
Temperance, MI 48182

### Section Two (II)

The person who believes he/she has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the Civil Rights Coordinator, who shall 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 shall be submitted to the Civil Rights Coordinator within five (5) business days of receiving the answer to the informal complaint. The Coordinator shall 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/her designee, shall 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 shall 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 shall 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 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.

**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. 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

\_\_\_\_\_  
Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*Cut on the dotted line, sign and return this form to the student's first hour teacher by the end of the second week of the new school year.

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