

John Glenn Middle School

2019 - 2020

Student Handbook



John Glenn Middle School

99 McMahon Road

Bedford, MA

781-275-3201

Principal's Messages to Students and Parents

Dear Students,

Your middle school experience is a time that you significantly learn, explore and question new things as you make the transition to young adulthood. Many of you will experience these next years as a time of push and pull, wanting to be more independent, yet still relying on your parents and teachers for much of what you need. You are encouraged to try new things and to take advantage of the opportunities you have to participate in extracurricular activities and the wide array of learning experiences available to you at JGMS. These are some of the ways in which you will come to better know your likes and dislikes and to discover more about who you want to become. We hope that each of you will approach middle school with a desire to work hard, to reflect on your learning, to find ways to express yourself creatively and clearly, and to use your natural curiosity to take your learning to a higher level. All of the adults at JGMS are here to guide you in this process, to congratulate you when you succeed, to support you when you find things are difficult, and to prepare you for the exciting times ahead in high school and beyond. During your middle school experience, you are asked to always be respectful of yourself, of others, and of our school, and to act with integrity as you take full advantage of all of the wonderful opportunities offered here at JGMS.

Dear Parents,

The John Glenn Middle School is committed to promoting your child's academic, social and personal development in a supportive, safe and challenging learning environment. Children of this age are developmentally transitioning to young adults with an increasing amount of independence and self-awareness, and we strive to provide a wide range of experiential opportunities for them to explore. The John Glenn Middle School welcomes your active participation in your child's education, and we urge you to be proactive in communicating with our administration, counselors and teachers, and, as time allows, to volunteer in our various programs and events. By working collaboratively, we will ensure success for your child.

Respectfully,

Kevin Tracey

JGMS Principal

This handbook serves as a resource to help you navigate the middle school experience. Please read it closely and remember that your teachers, guidance counselors, teaching assistants and school principals are always available to help you. After you have reviewed the handbook, parents and students are asked to sign the Response Form and the various consent forms located at the end of this document. These forms will be collected during your child's Advisory period at the beginning of the year.

We look forward to a wonderful school year!

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Who was John Glenn?

John Glenn was Superintendent of the Bedford Schools from 1959 to 1972. He started as a 5th and 6th grade teacher in Marion, Massachusetts, but soon after World War II began, Mr. Glenn volunteered for service when his brother was killed in the war. When he returned, he resumed teaching, but was quickly recruited to serve as principal and then, at age 28, as Superintendent in Marion, making him the youngest Superintendent in the state. In 1959, he was appointed Superintendent in Bedford. He and his wife had a daughter who loved art and became an art teacher, and a son who loved music and became a test engineer. Mr. Glenn was a strong supporter of the arts, and many consider the strength of those departments today the result of his enthusiasm years ago. Mr. Glenn had a favorite saying for young people: Give to the world your best, and the best will come back to you.

JGMS Phone Numbers and Website

Principal:	Mr. Kevin Tracey	781-275-3201
Assistant Principal:	Mr. Nick Bacigalupi	781-275-3201
Absence Line:	(Parents, please call by 8:00 a.m.)	781-275-3201 ext. 5500
Counselors:	Grade 6 – Corinne Amirault Grade 7 – Maureen McDermott Grade 8 – Marcy Beinert School Adjustment Counselor - Renee Anderson Bridge Counselor – Lisa Duggan	ext. 5231 Ms. Amirault ext. 5235 Ms. McDermott ext. 5234 Ms. Beinert ext. 5230 Ms. Anderson ext. 2215 Ms. Duggan
School Nurse:	Tracy Fernald	781-275-3165
Main Office Staff:	Karen Poli, Yvonne Cormier	781-275-3201
Website for JGMS: https://www.bedfordps.org/middle-school Website for the Bedford Public Schools: https://www.bedfordps.org		

JGMS has H.E.A.R.T.!

Students and staff at John Glenn Middle School do their best each day to show the values of H.E.A.R.T. (Honor, Empathy, Acceptance, Responsibility, and Tenacity) as a part of the overall school community.

- Honor: We act in a manner which displays respect and integrity
- Empathy: We understand and reflect upon the feelings of others.
- Acceptance: We accept all individuals and groups regardless of our differences.
- Responsibility: We take responsibility for our own actions, the well-being of others, our environment, and our community.
- Tenacity: We act with persistence, determination, and grit.

Program of Studies (Class Periods per 6 Day Cycle)

GRADE SIX	GRADE SEVEN	GRADE EIGHT
Academic Core Classes	Academic Core Classes	Academic Core Classes
English (5)	English (5)	English (5)
Mathematics (5)	Mathematics (5)	Mathematics (5)
Science (5)	Science (5)	Science (5)
Social Studies (5)	Social Studies (5)	Social Studies (5)
World Language (3) or a Reading class (5)	World Language or a Reading Class (5)	World Language or a Reading Class (5)
Learning Strategies (2)		
Arts/Wellness Classes	Arts/Wellness Classes	Arts/Wellness Classes
Art (1)	Art (2)	Art (2)
Technology Education (1)	Health (1)	Health (1)
Music (2)	Theatre Arts (1)	Physical Education (2)
Physical Education (2)	Physical Education (2)	Technology Education (2)
Health (1)	Technology Education (2)	
Exploratory Classes	Exploratory Classes	Exploratory Classes
Band (2)	Band (2)	Band (2)
Chorus (2)	Chorus (2)	Chorus (2)
Orchestra (2)	Orchestra (2)	Orchestra (2)
Exploration in Art: Mediums, Tools and Techniques (2)	Exploration in Art: Composition, Style and Design (2)	Exploration in Art: Art in the World Around Us (2)
Stay Active-Get Fit Exploration (2)	Court Games and Movement Exploration (2)	Food and Fitness Exploration (2)
	Exploration in Music (2)	Exploration in Music (2)

Curriculum

For questions about curriculum, please refer to the curriculum guide, which has information about classes, course content, and textbooks (including ISBN numbers). The curriculum guide is available on the JGMS Web site at <https://www.bedfordps.org/middle-school/academics>. If you still have questions, please call the appropriate Curriculum Coordinator at JGMS, or the Program Administrator/Director (Department Head) at Bedford High School.

Student Services at JGMS

JGMS offers a variety of services for students. Services are placed into two categories, regular education and special education. All students have access to middle school guidance counselors.

Regular Education Services

John Glenn Middle School students have direct access to regular education services including counseling, guidance services, the JGMS library/media center and 'general' education academic course offerings in mathematics, science, social studies, and English. In addition, students will take a World Language (Spanish or French) or a reading class. Grade six students also take a course named Learning Strategies.

Counseling & Guidance Services

A child's counselor is the student's advocate, an advisor at school and a person who can assist a student with a wide variety of issues during the school day. As part of the home/school team, counselors work with students on academic, social or emotional issues as they play out in the school. Individual and group sessions are held throughout the year. Although a student is assigned to a particular counselor, usually by grade level or team, the student may feel free to approach any one of the counselors on staff.

The best time for a student to make an appointment is before or after school, before lunch, or during Advisory time. Parents may contact their child's counselor any time there is an issue that may impact the child's day. The counselors at JGMS also serve as a sounding board for parents and students alike, and are available to offer suggestions and direct parents to resources in the community that can assist you in your personal situation. Parent-School collaboration is very important to ensuring a happy and healthy adolescent, so please do not hesitate to reach out to the counselors at JGMS. The counseling office is in the main office. Ms. Amirault, Ms. Beinert, Ms. McDermott, Ms. Murphy and Ms. Anderson are the JGMS Counselors.

Adjustment Counseling

Renee Anderson is the school adjustment counselor for 6th, 7th and 8th grades. Ms. Anderson's role at JGMS is to see students who are having difficulty adjusting to their classes, peers, etc. She is available in crisis situations or for referrals to counseling via the guidance department. Parents are encouraged to contact her if they have concerns about their child or would like support/information on how to deal with specific issues.

Library/Media Center

The JGMS Library is located in the center of the school. The collection of approximately 12,000 books and media supports both students and staff. Forty-five networked computers have Internet access, databases for research, and catalog access.

The library is open every school day from 7:40 to 3:15. During the day, students may visit the library with a pass from their teacher. Books are checked out for two weeks and periodicals overnight. Borrowing privileges will be suspended if accounts are not up to date. Fines are not charged for overdue materials, but students must pay replacement costs for lost books.

Some guidelines for Library use are:

- Come to the Library to read, research, do homework or borrow books.
- Use computers for school-related projects.
- Handle materials respectfully.
- Return books on time.

Tiered Instruction

The Massachusetts System of Tiered Instruction is "a data-driven prevention, early detection, and support system with the aim of providing high-quality core educational experiences for all students and targeted interventions to struggling students who experience learning and/or behavioral challenges" (MA DESE, Tiered Instructional Models 2010). Tiered Instruction (also called Response to Intervention, Targeted Instruction, or Multi Tiered Instructional Model) is a collaborative, systematic, approach for identifying and addressing student needs; it maximizes the use of all resources and staff in the school. The focus is on a collaborative, flexible use of both financial and human services to meet the many and diverse needs of children. Each school determines the type, nature, range, and intensity of services, based on the level of need.

The main components of a tiered instruction model are:

- Flexible tiers for instruction and interventions;
- High-quality core curriculum and instruction implemented with fidelity;
- Research based/best practice academic interventions and assessment practices;
- Research based/best practice behavioral interventions and supports;
- Universal screening and progress monitoring; and,
- Collaboration and communication between educators and parents.

Potential Benefits of Tiered Instruction

One of the most commonly cited benefits of a tiered instruction approach is that it eliminates a “wait to fail” situation because students get help promptly within the general education setting. Secondly, a tiered instruction approach has the potential to reduce the number of students referred for special education services. Since a tiered instruction approach helps distinguish between those students whose achievement problems are due to a learning disability versus those students whose achievement problems are due to other issues such as lack of prior instruction or lack of mastery of prerequisite skills, referrals for special education evaluations are often reduced. Finally, parents and school teams alike find that the student progress monitoring techniques utilized in a tiered instruction approach provide more instructionally relevant information than traditional assessments.

The Tiered Instruction Process

When using a tiered instruction model, a school-based team meets regularly to problem solve. The first step is to identify a problem using data. Next, additional information is collected on the problem and hypotheses are developed as to why that problem is occurring. Based on the hypothesized cause of the problem, an intervention plan is created and implemented. Progress is closely monitored through charted data in order to determine whether the plan is effective or not and whether changes in the plan are needed. This process typically emphasizes the use of functional and multidimensional assessment procedures to identify, analyze, and monitor progress, and places emphasis on alterable variables (e.g., the classroom environment, the instructional design) when intervening in a problem. Additionally, tiered instruction stresses the use of research based interventions and/or other best practices and the importance of decision-making.

The Key Terms for Tiered Instruction

Response to Intervention (RTI) is an array of procedures that can be used to determine if and how students respond to specific changes in instruction. RTI provides an improved process and structure for school teams in designing, implementing, and evaluating educational interventions.

Universal Screening is a step taken by school personnel early in the school year to determine which students are “at risk” for not meeting grade-level standards. Universal screening can be accomplished by reviewing recent results of state tests, or by administering an academic screening test to all children in a given grade level. Those students whose test scores fall below a certain cut-off are identified as needing more specialized academic interventions.

Student Progress Monitoring is a scientifically based practice that is used to frequently assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individual students or an entire class.

Best Practices: Instructional practices that have proven effective based upon research and/or reflective practice and collaborative review.

Student Support Team (SST), Academic Intervention & Special Education Eligibility

IDEA 2004 offers greater flexibility to school teams by eliminating the requirement that students must exhibit a severe discrepancy between intellectual ability and achievement in order to be found eligible for special education and related services as a student with a learning disability. This increased flexibility has led to a growing interest in using research based interventions as part of an alternative method to traditional ability/achievement discrepancy comparisons. IDEA 2004 addresses Response to Intervention procedures within several contexts.

Effective instruction and progress monitoring: For students to be considered for special education services based on a learning disability they first must have been provided with effective instruction and their progress measured through “data-based documentation of repeated assessments of achievement.” Furthermore, results of the student progress monitoring must be provided to the child’s parents.

Evaluation procedures: The law gives districts the option of using research based intervention procedures as part of the evaluation procedures for special education eligibility. Comprehensive assessment is still required under the reauthorized law, however. That means that schools still need to carefully examine all relevant aspects of a student’s performance and history before concluding that a disability does or does not exist. As before, schools must rule out learning problems that are primarily the result of factors such as poor vision, hearing, intellectual impairment, emotional disturbance, lack of appropriate instruction, or limited English proficiency.

Early Intervening Services: IDEA 2004 addresses the use of intervention procedures by creating the option of using up to 15% of federal special education funds for “early intervening services” for students who have not been identified as needing special education, but who need additional academic and behavioral support to succeed in the general education setting. The types of services that can be included are central to the tiered instruction process, and include professional development for teachers and school staff to enable them to deliver effective academic and behavioral interventions, as well as educational evaluations, services, supports, and research based literacy instruction.

Student Support Team (SST)

The SST is a group of professional educators who meet regularly throughout the school year to review student academic achievement, social-emotional concerns and attendance based issues. The SST is a collaborative group composed of grade level guidance counselors, the middle school special education team chairperson, administrators, school adjustment counselor, school nurse, Licensed Clinical Social Worker (LCSW), school psychologist, and general education classroom teachers.

The purpose of the SST is to identify students who are struggling with the aim of promoting student success. SST provides a systematic process to review student concerns, identify and implement interventions and monitor student progress. The SST should not be viewed as a gatekeeper to the special education process but rather provides a systemic and collaborative approach to support students, while maintaining them in the least restrictive environment.

Overview of the SST Process

The process begins when a faculty member makes a request for assistance. The SST meets with the faculty member to review and clarify the problem and, in some cases, conduct a classroom observation. Once the problem has been defined and any needed data gathered, an SST meeting is scheduled to review the student concerns. At this meeting, the SST focuses on brainstorming, evaluating, and subsequently creates an action plan with interventions. An implementation period of a sufficient length of time follows with support provided to the teacher to assist with the interventions. In some cases the student schedule is changed, or

recommendations are made to general education teachers to alter instructional practices. The team reconvenes for a follow-up meeting to review the outcomes and determine the next steps. The problem-solving process continues until the intervention(s) is successful or until a determination is made that a more in-depth evaluation for special services is required.

The SST has a vital role in creating a high achieving school as expressed in the following goals:

- Collaborate with teachers and identify strategies to support students who are struggling.
- Enable students to acquire academic and social competencies, achieve standards, and become independent learners for life.
- Provide a forum to support a collaborative culture among the staff.

(Source: *Guidelines for Student Support Teams, DODEA, 2015, pg.5*)

TARGETED ACADEMIC INTERVENTION Tier 2*

Students, who do not experience academic success despite Tier 1 classroom interventions, will receive targeted Tier 2 interventions and progress will be monitored frequently to determine the intervention's effectiveness. If one intervention is not successful another more intense intervention may be tried.

Tiered Support:

Response to Intervention (RTI) is an intervention program aimed at providing timely academic or behavioral supports to struggling students. Early screening, using common assessments, review of past performances or current grades, leads to classroom-based (Tier I) supports (*as outlined in Bedford Public District School Curriculum Accommodation Plan (DCAP)*).

If these accommodations do not sufficiently improve student performance, students may then be referred to supplemental Tier II interventions that target specific needs, which are defined as measurable goals and objectives. Please see *Bedford Public Schools: Tiered Intervention* the district web page, www.bedford.k12.ma.us for a more detailed explanation.

ACADEMIC INTERVENTION & JGMS SKILLS CENTER

Students receiving support from Academic Intervention are regular education students with study skills deficiencies significantly impacting their classroom functioning or school performance. Support in Academic Intervention could include any of the following: organization of materials and work, time management, homework consistency, study strategies, note taking skills, planning and executing long term projects, review of specific concepts taught in class, etc. Students are assigned to Academic Intervention as a tiered intervention.

The course, 'Academic Intervention' is taught in the JGMS Skills Center and offers a range of support services, primarily for regular education students. Services include:

- Targeted, Academic Interventions using Data Driven Instruction.
- Identified Direct Service Instruction for students on 504 Plans.

The Academic Intervention program addresses the needs of regular education students who may be on 504 plans (accommodations for documented disability), who receive Title 1 services, or who would benefit from academic interventions and study skills instruction to support school performance. The program consists of focused instruction in a number of areas, including: getting settled and ready for work, maintaining attention, organizing and managing time and materials, test preparation/test taking, planning long term projects, note

taking, outlining, and listening. The actual strategies and schedule of support is based on the identified needs, and is available to students on a short or long-term basis as need warrants.

Support takes several forms, including individual and small group sessions focused on specific skills; drop-in time for students needing to get organized for the school day; facilitation of communication among student's teachers; large group instruction as appropriate; coaching; and other strategies.

- **Philosophy:** Self awareness; Skills development; Self confidence; Empowerment
- **Approaches:** Focused Instruction; Individual; Small group; Modeling; Coaching; Activity-based

SECTION 504

Section 504 of the Rehabilitation Act of 1973 is a Federal statute that prohibits discrimination based upon a disability. Section 504 ensures that eligible disabled students receive opportunities and benefits and have equal access to facilities in the same manner as their nondisabled peers. School districts must provide an appropriate education for each disabled student with reasonable accommodations that allow access to the benefits of public education.

Students who are protected under Section 504 must be determined to:

- Have a physical or mental impairment that *substantially* limits one or more major life activity
- Have a physical or mental impairment that substantially limits one or more major lifelong activity
- Have a record of such an impairment
- Be regarded as having an impairment

504 Eligibility Criteria

Eligibility for a Section 504 Accommodation Plan is determined using a 3-pronged approach that considers if the student:

1. Has a physical or mental impairment;
2. That substantially limits;
3. A major life activity.

Eligibility for accommodations under Section 504 will be determined by a team of people with knowledge about the student.

In order to be considered disabled under Section 504, all three prongs need to accurately reflect the student within the school setting.

Under Section 504, major life activities are considered as the following:

- caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, speaking, breathing, learning, reading, concentrating, thinking, communicating.

When an impairment ***does not substantially limit*** one or more of the above major life activities, a student does not qualify for classroom accommodations under Section 504. It is important for families and school personnel to have conversations about instructional strategies that are utilized routinely for all students and that meet the needs of diverse learners.

Information from the Office for Civil Rights, based upon the 2008 amendments to the Americans with Disabilities Act (ADA), clarifies that a *temporary impairment* does not constitute as a disability except under

certain conditions. Along with the conditions identified in the 3-prong eligibility process, the expected duration of the impairment needs to be considered. Through the amendment of ADA, Congress determined that the duration of an impairment expected to last less than 6 months does not constitute a disability.

When considering eligibility under Section 504, it is important to note the following:

- A 504 Plan is not designed to fundamentally alter the program, standards, or what students are expected to know and be able to do.
- A 504 Plan is meant to give all students *equal access* to their program; it is not designed to equalize outcomes or provide advantage.

The Eligibility Determination Process

Each school in Bedford has a Section 504 Coordinator. The Coordinator is responsible for implementing the eligibility process. The Coordinator will determine a Team for each student based upon the nature of the suspected disability and the questions regarding the student's needs. A 504 Eligibility Team consists of people who:

- Have knowledge about the student
- Have knowledge about the evaluation data and information
- Have knowledge about accommodations that may be discussed

Step 1. Referral

When parents or school staff suspects that a student may have a disability, a written referral must be presented to the appropriate school building designee. Parents of elementary age students should discuss this referral process with the building principal or his/her designee. At John Glenn Middle School and Bedford High School, parents should contact their child's guidance counselor.

Step 2. Evaluation and Documentation

Evaluations will be proposed after school personnel review the referral information. With prior parent consent, the Bedford Public Schools will conduct an evaluation that will include school district assessments and review of other relevant information, e.g. grades, review of records, health information, and classroom participation and performance. The evaluation process may include formal testing conducted by highly credentialed school personnel. Evaluations conducted by school personnel will be administered during the school day and may result in the student missing some instructional time.

Should the school district determine that formal evaluations are needed, consent from parents will be required. Upon receipt of parent consent to conduct the evaluation, the school district has 45 school days to complete the evaluations and hold a 504 Eligibility Meeting. There are times when families may present to the school district a report from an independent evaluator. Although the Team will consider the findings from independent educational evaluations, the Bedford Public Schools reserves the right to conduct our own evaluations.

Should the family wish to present information from outside sources, the following checklist will help ensure that all appropriate information is available for the 504 Eligibility Team to review at least 2 school days prior to the eligibility meeting.

- ___ Statement regarding the nature of the suspected disability
- ___ Independent evaluation reports that are current (within one year)
- ___ Professional credentials of the evaluators must be presented

- Relevant educational, developmental and medical history
- Description of how the suspected disability substantially limits the student's ability to learn and/or access his/her school environment (for high school age students, a statement from the student is suggested)

Step 3. Team Review to Determine 504 Eligibility

The 504 Eligibility Team will schedule a meeting to determine eligibility for a Section 504 Accommodation Plan. The entire Team will consider all provided assessment reports and information from the variety of sources. The 3-pronged eligibility criteria will guide the process to determine if a student has a disability under Section 504. The Team will be conscious that an impairment may not meet the threshold of a disability under the federal eligibility guidelines as mentioned above.

Questions that the Team will consider at the meeting will include:

- What is the nature and severity of the impairment?
- What is the suspected duration of the impairment?
- How has the student responded to any prior interventions?
- Does the student consistently need extended time to complete assignments?
- Does the student consistently need significant changes made to the curriculum and/or physical school environment?
- Does the student demonstrate consistent behavior difficulties?

Should the 504 Eligibility Team determine a student is eligible for a Section 504 Accommodation Plan, the Team will develop the plan collaboratively. Accommodations included in the Section 504 Plan will:

- Be considered as necessary.
- Be determined by the Team.
- Not be developed to provide advantage.
- Not fundamentally alter the program, standards, or what students are supposed to know and be able to do.

The completed Plan will be implemented immediately. Section 504 Accommodation Plans in Massachusetts do not require a parent/guardian's signature. All teachers and other school personnel with a "need to know" status will be informed of the accommodations included in the Plan.

Should the Team find the student not eligible for a Section 504 Plan, the Team will encourage the student and family to discuss with the teachers the differentiated instructional approaches and District Curriculum Accommodation Plan options that are implemented routinely within the classroom and that may be helpful to the student. Furthermore, if the family disagrees with the findings of the Team, they may ask to reconvene the team or exercise their due process rights in accordance with Section 504 of the Rehabilitation Act of 1973.

Notice of Parent and Student Rights under Section 504

Parents and students (when age appropriate) will receive written *Notice of Parent and Student Rights under Section 504*. The Bedford Public Schools encourages parents to review this document thoroughly.

Standardized Tests and Accommodations

MCAS is untimed for every student; each student receives as much time as s/he needs within one school day. Other MCAS accommodations apply as related to a student's IEP. However other assessments, such as PARCC are timed.

Special Education Services

The Bedford Schools embrace the concept of inclusion, which supports the education of students with special needs among their peers within the general education classrooms, and the concept of integration, which enables students with special needs receive appropriate levels of needs and services, and be included in the activities of the school environment.

Special education personnel will provide services to children with special needs. Children with special needs shall be placed outside the general classroom only after in-class options and/or modifications are attempted and only to the extent outlined in the student's IEP as agreed upon by the IEP Team. Successful integration requires collaboration and cooperation among students, parents, teachers and administrators to create and maintain a successful educational experience for all students. If parents have any questions they should call Mrs. Cheryl Pespisa, the JGMS Special Education Team Chairperson.

Individual Education Program (IEPs)

Parents should call the JGMS Special Education Office (x5232) when they have questions regarding an Individual Educational Program (IEP). At JGMS we offer both mainstreamed and substantially separate classrooms. The majority of students on IEPs are mainstreamed.

Below is a listing of the various special education programs we offer:

Learning Centers: Learning Centers provide students with both direct instruction in the core curriculum as well as in developing compensatory skills to improve their ability to access the curriculum independently. Teaching Assistants may also provide targeted, goal-oriented support in other curriculum areas.

Language Based Classrooms (LBC): Language Based Classrooms are subject specific. Special Education staff provide direct instruction in English Language Arts/Reading and/or Math, as determined by the IEP Team. Teaching Assistants may also provide targeted, goal-oriented support and accommodations as appropriate in inclusion classes. LBC staff follows each student through all three grades at JGMS, thus enabling us to provide students with continuity of instruction by subject. Additionally, an individual special education liaison is assigned to each child as a case manager, providing the student with a familiar and knowledgeable advocate as he/she progresses through middle school.

Crossroads Program: Students in the Crossroads Program have more significant learning challenges than students in the Language Based Classrooms. The Crossroads classroom provides identified students with specialized instruction and a modified curriculum in English Language Arts and/or math, as outlined in the student's Individual Education Program. Students are included for social studies, science, and electives. Teacher Assistants may also provide instructional support and accommodations in both the Crossroads Program and the inclusion classrooms.

Bridge Program: The Bridge Program provides therapeutic and supportive classrooms for students with emotional and behavioral challenges. These students typically are capable of engaging in grade level instruction with appropriate supports. Teacher Assistants may also provide targeted, goal-oriented behavior

support for these students in their general education classrooms. The Bridge Program teacher coordinates services, provides therapeutic interventions, and instructional and behavior support in accordance with each student's Individual Education Program. A dedicated guidance counselor provides support for students in the Bridge Program.

Special Education Reading: Special education students who require a sequential, phonetically based program either individually or in a small group may receive reading services from either a special education teacher or a reading specialist trained in the required program.

The Middle School Schedule & Common Concerns

The following information pertains to the middle school schedule and academic issues. John Glenn Middle School uses a 6 day rotational schedule with a 6 block schedule. This 6 day rotation follows the same pattern as Bedford High School. Middle school students are placed onto one of two academic teams per grade level.

Team Placement

All middle school students at John Glenn are placed onto academic teams based upon a wide array of factors. Classroom teachers, guidance counselors, special educators, specialists and administrators meet to form balanced grade level teams based upon unique student learning needs. Great care is taken when assigning students to academic teams and the scheduling process truly embraces a collaborative approach amongst professional educators.

It is important to note that JGMS does not honor parent requests for student placements onto teams and that discretion is granted to the administration to render a final scheduling decision. JGMS has two academic teams per grade level. Please note that teacher assignment(s) to teams may change year to year due to a variety of factors including departmental, staffing and student enrollment needs. Parents who wish to meet with their child's teacher(s) should call or email the teacher or team leader. A listing of the teachers and their email address appears on the school's website.

Grade	Teams	
6 th	Orange	Yellow
7 th	Navy	Purple
8 th	Green	Silver

Academic Leveling

Leveled Math and English classes are offered to meet the diverse learning needs of students in grades 7 and 8. Placements for Math and English are made in response to professional recommendations by current teachers for students beginning in February. Any questions regarding these placements should be directed to the student's teacher. Please see the school website for detailed guidelines regarding leveling and placement.

New students arriving from out-of-state will be placed in Math and English course levels based upon the results of department created assessments. Students transferring from in-state public or private schools, who do not have MCAS/PARCC or other standardized assessment records available in their transcripts, must also take these placements assessments.

Changes to Student Schedules or Student Levels

Counselors may make changes to student schedules prior to the start of the school year after receiving approval from the Principal or Assistant Principal. Such changes may be for but not exclusive to special education compliance, medical/psychological (documented) needs and class size issues. Any level change requests after the start of the school year requires the subject teacher's approval, and space availability in the class to which the student wishes to be assigned.

Arts/Wellness Scheduling

During the scheduling process that occurs at the end of each school year for the following year, students have the opportunity to select two "explorations" classes in the Arts/Wellness area. Descriptions of these classes can be found in the Curriculum Guide found under "Parent Resources" under the "Course Catalog" tab on the JGMS website. Please know that due to scheduling intricacies, your child may be placed in alternative explorations courses. If your child wishes to take part in Chorus and/or Band/Orchestra, please know that these are both full year courses as opposed to our other Arts/Wellness Explorations, which are semester-long courses.

Due to scheduling conflicts, participating in chorus and/or Band/Orchestra will affect your child's opportunity to take additional Arts and Wellness explorations classes; however, a student may select both Chorus and Band/Orchestra, and will be assigned to both. If this happens, some explorations classes may not fit into his/her schedule. Please note that Learning Center classes and specialized courses may run during Arts/Wellness explorations class time.

Reasons Why a Student May Not Receive a Desired "Arts/Wellness Explorations" Class

Many students may not be able to obtain the desired Arts/Wellness Explorations class. The intricacies of scheduling more than 550 students into over 100 courses logistically prevents all students from obtaining their preferred Arts/Wellness Explorations class. Our computerized scheduling program will schedule as many students as possible into their preferred explorations class. Students may end up with zero, one or two of the preferred options.

If students do not receive the desired Arts/Wellness Explorations course, they will be scheduled into alternative classes that fit into each student's schedule. All Arts/Wellness Explorations classes are designed to provide the student with a well-rounded experience in keeping with the true middle school philosophy.

Physical Education Classes & Art

Students who need to be excused from Physical Education must have a note from the school nurse, a doctor, or a parent/guardian explaining the medical reasons for the exemption. Students will be asked to wear specially designed JGMS t-shirts to all gym classes. Failure to wear appropriate dress during physical education classes may negatively affect grades and/or lead to disciplinary consequences.

Band, Chorus & Orchestra

For students who play an instrument or like to sing, there are many course offerings, including band, orchestra and chorus. The music groups present concerts throughout the year for the school community.

Homework

Homework is an essential part of a student's education as it often reinforces or reviews content and allows students to practice concepts taught in class. Teachers assign homework to help students learn. If students do not complete the work assigned, they may be required to stay after school and complete the assignment. Not

doing homework will lower a grade. Please read the homework information provided by each grade level team or teacher carefully.

Grade 6 Homework Expectations

In the sixth grade, it is appropriate to expect up to 25 - 30 minutes of homework per night in each major subject area, including World Language. This does not mean there will always be homework in every subject every night but this may be the case. Furthermore, there is a maximum of two announced tests per day in major subject areas that include English, Math, Science, Social Studies and Learning Strategies.

Long-term projects are assigned in advance by major subject area teachers and Arts/Wellness teachers, with the understanding that students will plan to do their work over the entire time, not leave it to the last minute. Due dates for long-term projects may fall on days when quizzes and/or tests occur, and parents are encouraged to help their children budget their time accordingly.

Grade 7 Homework Expectations

In the seventh grade, it is appropriate to expect up to 30 - 35 minutes of homework per night in each major subject area, including World Language. This does not mean there will always be homework in every subject every night but this will often be the case. The 7th grade pre-Algebra course is more intensive and requires a greater level of independent work. Students in pre-Algebra should plan on between 30 – 45 minutes of homework per night.

In grade 7 students should be able to do more independent work than in grade 6, which will mean asking for help or checking with a teacher when he or she has trouble understanding a specific concept. Furthermore, the team of teachers attempts to schedule no more than two tests or exams per day in the major academic areas that include English, Math, Science and Social Studies. This gives students time to review, plan and ask a teacher for help if needed. There may be any number of short quiz evaluations on any given day.

Long-term projects are assigned in advance by major subject area teachers and Arts/Wellness teachers, with the understanding that students will plan to do their work over the entire time, not leave it to the last minute. Due dates for long-term projects may fall on days when quizzes and/or tests occur, and parents are encouraged to help their children budget their time accordingly.

Grade 8 Homework Expectations

In the eighth grade, it is appropriate to expect up to 35 - 40 minutes of homework per night in each major subject area, including World Language. This does not mean there will always be homework in every subject every night but this will often be the case. The Algebra program is more intensive and requires a greater level of independent work. Students in Algebra should plan on between 35 – 45 minutes of homework per night. In grade 8 students should be able to do more independent work than in grade 7, which will mean asking for help or checking with a teacher when he or she has trouble understanding a specific concept. Students should work toward independence and becoming ready for high school.

Long-term projects are assigned in advance by major subject area teachers and Arts/Wellness teachers, with the understanding that students will plan to do their work over the entire time, not leave it to the last minute. Due dates for long-term projects may fall on days when quizzes and/or tests occur, and parents are encouraged to help their children budget their time accordingly.

Extra Help

Once in a while, everyone needs a little extra help. Students should seek extra help as soon as they find they have questions. Students needing extra help should tell the teacher they are having trouble, and ask when they can meet with the teacher for help. Teachers should make themselves available for help before or after school. Students should schedule appointments to meet with teachers and, when meeting before school, get a pass from the teacher ahead of time. Most years a Homework Club has been made available after school. Please check with the main office for an up to date Homework Club schedule.

General Study Tips

Some students may have difficulty in organizing and completing assignments. A counselor, after speaking with parents and teachers, may suggest a monitoring system. With student cooperation, this process can help students get better organized. Parents should please call their child's teacher when they have questions about homework assignments.

Student Study Tips for Class:

- Come to class with proper materials and your homework
- Take out your homework and be ready for class
- Be active in classroom discussion
- Listen carefully to your teachers and to other students
- Ask questions when you don't understand something
- Follow directions carefully
- Think over what is taught or discussed

Study Tips for Home:

- Try to find a place that is quiet and well-lit
- Take all your materials with you to your study spot
- Use your assignment book to identify what you have to do for homework and try to predict how long each assignment will take to complete
- Use this information to structure your night. Review your class notes even if you do not have an assignment in that subject

Helpful Study Tips for Students:

- Use your student agenda/planner so you can record assignments. Assignment books are given to all JGMS students. Make sure assignments are recorded completely and accurately in your assignment book
- Read directions carefully

- Take pride in your work; make sure it is neat and well-organized
- Be sure you have the proper heading on your paper, including your name, your team, class selection and the date
- Check over your homework to catch any errors and then correct them
- If you are unable to figure out an answer, keep trying. However, if you absolutely can't figure out the answer, make a note to get help from your teacher the next day in class or whenever extra help is given
- Always give each assignment your best effort

Effective Student use of Directed Study

Directed Study is a time for students to work independently and quietly on school assignments. Students should come to Directed Study with work to complete, materials to study or a book to read. Students may seek extra help from another teacher in the building only if that teacher gives the student a pass prior to Directed Study.

Teachers will not allow students to leave the room to go ask a teacher for a pass. During grade level Directed Study times, core teachers may choose to call other core teachers on behalf of the student to see if the teacher is able to accept a student wishing to see him or her for extra help. Students may be able to visit the library or the computer lab if the Directed Study teacher calls the location and finds that a supervising teacher is available to accept additional students. Students receiving Response to Intervention (RTI) services may receive an intervention during Directed Study such as executive functioning, reading fluency or academic intervention support.

Middle School Promotion Requirements

Individual students will be promoted to the next grade by passing (attain a 60 or greater average) all academic subject classes (English, math, science and social studies). Should a student fail any major subject class, s/he must make up each class in summer school, achieving a 60 or above grade in order to receive credit.

Honor Roll

Every student who receives a grade of at least B minus in *every subject* will be placed on the honor roll. The honor roll is published in the *Minuteman* and the *Bedford Citizen* newspapers at the end of each term and students are recognized for their achievement.

Summer School

It is the responsibility of the parent/guardian to locate, enroll and pay for summer school. Recently, the Bedford Public Schools has made some summer school course offerings available to John Glenn Middle School students for a fee. Some other local area school districts also have summer school offerings. Additionally, a parent may instead choose to contract for 30 hours of instruction in each subject failed with a Massachusetts licensed teacher to tutor. If the latter is the case, then the tutor must forward a copy of the work done, the final grade and a copy of his/her Massachusetts' Teacher Licensure to the John Glenn Middle School main office

New Students to JGMS: The Newcomers' Club

Students who are new to JGMS are invited to join the Newcomers' Club. It meets during one advisory period during each 6-day cycle with one of the counselors. Students have an opportunity to have a snack, and share stories about who they are, where they came from and why they moved to Bedford. The club gives the students

an opportunity to talk about how they are feeling about their move, how to go about connecting with other students and making new friends, and how to provide support for one another in the halls, cafeteria and in classes and also gives the students an adult to go to in the new building if they have questions or concerns.

Moving or Withdrawing from JGMS

If your family is moving and you want to withdraw your child from school, please call your child's guidance counselor. If you are moving within town, please remember to update your emergency card.

Transition into Grade 9 at Bedford High School

All core classes are leveled in grade 9 at BHS. Students' recommendations will be based on their performance in class as well as their performance on subject specific assessments to determine skills and knowledge gained throughout their middle school years.

Criteria for placement and description of the content and expectations for 9th grade courses will be reviewed in the 3rd quarter of grade 8 with teacher recommendations to follow shortly thereafter. Parents with questions or concerns about leveling placements should first speak with their student's teachers, then the appropriate subject areas Program Administrator (6-12). Parents seeking to override teacher recommendations should contact the Guidance Department for information on the process.

Private School Application Requests

Students applying to private school need to observe the following procedures:

1. Politely ask your teachers if they would arrange a time to assist you in the application process. Each school has a form for the English or Math teacher to complete and one form for the guidance counselor. The number of schools should not exceed three.
2. Bring the materials to the staff at least three weeks prior to the deadline. Most schools want the applications by mid-January so have the forms in before the December vacation.
3. Please provide a stamped, addressed envelope made out to the private school. Schools usually include envelopes with forms.
4. The guidance counselor will complete the page marked School Report. Copies of grade 6-8 reports cards, testing scores and a recommendation will be sent to each school. Students applying to private school will meet with their counselor to discuss plans.

We kindly ask that parents do not drop the applications off in counselors' mailboxes, and instead, have their children make individual appointments with their counselors no later than one month before applications are due. Students should bring to this meeting completed admission packets and envelopes with sufficient postage (please remember that in these envelopes, we will send packets of photocopied information from student's file to requested school). Students should be ready to discuss with their counselor their academic, physical, artistic, and social strengths, as well as anything extracurricular.

The application season usually falls right around the holidays and winter break, so planning ahead on the student's part is greatly appreciated and will ensure that application materials and packets are received on time and that the process is a smooth one.

Field Trips

Field trips are planned to add to classroom studies. All school rules are in effect during and in route to the field trip destination. Students are expected to behave in the most positive manner in order to represent our school and community in the best light. Each field trip requires written permission from parents.

Students with excessive absences, discipline or safety issues or late arrivals to school or class may lose the privilege of attending any school field trip. In these cases, discretion is granted to the administration to render a final decision. Students who misbehave on in-state and out-of-state field trips, or immediately prior to date of departure, can be excluded from participation and may not be eligible for a refund.

Out-of-State Field Trips

Nature's Classroom

Each year the JGMS sixth grade students travel to Nature's Classroom. The students travel by bus to Freedom, New Hampshire and participate in 3 days of environmental education experiences situated in a residential setting. While at Nature's Classroom, JGMS students develop a sense of community with an emphasis on scientific inquiry that carries over to their middle school years. More information regarding Nature's Classroom is available online at: <http://www.naturesclassroom.org/>

Washington D.C.

Each year the JGMS eighth graders travel to Washington, D.C. in the spring, typically in May. The students travel by bus and visit various places in our nation's capital, such as the Tomb of the Unknown Soldier and the Smithsonian Museums. This trip is one of the highlights of the eighth grade year.

A letter about the trip will be mailed to the parents of eighth graders. In addition to detailing the itinerary of the trip, the letter will discuss expectations regarding student discipline. Please remember that the trip to Washington, DC is a privilege, not a right. The teachers and staff who chaperone this trip take time away from their own families and obligations in order to provide JGMS eighth graders with a unique opportunity. It is important for the teachers to feel that the students they will chaperone know how to cooperate, behave and be respectful while traveling. Each student's behavior, from September to May, will be evaluated by the administration to determine whether the student is eligible to attend this trip.

Those students who are suspended at any time during the 8th grade or who have illustrated a pattern of not being good school citizens during their eighth grade year are in jeopardy of not attending the trip. Those who do not elect to go on the trip have alternate field trips or activities at JGMS.

Those families who would like to inquire about financial assistance should submit a formal request in writing to the Principal according to the guidelines described in the field trip literature that is sent home.

Student Attendance

School attendance is regulated by Massachusetts General Law, Chapter 76, which outlines the requirements for student attendance, the parent's responsibility in assuring attendance, and the district's obligation in cases of non-attendance. Regular attendance in school is essential for high student achievement and self esteem. Good work habits and ethics begin with punctuality. It's common courtesy to be on time for class and for school. Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and

sixteen must attend school. A school district may excuse up to seven day sessions or fourteen partial day sessions in any six-month period.

The school will periodically review the student attendance and identify concerns. The school will notify parents of the concern, and work with the parents/guardians to improve a child's attendance and/or punctual arrivals to school. If attendance concerns are not resolved promptly, parents may be required to attend a meeting at school to review the concerns and to discuss additional actions to take to meet legal requirements.

Reporting Student Absences or Late Arrivals

Parents must call the school by 8:00 a.m. to notify John Glenn Middle School if their child will be absent or tardy that day. The Absence Line is 781-275-3201, extension 5500. This parent-verification must include a reason for said absence or late arrival. Absences will be documented in accordance with the classifications described in the section below called Classifications of Absences and Late Arrivals.

Classification of Absences and Late Arrivals

In accordance with state law, JGMS shall provide notification to any parent or guardian of a student who has at least 5 days in which the student has missed 2 or more periods unexcused, i.e. reported or unreported absence (see below) in a school year or who has missed 5 or more school days unexcused in a school year. The principal or his designee, will make a reasonable effort to meet with the parent or guardian of any such student and shall jointly develop action steps for student attendance which will be implemented upon agreement of the parties. The school principal may, when appropriate, seek input from other relevant school personnel and officials, relevant public safety, health and human service, housing and nonprofit agencies.

Exempt Absence:

When a student is absent for medical reasons (doctor's note required), religious observance (parent call required), court appearance (court documentation required), funeral, or suspensions from school, then that student's absence is classified as *exempt*. An exempt absence does NOT count toward the allotted absences of Chapter 76, section 1 of the Massachusetts General Laws.

Reported Absence:

For an absence to be classified as *reported*, a parent must call the automated attendance line on the morning of the absence or the student must present a note from a parent upon his or her return to school. A reported absence DOES count toward the allotted absences as outlined in Chapter 76, section 1 of the Massachusetts General Laws. Truancies may not be reclassified as *reported* after the quarter in which they occur.

Unreported Absence (Truant):

When a student is absent from school and no phone call or note has been received from a parent verifying the absence, the student's absence is classified as *unreported/truant*. An unreported absence/truancy DOES count toward the allotted absences as outlined in Chapter 76, section 1 of the Massachusetts General Laws. If the child is under the age of 16, the truancy will trigger additional action by the school in accordance with Chapter 76 of the Massachusetts General Laws and the compulsory attendance law, including, but not limited to additional written notification to the parents, School Resource Officer involvement and potentially a filing with the court if a truancy pattern becomes apparent.

Notes from parents regarding absences, dismissals, or late arrivals are for explanation purposes only. An administrator will make the final determination as to whether the absence or dismissal is exempt, reported or unreported (truant).

Consecutive Absences:

After 60 consecutive absences, an automatic referral to Special Education will be made, per Department of Elementary and Secondary Education regulations.

Family Trips & Vacations

Please do not schedule family trips or vacations when school is in session. These are not exempt, and days missed will count toward the student's allotted absences. Please be careful not to plan family trips or vacations in the days immediately following the originally scheduled last day of school as school may be in session beyond the scheduled last day of school, for example, in the event of snow days. All make-up school days count as days that the student must attend.

Excessive Tardiness

In accordance with the Department of Education regulations, any student, who is not present by 11:45am, will be considered absent for the school day on their official record. Parents should refer to the appropriate attendance protocol to exempt or report these absences. Such absences do count toward the allotted absences according to the Massachusetts General Laws.

Consequences for Late Arrival

Arriving to school on time is part of being a responsible student. Students who arrive late to school or to their first period class are considered late and will have to report to the office to get a late pass. If a student is late 10 or more times for reasons that do not fall under the Exempt classification status, the student will be issued an office detention for each late arrival.

If a pattern of late arrivals develops, the Student Support Team will initiate a process that may include interventions such as requiring that parents attend a meeting with the team, the school sending formal documentation of the problem to the parents or additional actions deemed necessary by the team.

Late to Class

Your teacher may excuse tardiness for the first time. If late arrivals continue, however, the student may be issued a Teacher detention. Students who are repeatedly late to class and who have served a teacher detention will be referred to the office. Office personnel will only issue late passes for students who are late to school, not for those who are late to class.

Extracurricular activity restrictions due to absence/late arrival

Students may not participate in any extra-curricular activities, including dances, if the student is not in school by 11:00 AM.

Missed School Work

The student should call a friend for assignments and for information about class work. If the student is absent for a few days, his/ her parent can call or email for assignments, or the student can ask the teacher upon his/ her return. Students should always check with teachers about missing work upon returning from an absence.

Teachers are not required to provide work for students in advance of an absence; however, students are expected to make up all missed work. Students returning from an exempt absence will have the same number of days to make up any work missed, and receive full credit for work (i.e. if a student has three days of excused absence(s), has three days to make up missed work).

Monitoring Student Attendance & Potential Actions

Once an initial Student Support Team meeting has been convened (at any grade level), it serves as the initial meeting during a student's time at JGMS and follows along with a student to successive grade levels; absences and tardy arrival in successive school years will become a part of this file.

Depending on the success or failure of attempts to improve a student's attendance, the following actions may be taken by the Supervisor of Attendance and/ or School Resource Officer:

- CRA (Child Requiring Assistance) petition filed with the juvenile court applicable for the student
- Report of neglect or 51A may be filed with the Department of Children and Family Services
- Failure to Send report may be filed with the juvenile court applicable for the student

Important School & Community Organizations

Bedford School Committee

The Bedford School Committee consists of five members, each elected on a non-partisan basis for terms of three years. The School Committee is the policy-making body for the Bedford Public Schools. Meetings of the School Committee take place at the high school's Large Group Instruction room. Regular meetings are scheduled for 7:30 p.m. on the second and fourth Tuesday of each month, from late August through June. The public is invited to all open School Committee meetings.

JGMS School Council

The Massachusetts Education Reform Law required the establishment of School Advisory Councils at each public school in the Commonwealth. The Councils consist of student, staff, parent and community representatives, in addition to the principal and assistant principal. There are four parent representatives on the JGMS Advisory Council, one elected from each grade level, and one elected at-large. Listing of current council members may be found on the school's web site.

The purpose of the Council is to: (1) assist the principal in adopting educational goals for the school; (2) identify the educational needs of students attending the school; (3) review the school's annual budget; and (4) formulate a school improvement plan. If any student is interested in being part of the School Advisory Council, he or she should speak to the principal.

Middle School Parent Association (MSPA)

The MSPA is the parent organization of JGMS. The MSPA meets every month. In addition, the MSPA has a variety of committees—enrichment, good cheer, hospitality, student directory and others—that work to support students, staff and families of JGMS.

Bedford Youth and Family Services (BYFS)

Bedford Youth and Family Services (BYFS) serves as a resource on family developmental issues. Individual, family, and group counseling services are available, as well as a pamphlet library and information and referrals about other area resources and services. BYFS sponsors the Safe Homes program for grade 6-12 parents who agree to provide responsible adult supervision and restrict the use of alcohol and other drugs at gatherings in their homes. BYFS also offers a variety of youth activities at the Middle School—including After School programming and Early Release Day programs in collaboration with Bedford Community Access Television. Ms. Sue Baldauf and Ms. Jessica Wildfong are the contacts at BYFS.

School & Home Communication

JGMS Newsletter

The JGMS Newsletter is published regularly during the year, from September through June by the Principal in collaboration with the Leadership Team. The newsletter has both JGMS and MSPA news and information, and includes a calendar of upcoming events. The newsletter is posted on the JGMS website and emailed to community members through Blackboard Connect.

JGMS Website

Announcements, breaking news, the school handbook and school improvement plan, and much, much more are available on the school's web site: <https://www.bedfordps.org/middle-school> Students and parents are encouraged to check the site on a regular basis.

Blackboard Connect

JGMS has an automatic phone message system called Blackboard Connect that can call each family with information about school closings, upcoming events and important notifications.

The phone message system is an invaluable method of getting information to families quickly and in a timely manner. If for any reason you do not wish to receive the automatic messages, however, please simply notify the main office and your phone number will be removed from the call list.

JGMS Open House/Back-to-School Night

The Open House is scheduled for Thursday, October 4th, 2018 from 6-8:30pm. At this event parents have an opportunity to follow their "student's schedule", to meet many of their children's teachers, and learn a little about the various curricula and expectations.

Parent-Teacher Conferences

Parent/Teacher conferences are scheduled:

- Tuesday, November 6th from 8 am – 12 pm
- Wednesday, November 14th from 1 pm – 4 pm
- Wednesday, November 28th from 4 pm – 8 pm

Appointments for conferences are booked online. Instructions for making appointments for parent-teacher conference times will be published in advance in the newsletter.

Contacting Middle School Teachers

Teachers may be contacted by phone or email. The JGMS website has a staff directory with contact information. Parents are asked to contact the teacher first if a concern arises rather than contacting the Principal or Assistant Principal. The Principal or Assistant Principal can assist you if the matter is not resolved.

Parents are asked to call or email their child's teacher when they have a question about an incident that occurred in class. The majority of questions, problems or concerns can be solved when parents communicate directly with the teacher. It's common courtesy to give the teacher the opportunity to hear concerns and respond to them. If a parent feels that his or her concern has not been resolved, then the parent is invited to call the principal.

School Cancellations & Delays

School cancellations can be identified by listening for the fire whistle at 6:45 AM, or by listening to radio stations WRKO, WBZ, and TV channels 4, 5 and 7, or check the BPS website at:

<http://www.bedford.k12.ma.us>

Student Directories

Each fall, the MSPA prepares a directory with important JGMS phone numbers, along with the names, parent names, phone numbers and addresses of JGMS students, if authorized by parent/guardian. The directory is available for purchase through the MSPA.

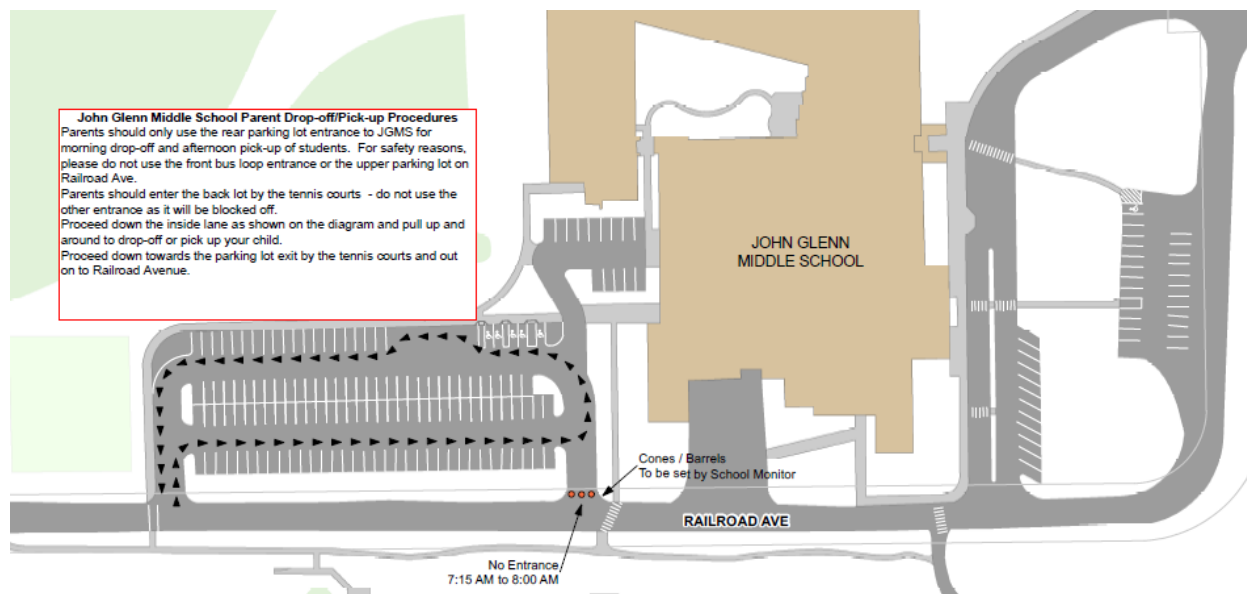
Daily Life at School

Student Drop Off / Pick Up

Before and after school between 7:20 – 8:00 a.m. and 2:00 – 3:00 p.m. parents should drop off and pick up students in the back of the school. A traffic pattern has been established in which cars should enter the back parking lot near the tennis courts, proceed through the parking parallel to Railroad Avenue. As such, parents should not enter the parking lot entrance where the orange traffic cones are positioned in the morning. Students should be dropped off in the designated area and parents should exit by the tennis courts. Students should not be dropped off or picked up in the front of the school between 7:30 – 8:00 a.m. and 2:00 – 3:00 p.m. as this presents a disruption to the bus drop off and pick up.

When arriving at or being dismissed from school, students should walk on the sidewalks. Students should walk to and from the buses. Students who ride bicycles must use the bike rack provided at the main entrance and leave the grounds carefully to avoid endangering other students or getting in the way of buses or other vehicles. Students must walk bicycles until they get off the sidewalk in front of school.

The map below illustrates the parent drop-off and pick-up procedures. Please do not use the small parking lot located on McMahon Road or the school bus lanes to drop off students.



School Day Defined

A warning bell rings at 7:30 am to inform students that they have 10 minutes within which they may go to their lockers and get to their first class. The school day runs from 7:40 a.m. until 2:16 p.m. during regularly scheduled days. Three-quarter days begin at 7:40 a.m. and end at 12:40 p.m. An end-of-day hall passing time occurs after the last class period ends.

Student Arrival at School

Arriving students wait until the building is open and then wait in the designated area for the 7:30 a.m. bell. 7th and 8th grade students wait in the cafeteria. 6th grade students should wait in the auditorium. The day's first class begins at 7:40a.m.

Parents are asked not to drop children off any earlier than 7:20 a.m., unless the child has made other arrangements with a teacher. Students will be asked for a pass, written by the teacher, before being allowed to go to the classroom area. Students can also check in the main office to see if a teacher is available and to obtain a pass. If parents require before school child care services, they should contact the Bedford Recreation Department.

Advisory Period

Research has shown that when students make a lasting connection with at least one caring adult, academic and personal outcomes improve. An advisory period is an important time for educators and students to develop strong interpersonal bonds. In the advisory group, a teacher, administrator or other qualified staff member will meet with students, and lead group activities that address a broad range of student concerns (*Turning Points 2000, page 143*). Students may eat a healthy snack during advisory time. Students should get their snack before Advisory but will not be allowed to go to their lockers immediately after Advisory.

Lockers

Students may go to their lockers before school, after period 2 and 4 and at the end of the school day. Students must arrive to class on time after visiting their lockers. 7th and 8th graders will be assigned to a locker on their first day of school. Sixth grade students may learn their locker assignment during the summer. Assigned lockers will be your locker for the remainder of the year. You are also assigned a gym locker in the locker room. The lockers have built-in locks. Please do not place objects in the locking unit. Students are reminded that lockers remain the property of Bedford Public Schools. Any students wishing to decorate a locker for a friend's birthday must follow school guidelines for locker decorations. Birthday decorations must be removed at the end of each week. Backpacks of any kind are not to be carried during the school day. Backpacks are to remain in a locker for the duration of the day.

To open a locker:

TURN RIGHT two or more whole turns and stop at_____

THEN TURN LEFT one whole turn past above number and stop at_____

NOW TURN RIGHT and stop at_____ The lock should now open when you lift the handle.

Students should be careful to keep their locker combination in a safe place. Always lock your locker when you are finished with it. If you lose your combination or leave your locker unlocked, someone else could get into your locker. Keep your locker clean and neat; it will be much easier to find your books and papers. Do not leave old lunches in your locker. Please use magnets to hang appropriate pictures.

What if I forget my locker or combination?

Students should visit the main office.

Lunch

Bedford participates in the National School Lunch Program. Near the beginning of the school year, Bedford provides both parents and the public information about free and reduced price meals. (7C.F.R.&245.5.) The Middle School office will distribute an application form to all students. If a student forgets his or her lunch they should check the main office on the way to the cafeteria and see if a parent dropped a lunch off at school. All loans must be repaid in full the next day.

Food and Drink

No food or drink, except water, should be taken out of the cafeteria at any time. Students are not allowed to consume food or beverages, other than water, in any area of the school except the cafeteria during lunch or their assigned Advisory location during Advisory period.

Bathrooms & Leaving the Classroom

Students leaving a classroom during class time must sign out from their classroom. When signing out, students must write both first and last names, where they are going, and the time they left the room. Students should document the return time when they reenter the classroom. Students who fail to follow these instructions or who abuse this privilege may face disciplinary consequences such as losing the privilege of leaving the room.

Student Dress Code

Written by Students for Students

Students at John Glenn Middle School are able to express themselves through their clothing and to feel comfortable. Student's right to personal dress will not be abridged as long as that right does not cause disruption within the school and that reasonable expectations of health, safety, and cleanliness are met. Wearing clothing that is revealing is inappropriate at our middle school. To maintain a proper academic atmosphere in our school, students are expected to follow these expectations:

1. Hats and headphones are not to be worn.
2. Shirts/tops should provide full coverage in the front, back, and sides and tops should meet the pants/skirt/shorts/bottoms. No midribs (stomach and lower back) should be showing. Lace and keyhole backs are acceptable.
3. Shirts/tops must have sleeves/straps so the shirt does not fall down.
4. No buttocks or underwear may be seen. Shorts/skirts/bottoms must be an appropriate length.
5. Clothing with inappropriate language or logos are not allowed. This includes, but is not limited to, clothing with comments, picture, slogans or designs that are obscene, profane, lewd or vulgar.

In the event of a violation to the student dress code, a private conversation which includes a guidance counselor and/or an administrator, will inform the student of the noted concern. Typically students are allowed to wear the current outfit for the remainder of the school day and the dress code violation is documented. The purpose of a private dress code conversation is provide an opportunity for social learning in a non-punitive and private environment. However, if a pattern of violation of the dress code persists,

parents and guardians will be notified and students may be asked to wait in the office until an appropriate change of clothing is brought to school.

At JGMS we take pride in our students, whose appearance reflects the sense of purpose and quality in many ways. We want our students to express themselves and be comfortable. This dress code ensures that our early adolescent learners do this in an appropriate, safe, clean, and healthy manner. Ultimately, student clothing that is deemed disrespectful or inappropriate is up to the judgment of the staff and the administration at John Glenn Middle School.

Student Use of Cell Phones & Electronic Devices

Cell phones, Smart Watches, Ipods, MP3 players, personal gaming systems, CD players, laser pointers or any other electronic devices that may interfere with the optimal learning environment should not be utilized inside the school prior to the dismissal bell. It is the responsibility of each student to lock up and store all valuables brought to school in their school-provided lockers during the school day. Parents may be asked to come to school to pick up an electronic device. Multiple offenses within a short period of time may be ruled as insubordination, and therefore subject to further disciplinary action including confiscation of the item for a period of time, detention, or suspension. **Student cell phones and other electronic devices must be turned off upon entering JGMS, kept out of sight, and should be stored in student lockers until the end of the school day.**

The unauthorized recording of any visual images or audio during the school day, or on school grounds, whether it is done through cell phones or other means is prohibited. The unauthorized distribution of a recording of visual images or audio of anyone taken at JGMS is prohibited as well. Student distribution of such images, no matter how small the audience, is also prohibited. Please refer to the student code of conduct for more information.

School Supplies

Books and supplies are issued to students and students are given the opportunity to use school materials such as computers. However, all materials are owned by the Bedford Public Schools and are loaned to students free of charge. Care must be taken of this property. Textbooks are to be covered at all times. The school will charge a fine based on the administration's judgment for abuse, misuse, damage and/or loss of school supplies.

Lost and Found

There is a lost and found bin outside the cafeteria. It looks like a large wooden well. Any items remaining in the lost and found bin at the end of the school year will be donated and/or recycled.

Students Calling Home during School Hours

Students who need to call home before or after school for emergency purposes can request to use one of the phones in the main office. Students may not use their cell phones to send or receive text messages or phone calls prior to the school dismissal time. See Electronic Device policies.

Visitors

On occasion, a JGMS student may have a relative who is a middle school student visiting from another state or country. If the visitor comes to JGMS, the visit should have an educational purpose, such as the opportunity to experience a new or different curriculum. While we welcome visitors to our school, we require that at least 48 hour notice be given. It is important that your teachers be given the professional courtesy to prepare for a visitor.

If you would like to bring a visitor to the school, you will need to complete a form and get approval from all of your teachers and the Principal, Mr. Kevin Tracey. We require that you complete important information like emergency numbers and consent for medical treatment. We would like to be clear about the purpose. Students wishing to visit JGMS should be doing so for educational reasons. The following are examples of those who do not meet the criteria: relatives or friends who live in towns near to Bedford; relatives or friends who have a no school day in their town or school who are visiting because they simply have the day off; students who attended JGMS who have moved out of town.

Dismissal from School

Students who need to leave school early should bring a note to the office before school starts. Office staff will give the student a dismissal note which can be used to get out of class. Please show the dismissal note to the period at the end of the period and request to be sent from class 5 minutes before the dismissal time.

School Bus Routes

Bus route numbers and pick up and drop off locations are assigned and communicated by the school district in mid to late summer through the *Bedford Minuteman* newspaper as well as the district and schools' respective websites. Each student is expected to ride the bus to which she or he has been assigned. Students riding different buses can cause overcrowding and delays in pick up and drop off times. At the end of the school day, JGMS students are encouraged to board their buses at JGMS.

After School Student Supervision

Under no circumstances are students allowed to remain after school unless they are supervised by a JGMS adult. Students who remain after school to attend sporting events as spectators must be supervised by a parent and remain in the gym (or outside).

Parents should not encourage students to stay after school unless they have a scheduled appointment with an adult (such as extra help or a club). If parents require after school child care services, they should contact the Bedford Recreation Department. Bedford Youth and Family Services have also held after school clubs and classes.

The faculty and staff of the John Glenn Middle School are not responsible for children after the school day unless an appointment (or club) has been scheduled.

Missing the School Bus

If a student misses the bus home, the student may call home for a ride or wait for the late bus that leaves from BHS. The late bus leaves from the High School, Monday through Thursday between 3:45 and 4:00 p.m. Students should be ready for the buses arrival at 3:45 p.m.

Late Bus Information

Late buses leave Monday, Tuesday and Thursday at approximately 4:00 p.m. from Bedford High School. In many cases, the late bus arrives after the end of your scheduled after-school activities. In this case, students must wait for the bus in the main lobby outside of the office. Students may not wait in any other part of the school. Failure to comply will result in the loss of privilege of staying after school and may receive disciplinary consequences.

At the Bus Stop

- Riders must be on time. Bus drivers will not wait.
- Riders will enter or leave the bus at regular stops only.
- Orderly behavior and respect for private property will be required.
- Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.

Emergency & Crisis Information

There are many forms that parents must complete at the beginning of each year. One of these forms, the Emergency Information Card, is particularly important. We must have this information on file in our computer before your child begins school. Parents will find that they can complete many forms, including the Emergency Information form, on-line at the JGMS website by following the link to the Aspen student information system.

Fire & Evacuation Drills

The fire drill signal is both visual and auditory. When there is an alarm, please follow the procedure below:

1. Without talking, exit from your room in accordance with the instructions posted in that room.
2. Teachers may designate a student to close all windows and shut off the lights in the room. Classroom doors should also be closed.
3. Walk in a single file to the area which is designated by each teacher. All students are to line up, single file, and remain together with their Advisory teacher or that teacher's Advisory partner, who will take attendance.
4. In cases where students are in corridors or entering or leaving building before or after school, they should immediately use the nearest exit.

Crisis Management

The Bedford Public Schools have a comprehensive set of procedures for immediate response in case of a crisis. All school personnel have step-by-step procedures to follow to ensure the safety and well-being of all students and staff. Follow-up assistance is also available on site and through a broad network of professionals. If you have questions about JGMS safety, please call the principal.

School Resource Officer (SRO)

A Police Officer works with the Bedford Public Schools and will regularly be on site at JGMS. The officers seek to build relationships with students through a variety of experiences. They look for ways to build and strengthen community bridges by working with children, faculty, staff, and parents.

Extracurricular Activities

JGMS encourages student participation in many extracurricular activities. Students will find that these activities offer a great time to be with their friends, and they are lots of fun! However, our school policy requires that a student's work be up to date in order to participate in these activities. Failure to keep up with academic work means that students may not be allowed to participate (practice or play) in these activities until school work is satisfactorily complete. Student activities are held after school on the days that there is a late bus. It is expected that those students who wish to participate in any extracurricular activity will demonstrate good citizenship and behavior and not have an attendance record of concern. Any student who fails to meet these criteria may become ineligible for extracurricular activities. Students owing any money for lost textbooks or other financial obligations may lose their eligibility for future extracurricular activities.

ArtLink

ArtLink is a parent organization that supports the visual arts in our public schools. ArtLink members work with art faculty to put on the annual 3-day K-12 Art Exhibit in May. ArtLink volunteers help to advertise, mat work, hang work and dismantle the exhibit. They also honor senior art students with a reception on opening night. ArtLink has annually sponsored a junior art students' participation in Art All-State, and has given a scholarship to a graduating senior pursuing the visual arts in college.

JGMS Newspaper

Students prepare articles on their own time to be reviewed and edited during meetings. The students brainstorm ideas for articles and put their creativity to press. The Newspaper is printed and made available for students and staff members. Meetings are typically held every other Thursday morning at 7:15 a.m.

Math Counts

Math Counts is a competition that students train for from September to January. It is open to anyone interested in joining. The work is challenging, yet fun, for those who love Math. Meetings are typically held after school on Mondays between 2:30 – 3:30 p.m.

PALS

PALS is a way for students in the LABB program (self-contained Special Needs classroom) to get to know JGMS students. During PALS activities, students participate in activities such as: get to know you activities, board and card games, movies, arts & crafts, and the Special Olympics in May. Meetings are typically held once a month on Wednesdays at 1:00 p.m.

JGMS Science Fair & Club/ACE

Alliance for Climate Education's (ACE) mission is to educate students on the science behind climate change and inspire them to take action to curb global warming. These activities take place during the same time that the science club meets. Science Club is an after-school activity in which students design and conducts experiments of their choice in preparation for the Science Fair. Meetings are typically held afterschool on Mondays between 2:30-3:30 p.m., October through May.

Homework Club

This program is an excellent academic support for our student body and is available to all students. The Club is funded by the MSPA. It is supervised by a variety of JGMS staff members. The Homework club meets after school between 2:30-3:40 pm. Interested students should ask their advisory teacher, or a secretary in the main office, for the day(s) and locations of homework club.

METCO Math

This program is offered to JGMS students in our METCO program. It provides an opportunity for the students to receive tutorial and enrichment services in Math.

BYFS after School Activities

After school activities include: Babysitting Training, Girl Talk, Fitness Room, Shooting & Editing, Yoga Classes. Please note the meeting times vary from activity to activity.

Newcomers' Club

These grade-level groups aim at welcoming new students into JGMS. The Guidance Department works at acclimating the students into the school through a variety of ways, including discussions, games, and activities.

Chain Reaction Committee

Students are nominated by teachers and faculty members based on observed citizenship. Groups of students create and plan community service events throughout the school year. All students are invited to partake in these activities. Past activities have included: Courtyard Clean-Up, Halloween Helpers, and Holiday Letters to Veterans.

Yearbook Club

The yearbook club is open to all JGMS students and staff members who are interested in participating. Students in the Yearbook Club will assist with advertising, photography, and page layout for the John Glenn Middle School Yearbook.

JGMS Musical

The John Glenn Middle School has an outstanding musical performance each year in March or early April. Everyone has a chance to audition for a part as a lead or in the singing and dancing groups. It is great fun and provides an opportunity to use your talents. Crewmembers are very important as well. Students who are interested can paint scenery, move props and furniture, help with make-up, lighting, costumes and a whole range of related activities. Rehearsals are after school and can be very demanding of your time. You need to plan well and organize yourself so that you keep up with your schoolwork. If you work on the play, you will be proud to have participated in the "event of the year" at the John Glenn Middle School.

Jazz Band, Instrumental and Vocal ensembles

Jazz Band, Instrumental and Vocal ensembles are offered as extra-curricular activities. Participation in the annual school musical is also open to all students. The music department faculty also offers coaching to prepare candidates to audition for the Junior District Festival. Private lessons for band and orchestral instruments, as well as voice, piano, guitar and drum set are offered through the POMS program for a fee.

Destination Imagination

Bedford Destination Imagination (Bedford MADI) is an organization dedicated to promoting innovation, creative problem solving and teamwork among our students in the Bedford School System. Destination Imagination is the largest creative problem solving organization in the world for kids. Bedford MADI has one of the largest and more involved programs in Massachusetts and the country. In recent years Bedford MADI has registered over 15 teams.

DI is a child empowerment program. Teams of 2-7 students can participate in a competitive or non-competitive manner. The main benefit of the program is the learning that occurs outside of the competition. Teams are made up of student team members, team managers and team volunteers. In September or October, teams choose 1 out of 6 challenges to solve in September or October and proceed to solve the challenges over the winter months. The season culminates with a large regional competition in February or March. The challenges vary from year to year but always include choices that are focused on: Structural Engineering, Engineering of Movement, Science and Research, Theatrical Arts, Improvisation, or Community Outreach. Bedford MADI is supported by the Bedford Public School System and registration begins September 1 and ends October 15th.

Middle School Social Events (Dances)

Traditionally there are three dances per year, which are held from 6:30 – 9:00 pm. At each social event, there is an area with tables where students can have a place to eat, relax and converse somewhat away from the music and dancing typically in the cafeteria. All JGMS students are invited to attend. Proper dress and behavior are important for everyone to have a safe and fun time! These dances are only open to students attending John Glenn Middle School, or middle school aged home-school students who reside in Bedford. Remember students must arrange for their own transportation. Upon admittance to the Middle School dance, all students are expected to remain at the dance until it ends at 9 pm. The cost of the social events are announced in advance. Students may not participate in any extra-curricular activities, including dances, if the student is not in school by 11:00 am on the school day of the event.

Patrons of Music Students (POMS)

POMS is a support organization to the music department for K-12 students. It provides grant money for music programs and materials, and information on private music lessons. Private lessons for band and orchestral instruments, as well as piano, guitar and drum set are offered through the POMS program for a fee.

Marching Band

Students in 8th grade can enhance their musical opportunities at JGMS, by having the opportunity to rehearse and perform with the Bedford High School Marching Band. The practice of incorporating eighth graders in the marching band dates back to the early 1990's.

This unique opportunity allows 8th grade students to experience higher level music and performing skills, while helping to bridge the often difficult transition between middle and high school. JGMS students work side by side with high school musicians in rehearsals and are invited to attend band camp in August. In addition to helping fill out the instrumentation of the smaller ensemble, the result is a student who embraces the change from middle to high school and feels secure in the knowledge that they will have support from upperclassmen when they begin their freshman year. The offer is open to all 8th grade students even if they are not current music program members. Students who do not play an instrument can be trained or are welcome to join the flag squad (Color guard).

Sports (See *Athletics* Section in Appendix)

Student Council

The Student Council plays an active part of our school life and it is an opportunity to take on a leadership role in school. The Student Council participates in community service and fundraising for various causes. An annual "Pennies For Patients" drive goes on in March to benefit The Leukemia and Lymphoma society. Other service projects include Coats For Kids, Spirit Week, recycling and Valentine's Day fundraising for the American Heart Association. In addition to these annual projects Student Council helps out around the school to make our school a better place. In the fall students are elected to the Council and then select officers.

Student Council Constitution

Article I: Name

This organization shall be known as the John Glenn Middle School Student Council.

Article II: Purpose

The purpose of this organization shall be to establish rules, which will be for the better interest of the students, to express the ideas of the student body, to be of service to the school, and to bring about a genuine, well-directed cooperation among the student body, the faculty, and the administration. It is also to foster in every student of John Glenn Middle School the following qualities: initiative, cooperativeness, industry, leadership, reliability, and manners.

Article III: Membership to the Student Council

Section 1. Any student of John Glenn Middle School in good standing in his/her class is eligible for membership in this organization. (See Section 8)

Section 2. Membership in the Student Council shall include representatives.

Section 3. The election of Student Council group representatives for the school year will be held within the first five weeks of school.

Section 4. At the time when the regular representative cannot attend the meetings any longer for any reason, a new representative shall be chosen by the group.

Grades

Report Cards & Interim Reports

Report cards are issued four times a year approximately two weeks after the close of each term. Each marking period is nine weeks long. Teachers will explain and discuss their grading policy at the beginning of the year. Report cards will contain the grade earned in each subject area. The final report card will reflect the last quarter and include a final grade, which is the average of the entire year.

Interim progress reports are posted at mid and at the end of each quarter on our web-based grade portal Aspen. The purpose of these reports is to let students and parents/guardians know how the student is doing in each course at that point. Interim reports may show quiz and test grades and a record of homework assignments. The teacher may also write comments about how the student has been participating or behaving in class.

In an effort to foster a smooth transition between elementary and middle school, all interim reports and report cards will be mailed home for 6th grade students. The first quarter interim report, report card and final report card will be mailed home for 7th and 8th grade students. For 7th and 8th grade students, all other reports and report cards will be distributed to students during advisory.

Numeric Grade Distribution

A+ = 97 to 100	B+ = 87 to 89	C+ = 77 to 79	D+ = 67 to 69	F = Less than 60
A = 93 to 96	B = 83 to 86	C = 73 to 76	D = 63 to 65	
A- = 90 to 92	B- = 80 to 82	C- = 70 to 72	D- = 60 to 62	

The average for each quarter will be rounded to the nearest integer. If you have questions about your child's grade in a particular class, please call the relevant teacher.

All students in the first two grading quarters of full year (FY) courses will receive no less than a 55 numeric average. All students in the first grading quarter of half-year courses (S1 or S2) will receive no less than a 55 numeric average.

Pass/Fail Grade

The Pass/Fail option was created to allow students, whose schedules do not permit them to attend the full scheduled number of class periods that a class meets within a 6-day cycle, to still take the class. The intention of the Pass/ Fail option is to allow the student to participate in the class on a modified basis without penalty. In this situation, a student is only responsible for the information/assignments/activities of the class s/he attends. In a course taken on a pass/fail basis, a passing letter grade will be converted to a P at grade reporting periods. This option is not available for Core subject areas. The Pass/ Fail grade option will not impact honor roll or academic recognition status.

Student Health

Health Office Services (Nurse)

Ms. Tracy Fernald is an important part of the home/school team. The nurse's office is located inside the main entrance to JGMS, on the left, across from the Office. Contact the School Nurse at 781-275-3165

- If a student does not feel well or gets hurt, the student can get a pass to see the nurse. A student who has a legitimate reason to see the nurse **MUST** have a pass unless the situation is of an emergency or of serious nature. The nurse will let you rest, provide first aid or call your parent/guardian if you need to go home.
- Students will receive vision, hearing and postural screening during the school year.
- Sports physicals are available several times a year in the nurse's office. A physical is required each year for sports participation. (Be sure to get the forms back to the nurse)
- Parents should contact the nurse about any medication that is taken during school time. Medications of any kind should not be in school without a physician's or parent's permission form signed and on record in the Health Office. The nurse, under orders from your doctor and following state guidelines, will give you medicine when needed. Inhalers and occasionally epi-pens, can be carried by arrangement with your parent/guardian and the nurse.
- Parents should call the nurse when their child is ill for an extended period of time or to report a strep infection. If home tutoring or special transportation is needed, the nurse will provide a form to be signed by a physician.
- Students are not allowed to carry any medications in school, even over-the-counter medications. These items must be kept with the nurse in the **original, labeled** containers. For obvious reasons, all medications must be clearly identifiable. If you have a medical condition that requires an adjustment in school procedures, your parents should call the school nurse, Ms. Fernald.

The counselors work very closely and confidentially with Ms. Fernald so that they are up-to-date about issues that may be affecting students.

Health Records

Parents who have questions about their child's health records should please call the school nurse. Please be sure to provide requested health information and keep it up-to-date. All medical records are kept confidential.

Health Information Nutrition

It is easy to forget that good nutrition counts at lunch, since most middle school students are growing more rapidly than they ever have or ever will again! Students are reminded to make good choices when they buy their lunch in school or bring lunch from home.

Information to help friends who talk about suicide or hurting themselves

If a friend is talking about hurting himself/herself, students may become very nervous and anxious. This is a normal feeling. A helpful procedure is to remember the following:

What to do:

- Trust your intuition that your friend may hurt himself or herself.
- Let your friend know that you care.
- Encourage your friend to seek help from the school guidance counselor. If the friend refuses to go, then you must tell the guidance counselor (or the principal or a teacher).

What NOT to do:

- DO NOT allow yourself to be sworn to secrecy by a friend who is talking about suicide.
- DO NOT leave your friend alone if you believe your friend is in real danger of hurting himself/herself. Call for help.
- DO NOT try to counsel your friend; find a responsible adult.

In-School Resources

- Go speak with your Guidance Counselor.
- You can also talk with the school nurse or the principal.

Out of School Resources

- Your Parent(s)/Guardian(s)
- Bedford Youth and Family Services 1-781-275-7727
- Suicide Prevention (Samaritans) 1-617-247-0220
- The Bedford Police Department 1-781-275-1212
- The Bedford Ambulance Service 1-781-275-7262
- Emerson Hospital-Emergency Room 1-978-369-1400
- Boundaries Therapy Center 1-978-263-4878
- Center for Mental Health 1-800-540-5806
- Eliot Community Mental Health Center 1-978-369-1113

Treatment of Others

At John Glenn Middle School, we believe that every person has the right to work in a safe and productive educational environment. We expect a positive attitude and respectful behavior from everyone. John Glenn Middle School is a community of caring, thoughtful people, who respect one another's worth as human beings. It is a community that does not tolerate abuse of anyone, in language or in physical action. Our school is a respectful community and we expect that you will contribute in a positive way.

At John Glenn Middle School, we always:

- treat others as we want to be treated
- accept others' ideas with an open mind and polite attention
- practice common courtesy
- cooperate constructively with school staff in class, at lunch, in the halls, and at school functions
- support one another in our efforts to do our best, academically and in every other way

The John Glenn Middle School does not tolerate, anywhere on school grounds, at any time,

- abusive language and ridicule
- obscene language or gestures
- name calling
- comments and actions that negatively affect the climate of the classroom or any other part of the school

Student Bill of Rights

We recognize that all students are of equal value and are equally deserving of the same rights and privileges. There will be no discrimination on the basis of ethnic origin, race, religion, age, disability, gender, or sexual orientation.

All students have the right:

1. To feel safe, both physically and mentally, at John Glenn Middle School including on the school bus, at social and sporting events, and on field trips.
2. To an education about issues of civil rights
3. To learn about and practice democracy in our school
4. To celebrate diversity
5. To be treated equally and fairly
6. To participate in the peaceful resolution of conflict
7. To have an open and enlightened exchange of information among members of different racial, ethnic, cultural and religious groups and those with different abilities
8. To have firsthand experience with different cultural groups this will enhance greater tolerance
9. To have available, read and discuss publications about topics such as the "new" immigrants, gay rights, and gender issues on a regular basis
10. To attend educational events exploring social concerns of diverse groups
11. To participate and cooperate in projects that protects and promotes civil rights of all people
12. To be heard
13. To attend classes that are free from student disruptions
14. To be in a school that is respectful, where good manners are expected and making good decisions are expected and are part of our school community

Statement on Social Networking & Electronic Communications

The administrators, faculty and School Council recommend that middle school students not use user-generated social media sites such as Facebook, Instagram, Twitter, Snap Chat etc. Students are not yet mature enough to handle the difficulties that may be presented through interactions on these sites. We further recommend that parents monitor their child's use of electronic communications, such as texting, email and instant messaging.

If a student is communicating through the use of technology and views anything that makes him/her feel uncomfortable she/he should immediately leave that site. Parents should notify the site provider immediately. Please also report this to the local police department, especially if your child is being threatened or harassed. If there is a specific threat mentioned regarding your child at the middle school please report the incident to the Principal or the Assistant Principal.

Student Code of Conduct

At JGMS, we have a clear set of school rules that allow us to function as a community and to feel safe and secure in the school. The rules are based on common sense and help us to be physically and mentally safe, to work together in a common space, to maintain good health, and to obey local and state laws.

Offenses below are categorized according to the level of seriousness. Each category is followed by a set of minimum and additional penalties. These penalties shall be administered judiciously. They are intended to ensure a safe environment for learning and, where appropriate, modify student behavior. The Code of Conduct addresses commonly occurring forms of misconduct. However, because not all examples of misconduct can be foreseen, the school reserves the right to issue consequences for other unanticipated forms of misbehavior. The Code of Conduct applies to student behavior at all school sponsored/ school related events including, but not limited to athletic events.

Behavioral Expectations

The following information pertains to behavior in the JGMS cafeteria, classrooms, hallways and on the school bus. At all times, student behavior should reflect the H.E.A.R.T. values and expectations of the school.

HEART	What does this look like?
Honor	I make the best choice whether or not it is popular. I am honest. I stand up for what I believe in. I can agree to disagree with people politely. I do not draw attention to myself preventing others from learning. I respect my school community by behaving as expected. I do my own work. I respond to adults and peers in my school community with respect. I work cooperatively with partners and groups.
Empathy	I am nice, kind, and polite to all members of the school community. I am quiet and calm and do not distract my peers. I listen to others when it is their turn to speak. I am patient and realize that I am not the only one who needs my teacher's help. I help classmates who are struggling socially or academically. I recognize that my teachers are trying to help me and accept their help. I keep my hands and feet to myself.

Acceptance	<p>I stand up to ignorance and intolerance.</p> <p>I am an ally to my peers.</p> <p>I stand up for people who are being picked on or disrespected.</p> <p>I can work with people who are not my friends.</p> <p>I accept other people's opinions without making negative comments.</p> <p>I accept that I have responsibilities as a student in our school community.</p> <p>I accept that not everyone is the same, and that is OK.</p>
Responsibility	<p>I hold myself accountable for my actions.</p> <p>I make no excuses for what I fail to do.</p> <p>I hold my peers accountable for school expectations.</p> <p>I complete all of my classwork and homework on time and to the best of my ability.</p> <p>I take care of my community (rooms, halls, furniture, technology, and materials).</p> <p>I control my words and actions in all situations.</p> <p>I do not talk over other people.</p> <p>I follow the school rules every day.</p> <p>I actively and collaboratively participate in class.</p>
Tenacity	<p>I try new things with an open mind.</p> <p>I learn from my mistakes.</p> <p>I do not quit.</p> <p>I have a positive attitude and come to class ready to learn.</p> <p>I assess and revise my work.</p> <p>I ask for help.</p> <p>I try schoolwork that is difficult and show my attempts to do it.</p> <p>I work to resolve conflicts and problems (academic and social) appropriately.</p>

Cafeteria Expectations

Our cafeteria is a relatively large room, and to help in ensuring a good lunch period, there are a few rules we have to observe:

- While waiting in line for their lunch, students should be orderly and patient. Students should form a line when waiting for their turn.
- Students should make an effort to include other students who may wish to sit with them. Students may not save seats. Students are expected to stay in one seat for the duration of the lunch period.
- Try to speak at a moderate volume. There is no need to yell or scream.
- Please keep the cafeteria a clean place to eat. Food should find its way to your stomach, not on the tables or floors. Clean your table and the area around your seat when finished. Please be cooperative if the adults supervising the cafeteria ask for help in picking up at the end of the lunch wave.
- Food must be finished before leaving the cafeteria. No food should be taken from the cafeteria, including snack food or drinks from the vending machine.
- Throw all trash away and recycle your aluminum and plastic cans in the receptacles provided.
- Students may only leave the cafeteria after being dismissed by a supervising adult. Do not run when leaving the cafeteria.

At the beginning of the school year, 6th grade students will be required to sit at assigned tables for a short period of time while they become acclimated to the procedures and behavioral expectations of the cafeteria.

Classroom Expectations

Each teacher has his/her own rules, but, essentially, teachers want you to avoid interfering with other people's learning. The rules are simple: be in class, be on time and don't interfere with instruction. Do cooperate, do participate, and do contribute positively. Teachers shall use their discretion to determine if gum chewing will be allowed in their classes. Students who violate an individual teacher's gum chewing policy will be subject to the consequences established by that teacher. Gum should be disposed of properly in garbage cans. If gum chewing or the disposal of gum becomes problematic, the school may consider reverting to a policy in which gum chewing is not allowed.

Hallway Expectations

When walking in the corridors or going up or down any staircases, keep to the right. Do not yell or run in the corridor. Following these rules will prevent a lot of confusion. Do not forget, unless you are changing classes, you should have a pass whenever you are in the halls. Please be aware that there are adults moving through the corridors and be courteous at all times.

School Bus Expectations

Misbehavior on the bus can lead to the loss of bus privileges for a time. The first time you break a rule on the bus, you may be suspended from riding the bus for a period of time deemed appropriate by administration. A second offense on the bus may earn a month-long bus suspension. A third offense means that you may lose your bus privileges for the remainder of the school year. Such a loss can be an inconvenience for everyone.

School Bus Rules

- Riders must remain seated when the bus is in motion.
- Whistling and shouting are not permitted.
- Profanity and obscene language, which includes tormenting and racial, religious or gender slurs, are forbidden.
- Smoking is prohibited.
- The following disturbances are prohibited:
 - Pushing, wrestling or inflicting bodily harm in any way
 - Threatening other passengers or disturbing their possessions
 - Unnecessary talking to the driver or distracting the operator of the bus
 - Throwing objects within the bus or out of windows
 - Climbing over or under seats
 - Littering the bus
 - Leaning out of windows/including head, arms/hands or feet
 - Defacing or damaging the bus
- Weapons of any kind including using body parts as weapons
- Parents will be held responsible for any defacing or damaging of the bus.

JGMS Academic Honor Code

At John Glenn Middle School it is our expectation that all members of the school community will act with honesty and integrity where the primary focus is to attain the knowledge and develop the skills to become independent, self-sufficient young adults who will contribute responsibly in a global community.

All members of the school community will:

1. Act fairly and use honest means to gain academic success.
2. Present and properly acknowledge the words, ideas and opinions of someone else using proper citations.
3. Be honest when presenting information both in oral and written form.

Examples of Possible Academic Honor Code Infractions

1. For example, but not limited to: copying from another student or allowing another student to copy from you, unauthorized use of study aids including cheat sheets, the inappropriate use of a calculator or electronic device, talking or using signs, material written on hands/classroom property, and the unauthorized sharing of information regarding tests and quizzes.
2. For example, but not limited to: unauthorized use of another person's paper, copying homework, labs, essays or projects, copying the sequence of ideas from a book, copying documents from electronic media, such Internet sources, World Language Translation Programs, etc.
3. For example, but not limited to: lying about whereabouts to members of the administration, faculty and staff or giving a teacher a false name.

Types of Consequences

Lunch Detention

Lunch detentions are occasionally issued for violations of the school's disciplinary code. Lunch detentions require that the student eat his/ her lunch in the main office in a designated area that is supervised by an adult.

Teacher Issued Detentions

Teacher detentions may be issued to a student by a classroom teacher or staff member. Teachers may issue either a lunch detention or an after school detention that must be served with the teacher. After school teacher detentions may be scheduled Monday, Tuesday or Thursday between the hours of 2:16 and 3:15 p.m. Teachers determine the amount of time that they wish to retain the student. Teachers will provide students 24-hour notice for detentions, unless teachers have received prior approval from a parent/guardian to keep the student after school. Missing a Teacher detention will result in the submission of an office referral to the Assistant Principal. Teacher detentions will only be held when there is a late bus. Parents should contact the teacher directly if they have a question about a detention. Teacher detentions take precedence over all extra-curricular activities.

Office Detentions

All office detentions will be issued by the Assistant Principal or the Principal. After school office detentions may be scheduled Monday, Tuesday or Thursday typically between 2:16 and 3:15 p.m. The office will sometimes issue lunch detentions for minor violations of the school's disciplinary code. Lunch detentions require that the student eat his/her lunch in the main office in a designated area that is supervised by an adult. Students are given 24-hour notice for any type of office detention, unless prior approval has been received from the parent/guardian. For after school office detentions, students should report to the main office lobby by 2:16 p.m. where the staff member scheduled for detention duty will meet them.

After school office detentions are held within the main office, or more frequently, in a designated classroom. Students are normally not allowed to leave the room during the duration of the detention. Any detentions issued by school administration are recorded in the Aspen system and may appear on the student's disciplinary record. Cutting an office detention will result in two office detentions and may result in suspensions for repeat offenders. Office detentions will only be held when there is a late bus. Parents should contact the Assistant Principal if they have a question about an assigned Office detention. Office detentions take precedence over all extra-curricular activities.

Suspension

The term suspension refers to either an **In-School Suspension** or an **Out-of-School Suspension**. Students receiving an In-School Suspension will be required to stay in a designated area of the building where they will be supervised for the duration of the school day. Students will be expected to complete all of their schoolwork for the day while in the office. It is likely that after the day(s) of suspension the student will need to make appointments to meet with teachers to catch up on any missed instruction or activities that could not be authentically recreated.

An out-of-school suspension is a suspension that the student must serve at home. Students and a parent/guardian will be required to attend a reentry meeting the morning of the student's scheduled return to school.

When receiving an In-School or Out-of-School suspension, students will not be able to participate in after school activities such as dances or sporting events for the duration of the suspension. During a suspension, students are not allowed on any of the Bedford Schools' grounds, except during the period of time when a student serves an in-school suspension.

Prior to a student's **out-of-school suspension for 10 or less days**, his or her parent(s) or guardian will be notified, and the student will be provided with:

1. an oral or written notice describing the basis for the charge, potential consequences, including the length of the possible suspension, the opportunity for a hearing with the principal or his designee, the date/ time/ location of the hearing, the right to interpreter services if necessary, and the right of the student to dispute or explain the conduct.
2. an explanation of evidence and the opportunity to meet and present his/her side of the story to the school administrator.
3. The principal, or a designee, shall ensure that the parent or guardian of the student is notified of the behavioral infraction and the corresponding consequences as outlined in the Student Code of Conduct. A reasonable effort will have been made if the principal or his designee has provided written notice and made two attempts to contact the parents using the means designated by the parents on the emergency response form.
4. A student may be removed from school immediately, without a prior meeting with the student or parents, if the student's continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student.
5. A 're-entry' student-parent-administrator meeting may be required to readmit a student to school following suspension.
6. Days missed as result of suspension do not count toward a student's allotted term absences.

Long Term Suspension: Any long term suspension (exceeding 10 days whether in school or out of school) for conduct other than the conduct described by M.G.L. c. 71, sec. 37H and 37H1/2 of the Education Reform Act of 1993, shall require a formal hearing. In such cases, a student is entitled to a notice of hearing that explains the charges, describes the evidence, lists the potential consequences and provides the parents and student with the date/ time/location of the hearing. For all such cases, the Principal shall hold a formal hearing, including the student's right to be represented by counsel, present witnesses or evidence, cross examine witnesses, and the right to render a written decision.

No long term suspension shall exceed 90 days. A student who is suspended for 10 or more days shall be entitled to an appeal to the Superintendent or his designee. For the purposes of the Code of Conduct, the Principal shall be the Superintendent's designee for any suspension issued by the Assistant Principal. Any

student serving a long term suspension shall be entitled to receive services pursuant to the school wide education plan.

Categorized Offenses & Consequences

Category (A) Offenses

1. An assault* on a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or school sponsored or school related events including athletic games.
2. Possession of a dangerous weapon, including, but not limited to, a gun or knife, on school premises or at school sponsored, or at school related events including athletic games.
3. Possession, sale, distribution, use of, or being under the influence of a controlled substance as defined in Chapter 94C of the M.G.L., including but not limited to, marijuana, cocaine and heroin, on school premises or at school sponsored or school related events including athletic games. (See Drug and Alcohol Policy for more information.)
4. An assault* on any member of the school community who is not a member of the school staff, including but not limited to, parents. This may include, but is not limited to, obtaining money, material goods, or favors by threat of physical harm, or threats of violence or threats to damage property directed toward any member of the school community.
5. Sale, distribution, or use of any weapon including, but not limited to, guns, knives, clubs, slingshots and other articles that can be deemed dangerous.
6. Sale of alcoholic beverages. (See Drug and Alcohol Policy for more information.)
7. An act of arson (i.e. setting something on fire), or use of explosives (including smoke bombs and fireworks).
8. Bomb threats or tampering with and/or activating fire alarm pull stations and/or smoke detectors (false alarms).

*Assault: Blacks' Law Dictionary defines "assault" to mean "an intentional unlawful offer of corporal injury to another by force, or force unlawfully directed toward another person, under such circumstances as to create well-founded fear of imminent peril, coupled with apparent present ability to execute attempt, if not prevented."

Category (A) Minimum Penalties (one or more will apply):

- Ten-day suspension* from all classes and school activities.
- Restitution for any damage.
- Involvement of the police and fire departments as appropriate.
- Loss of school bus transportation privileges for up to the remainder of the school year if the violation occurs on a school bus.
- Student may become ineligible for after school activities and athletics for up to the remainder of the school year, term and/or athletic season.

Participation in a Drug/Alcohol Diversion Program may reduce suspension time for offenses 3 or 6 if deemed appropriate. See Drug and Alcohol Policy on for more information.

Category (A) Additional Action:

- Additional days of suspension from all classes and activities.
- In cases of offenses 1, 2 and 3, determination will be made by the Principal as to whether the student shall be expelled from school. See M.G.L. 37H and 37H-1/2 for more information.
- In cases of offenses 4-8, the Principal will determine if the student shall be referred to the Superintendent who may bring the student before the School Committee for possible expulsion proceedings.
- Exclusion from all non-academic school activities for up to the remainder of the school year.

Category (B) Offenses

1. Being found in possession of, using or being under the effect following use of alcoholic beverages. (See Drug and Alcohol Policy in the appendix for more information).
2. Organizing or participating in any act of harassment (persistent acts of annoyance, threats or intimidation). This includes but is not limited to, harassment based on gender, race, sexuality, sexual orientation, or religion. (See Harassment Policy for more information.)
3. Organizing or participating in any act of bullying, hazing or initiation. Examples of bullying may include, but are not limited to, physical assault, threats and intimidation, name-calling, taunting and other verbal abuse, creating and/or spreading malicious rumors, stealing or destruction of another student's property. (See Hazing Policy for more information.)
4. Destruction of, or damage to, school or personal property, including but not limited to, graffiti.
5. Possession of fireworks, stink bombs, or other dangerous or destructive devices.
6. Theft of school property, receiving stolen items, or possession of stolen items. (This includes but is not limited to, teaching materials, tests/ quizzes and unauthorized copying, deleting or otherwise tampering with computer software.)
7. Fighting: a hostile physical altercation including pushing, shoving or wrestling that does not rise to the level of assault under M.G.L. 37H.
8. Inappropriate sexual activity on school property.
9. The unauthorized distribution of a recording of visual images or audio of anyone taken at JGMS is prohibited. Anyone distributing such images, no matter how small the audience is prohibited.
10. Making threats of any kind that could potentially have a significant disruption on the learning environment even if such a threat was not carried out.

Category (B) Minimum Penalties (one or more will apply):

- Five-day to One-day suspension from all classes and activities.
- Restitution for any damages.
- Involvement of police and fire departments as appropriate.
- In the case of number 8, involvement of Department of Children and Families is required by law.
- Loss of school bus transportation privileges for up to the remainder of the school year if the violation occurs on a school bus.
- Student may become ineligible for after school activities and athletics for up to the remainder of the school year, term and/or athletic season.

- Determination as to whether additional action as noted below is required.

Category (B) Additional Action:

- Additional days of suspension from all classes and activities.
- Superintendent/School Committee hearing to determine expulsion from school.

Category (C) Offenses

1. Open, or continued defiant behavior toward school personnel (i.e. insubordination, which is defined as failure to comply with directions or any school personnel acting legitimately in their official capacity).
2. Use of ethnic or racial slurs, inappropriate sexual language, homophobic comments, or demeaning comments based on age, religion or disability not directed to a specific person or group of people.
3. Noncompliance with policy regarding computer and Internet use. (Refer to the Bedford Public Schools Acceptable Use Policy found in the Appendix for more information.) This includes the unauthorized recording of a visual images or audio while on school grounds, whether it is done through cell phones or other means is prohibited.
4. Forgery, willful use of a forged document and/or tampering with school records. (This includes, but is not limited to, the signing of a parent's or teacher's name or initials to an absence note, attendance report or pass or the signing of one's name to a pass intended for another.)
5. Obscene, abusive or profane language or gestures, which, by virtue of being rude, insolent or insulting, are disruptive of the educational process.
6. Failure to identify one's self by giving a correct first and last name upon first request by school personnel.
7. Serious endangerment, defined as acts that endanger a person or more than one person. This includes, but is not limited to, pranks that may not possess a harmful intent, but are dangerous in nature.
8. Leaving school grounds while school is in session without an authorized dismissal note.
9. Trespassing on school grounds or at school sponsored activities (includes, but is not limited to, suspended and absent students).
10. Missing assigned office detention (Cutting/Skipping Detentions).
11. Possession of smoking, or using tobacco products and paraphernalia in school buildings, on school grounds or at school sponsored events. This includes, but is not limited to, e-cigarettes, vapes, cigars, and chewing tobacco.
12. Malicious teasing.
13. Fire Safety Violation. Examples include, but are not limited to, using matches, lighters, or misusing Bunsen burners or other science equipment.
14. Selling, buying or trading of valuables or money such as, but not limited to, electronic devices.

15. Disruptive behavior to persons or property which substantially interrupts the educational process such as throwing snowballs, other objects or food and making excessive noise.

Category (C) Minimum Penalties (one or more will apply):

- One to three-day suspension from all classes and school activities, or five detentions based upon assistant principal's or principal's judgments.
- Involvement of police or fire departments as appropriate.
- Loss of school bus transportation privileges for up to the remainder of the school year if the violation occurs on a school bus.
- Student may become ineligible for after school activities and athletics for the remainder of the school year, term and/or athletic season.
- For noncompliance of Computer Use Policy: suspension from all school computer use for up to the remainder of the year. Cell phone confiscation.
- For Missing Office Detention: First Offense-student must serve two additional detentions. Second and Subsequent Offenses-one to three-days suspension.
- Unexcused tardy to Office Detention: student must serve two additional detentions.
- Determination as to whether additional action as noted below is required.
- In the case of smoking/vaping: payment of fines/tobacco education program if appropriate. (See Tobacco Policy in appendix)
- Restitution for any damages, which may include but is limited as community service and/or a letter of apology.

Category (C) Multiple Offenses May Result in Additional Action:

- Additional days of suspension from all classes and activities.
- Superintendent/School Committee hearing to determine expulsion from school.

Category (D) Offenses

1. Cheating: including, but not limited to:
 - a. Sharing or learning of specific questions on an academic assessment before it is given.
 - b. Sharing or obtaining information during an academic learning activity
 - c. A student turning in another's work as his or her own.
 - d. A student copying the work of another student on an assignment or assessment.
 - e. A student using a book without permission during an assessment
 - f. A student copying directly from a book, the internet, a digital file or other reference source without giving appropriate credit to the author. (Plagiarism, i.e. submitting another's work or ideas as one's own.)
 - g. Forging signatures on any school-related work or documents.
2. Being outside the building or in another unauthorized area while school is in session.
3. Inappropriate physical behavior in a school environment such as horseplay, roughhousing and fooling around.
4. Unauthorized absence from class, or part of a class (class cut).

Category (D) Minimum Penalties (one or more will apply):

- One to five after school Office Detentions, or one in-school suspension.

- If a student is caught cheating (including plagiarism), he or she will initially receive zero credit for the assignment. The teacher will give the student the opportunity to authentically complete the assignment, in which case the student will receive a failing grade for the assignment, with a numeric score no less than a 50 and no greater than a 59. Additionally, a note will be placed in the student file and the teacher will contact the student's parents to arrange a meeting. A numeric score of a zero may be given if a second offense occurs in the same school year.
- Loss of school bus transportation privileges for up to the remainder of the school year if the violation occurs on a school bus.
- Determination as to whether additional action as noted below is required.
- Restitution for any damages, which may include, but is not limited to, community service and/or a letter of apology.

Category (D) Multiple Offenses May Result in Additional Action:

- Additional days of suspension from all classes and activities.
- Superintendent/School Committee hearing to determine expulsion from school.

Category (E) Offenses

1. Possession and/or use of electronic devices including, but not limited to, cell phones, Ipods, MP3 players, personal gaming systems, video cameras and laser pointers, on school premises or during school sponsored activities and/or while school is in session.
2. Food or drink in unauthorized areas (excluding water), littering, failure to clean up after self.
3. Excessive tardiness as reported by teacher or administrator.
4. Cutting a teacher-assigned detention.
5. Repeatedly violating general classroom behavior rules and being sent to the office by a teacher for disciplinary reasons.

Category (E) Minimum Penalties (one or more will apply):

- One to four office detentions.
- Extended teacher detention.
- In the case of #1, the item will be confiscated and parent may be asked to pick the item up at school. Successive incidents could result in extended confiscation and the banning of the electronic device for a period of time, including, but not limited, to the entire school year.
- In the case of #2: cleaning of the physical area.
- Determination as to whether additional action as noted below is required.
- Restitution for any damages, which may include, but is not limited to, community service and/or a letter of apology.

Category (E) Multiple Offenses May Result in Additional Action:

- Additional days of suspension from all classes and activities.
- Compensatory work (e.g. cleaning cafeteria and/or school grounds).
- Superintendent/School Committee hearing to determine expulsion from school.

Bullying & Cyber-bullying

Bullying of any type has no place in a school setting. The Bedford Public Schools will endeavor to maintain an environment free of bullying. Bullying behavior by students may start in elementary school as teasing and/or put-downs, and become progressively worse, potentially assuming physical dimensions. Bullying and harassment are major distractions from learning that can have a significant impact on the academics of the victim. Fear can lead to chronic absenteeism, truancy, or even dropping out of school. Additionally, bystanders may feel both guilty and/or helpless for not standing up to the bully. It is important to note that sexual harassment can also be a form of bullying.

Bullying Defined

Bullying is the repeated use by one or more students (or by a member of a school staff including, but not limited to, an educator, administrators, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional) of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target's property;
- Places the target in a reasonable fear of harm to him/herself, or of damage to his/her property;
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

Bullying takes place when a stronger or more emotionally or socially powerful individual(s) intentionally and repeatedly hurts, threatens, or torments a more vulnerable individual.

Bullying:

- is deliberate.
- happens repeatedly.
- represents a marked imbalance of power between bully and victim. Bullying is a one-sided, unfair match.

Bullying, therefore, is different from a single incident of teasing. It is, in fact, an abuse of power. Bullying also differs from play, and from the normal conflicts of childhood. When two children of approximately equal strength or power are engaged in a fight, it is not bullying. Thus, although all acts of bullying are aggressive, not all aggressive acts are bullying. Bullying can occur face to face or it can happen behind one's back, especially through cyberbullying.

Cyberbullying is defined as willful and repeated harm inflicted through the medium of any electronic device. Bullying can be short-term or it can last a long time. Bullying can be done by an individual or by a group.

If a student feels that s/he is being bullied, it is important to tell a trusted adult, a parent, teacher, counselor, principal, or nurse, who can help him/her.

JGMS Response to Bullying & Harassment

Bullying incidents at John Glenn Middle School are considered a Category B offense to the Student Code of Conduct and will be disciplined accordingly. In addition to disciplinary consequences, a student found responsible for malicious teasing, bullying or harassment may be required to meet with a school counselor for a number of sessions deemed appropriate by the administration. These sessions may consist of individual or group sessions.

Students may also be required to work with school staff during Advisory for a period of time determined by school administration that may include the remainder of the school year. Participation in these or any other offerings deemed to be more therapeutic than punitive may help to reduce the disciplinary consequences assigned to the student for the offense. Prompt attendance at all scheduled meetings is required for program completion. Failure to attend appointments or a lack of cooperation in these programs may result in additional disciplinary action.

Appendix

Athletics

John Glenn Middle School strives to offer all students the opportunity to participate in the athletic program. We believe the combination of both interscholastic and intramural sports programs at this age level is appropriate and provides opportunities for all students.

The role of athletics at the middle school level is to help students learn new skills, understand how to function in a team environment: understand the role of a team and one's responsibility to the team, appreciate healthy competition, be physically active, and learn discipline and self care.

Interscholastic sports provide the opportunity for students to play competitively with other middle schools. We offer cross-country and track for all grade levels. For 7th and 8th grade students, the athletic program consists of soccer, basketball, softball, baseball, football, and field hockey. To the extent possible, our practice is to keep large teams to enable more students to be exposed to a team environment, receive instruction and practice time, and work towards equal playing time. Unlike recreational sports, school sports may not offer equal playing time for all members; however, all members will receive some playing time.

It is important to note that some students will not make a team if too large a number of students try out for the team. While we prefer not to "cut" students, limited resources make it impossible to include every student if a large number participate in the tryouts. It is ultimately the coach's decision as to who will make the team. Attendance at tryouts, effort, skill, ability to function and contribute as a team member, attitude and sportsmanship are some of the characteristics that a coach will use when it is determined that too many students are trying out. Coaches will provide specific information as to what they are looking for in an athlete during the tryout period. JGMS offers six sports during the fall season. Try-Outs begin the first week of school and the season ends in late October. Information regarding fall try-outs is will be announced during morning announcements.

The following number of students will be included on each team:

Cross Country and Track:	No Limit
Basketball:	20
Soccer:	22
Baseball and Softball:	17
Football:	45
Field Hockey	22

If parents have questions regarding a coach's decision, it is very important that they contact the coach (visit JGMS website for contact information). Parents may not visit the coach at school unless the coach has arranged for a meeting. If there are any questions regarding any aspect of a particular sport, the following protocol should be followed:

1. The student talks to the coach.
2. The parent talks to the coach.
3. The parent talks to the JGMS Athletic Coordinator.
4. The parent talks to the BPS Athletic Director.
5. The parent talks to the JGMS Principal, Mr. Kevin T. Tracey.

Below are some of the expectations for members of an athletic team at John Glenn Middle School.

Attendance Expectations: Players are expected to be at every practice and game, to arrive on time, and to remain for the entire practice. Students must be in school by 11:00 on a game day or practice day in order to participate. Students should try to avoid scheduling doctors' appointments during practice and game times. If a player misses a practice, he or she must bring a note explaining their absence. Please note that most sports have a practice or game/meet every day of the week. If the missed practice falls the day prior to a game, without the coach's permission, the player will not start the game the next day OR not play in the game. It will be the coach's decision, based upon circumstances. Extra help and detention come before practice. If a player is late for practice, he or she should bring a note from the teacher with whom the player was working. If a player is unable to participate in physical education during a school day, he or she is unable to participate in practices or games on that same day.

Attitude Expectations: Players are expected to be respectful to their teammates, coaches, opponents, and officials. Disrespect of any kind will not be allowed. Players are expected to play any position that the coach feels will help the team. Players will need to share playing time but when players are on the sideline, they should cheer for each other.

Eligibility Expectations: As a member of a JGMS team, certain academic and behavioral standards must be met.

Academic: If a student fails two subjects from the previous marking term, or is failing two or more subjects in the current marking term, the student is not eligible to participate in sports.

Behavior: Players must be at practice to be eligible to play on the team. Detentions will hurt playing time. If a student is suspended from school on any day, he or she may not practice with the team or play in a game

Forms: Every Bedford School athlete must have on file in the nurse's office the following:

- The Permission to Participate in Sports Form, submitted prior to the season of each new sport.
- The Interscholastic Sports Pre-participation Health History Form, submitted prior to participation (including tryouts) for every sport and every season; A physical exam report signed by a physician.
- Transportation/Waiver Form

Physicals are valid for 13 months. Every student who participates in interscholastic sports including try-outs is required by the Massachusetts Interscholastic Athletic Association (MIAA) to have a physical exam every 13 months. The best time to have the physical exam is between JUNE 15th AND AUGUST 15th to be valid for the entire school year. We strongly encourage you to have your family physician perform the sports physical. Please make sure the physical form specifies approval for sports activity. Call your physician's office now to schedule a sports physical exam. If you do not have health insurance or are unable to schedule an appointment for an exam with your physician within the required time, please call the JGMS nurse at 781-275-7632.

District Curriculum Accommodation Plan (DCAP)

The Bedford Public Schools' District Curriculum Accommodation Plan (DCAP) is designed to assist administrators, teachers, and other staff in ensuring that all possible efforts have been made to meet students' needs in general education classrooms and to support teachers in analyzing and accommodating diverse learning styles of all children that may be present in a school. Led by the building principal, staff at each school collaborates on best practices in order to ensure that adequate instructional strategies and supports are available for both students and staff. The DCAP is directly connected to procedures that are currently in place to strengthen and improve the general education program for the benefit of all students, not solely or specifically for special education.

The Bedford Public School DCAP is a comprehensive one that includes the following components:

- Building based **Response to Intervention/Student Support Teams** meet on a regular basis and provide general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of students. Consultations with specialists who can provide important information and expertise to general education teachers are a common part of the RTI/SST meeting. Parents are often an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.
- Our schools employ the services of many **specialists** for the purpose of assisting students who need extra support. Careful assessment and remediation is planned. Collaboration with the general education teacher is an important component of the success of this collaboration. For example, reading specialists not only work with selected students but also model effective reading lessons for teachers to use with their entire class.
- Bedford Public Schools provides a **Mentoring Program** for all Year One and Year Two educators. Year One staff members participate in a yearlong Induction Program as well as work with a veteran teacher on a one-to-one basis. Year Two staff work in small groups with a Mentor who provides more focused and personal guidance regarding instructional strategies and classroom management.
- **Professional Development** is an important part of our District goals providing all staff with an opportunity to collaborate during Wednesday early releases and to participate in workshops both within in the district and at regional and statewide meetings and conferences. A wide array of topics ranging from instructional and behavioral strategies for special populations to current trends in

curriculum and assessment to state regulations may be covered in these professional development offerings.

- Ongoing **academic support** is available at the building level through before and after school programs. These opportunities are provided by Title I, METCO, grants to the individual schools, or by individual teachers. The goal of these programs is to increase the skills and confidence of our students so they can successfully apply their knowledge to classroom and real life situations.
- All staff are also able to provide **individual accommodations** to students on an as-needed basis and specific to the content or situation, including curriculum accommodations for elementary, middle, and high school. The DCAP includes suggestions for accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues. While it lists best practices, sample strategies and other actions from which the teachers and collaborating staff may select for appropriate accommodations for individual students, in no way does the DCAP limit the accommodations that staff may choose to implement in order to meet a student's needs.

The DCAP is intended to address various strategies at each level that will include:

- Accommodations to address various students' learning needs, including students who are English Language Learners, At Risk, Title I, Special Education, or Gifted and Talented and to manage student's behavior effectively.
- Support services that are available to students through the general education program, including services to address the needs of students whose behavior may interfere with learning.
- Direct and systematic reading instruction for all students.

Components of this document were adapted from "Mitigative Strategies"

<http://www.as.wvu.edu/~scidis/dyscalcula.html> and from publications by Education Development Center, Inc. 2007

Resources, Structures and Services at JGMS

The following resources, structures and services have been designed to meet the diverse learning needs of students at JGMS. Additionally, the building based Response to Intervention (RTI) Team provides a systematic and collaborative approach to identifying and addressing individual student needs.

Academic

- An ELL teacher works with English Language Learners both in the classroom and in small group settings.
- Reading Specialists provide targeted and individualized reading programs.
- Academic Intervention provides academic tutorials, homework support and study skills development for regular education students in need of services.
- MCAS Remediation is provided periodically and as needed during the school year but outside the school day to at-risk students through Title I.

- Title I Math tutoring and skill-building are offered for identified students.
- Teacher supervised Homework Club is open after school on a regular basis for students needing additional support.
- Middle school academic skill-centered instruction is provided for Grade 6 students in Learning Strategies class. The Learning Strategies curriculum emphasizes student awareness of their own learning process (metacognition), organizational note taking strategies, and active learning.
- Student organizational issues are addressed by instructional teams within the class as well as on a pullout basis when needed.
- All students are provided with an Academic Planner.

Behavioral/Social/Emotional

Behavior plans are coordinated with teachers, adjustment counselors and Response to Intervention (RTI) members.

- All students are assigned a faculty advisor. Advisory groups of no more than 14 students per adult meet frequently to discuss issues of school culture.
- Individual/group counseling sessions target specific issues.
- An Anti-bullying Task Force has been established to address issues of bullying and cyber-bullying and curricula is in place at all three grade levels

Teacher Teaming/Support

The middle school is structured using grade level teams to facilitate collaboration around student issues and curriculum development. Periodic time is allotted for teacher collaboration and planning.

On-going professional development frequently addresses issues that support student performance in academic, social, and emotional areas.

- Teachers make frequent use professional learning networks both within and outside of the district to share ideas, strategies, and curriculum.
- Teachers across the curriculum are also prepared to use CRISS strategies in their classroom. These strategies include helping students become metacognitive, i.e. helping them think about how they are learning and what they are learning, activating background knowledge, setting purposes for learning, learning actively through discussion and writing, and using organizational strategies to improve comprehension, note taking, and learning in all content areas.

Routinely Used Instructional Strategies

In addition to the pre-special education referral options open to all Bedford students, teachers throughout the district make routine use of the following strategies as part of their commitment to good instruction. It should be noted that the strategies listed below might not be appropriate for all instructional ages.

Design Lessons for Clarity

- Share lesson goals with students each day and check on progress towards those goals at the end of the lesson.
- Provide a daily agenda to students.
- Plan lessons with student performance and enduring understandings as objectives.
- Identify essential questions students should be able to answer at the end of the lesson or unit when appropriate.
- Identify key vocabulary and repeat that vocabulary often during a lesson.
- Provide students with regular opportunities to engage actively in instruction.
- Check for understanding frequently.
- Incorporate opportunities for student movement into lessons.
- Incorporate wait time into lessons.
- Preview new concepts.

Address Assessment Issues

- Teach and practice test-taking strategies and anticipate test formats when appropriate.
- Clarify directions or questions.
- Have students paraphrase directions and questions, as needed.
- Provide visual and auditory directions.
- Use timers/time reminders to help students pace themselves if timing is an issue.
- Allow extended time for assessments when appropriate, up to time and a half.
- All MCAS test administrations are untimed. Since any student may be given additional time beyond the scheduled test administration session, additional time is not considered an MCAS accommodation. However, no single test session may extend beyond the end of the regular school day, and any single test session must be completed on the same day in which it begins. Students taking the English Language Arts (ELA) Composition test must complete two sessions (Session A and B) in one day.
- Evaluate student understanding using multiple formats.
- Allow credit or time extension on incomplete nightly homework if time spent exceeds grade level maximum; parents must note and sign homework when the maximum time expectation has been reached

Build a Context for Material

- Make content relevant to students.
- Show examples of the finished product (exemplars).
- Use a familiar context when introducing concepts.
- Show examples of the finished product (exemplars).
- Use a familiar context when introducing concepts.
- Preview vocabulary.
- Have student identify key information and main ideas.
- Relate lesson parts to the whole.

Model Strategies

- Use graphic organizers to highlight relationships.
- Model use of highlighting and color coding to help retention (visual memory) and to accentuate patterns.
- Use “think alouds” and other metacognitive strategies.
- Provide study tools and/or teach students to make study tools.

Provide Added Supports

- Teach note-taking strategies when appropriate.
- Provide templates/graphic organizers when appropriate.
- Provide a word bank with key vocabulary, words and visuals when appropriate.
- Reformat handouts to provide space for students to write when appropriate.
- Provide checklists for multi-step tasks, when appropriate.
- Provide opportunities for learning and study strategies that incorporate the use of highlighters and post-it notes, etc. for class use.
- Provide varied opportunities for student practice.
- Provide graph paper and encourage students to use it in order to keep the numbers or letters in line when appropriate.
- Provide uncluttered workspaces. Allow scrap paper with lines and ample room, especially on tests, for uncluttered computation.
- Provide timely feedback with opportunities for student revision.

- Access to a second set of notes when needed as determined by teacher and student.
- Access to word processor.
- Technological accommodations as determined by teacher and student.
- Students will be granted short breaks during lessons and testing as long as the integrity of the lesson or test is not compromised

Establish Routines that Support Learning

- Provide preferential seating for students who appear distracted.
- Develop a system of non-verbal cues for redirecting and refocusing students
- Use consistent and familiar routines.
- Provide students with opportunities to problem solve individually or in small teams and to share their thinking out loud with others.

Access Procedures for Non-Custodial Parents

As required by M.G.L. c.71, 34H, a non-custodial parent may have access to the student record in accordance with the following provisions:

A non-custodial parent is eligible to obtain access to the student record unless:

- the parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
- the parent has been denied visitation or has been ordered to supervised visitation, or
- the parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.

In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal annually. The initial request must include the following:

A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5)(a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and

Affidavit from the non-custodial parent that said court order or judgment remains in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody.

The non-custodial parent must submit a written request for access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).

Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR (5) (a).

The school must delete the address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c.71, 34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Place of Attendance; Chapter 75, Section 5: Description

Every person shall have a right to attend the public schools of the town where he/she actually resides, subject to the following section. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, age, disability, religion, national origin or sexual orientation.

Promotion and Retention of Students, File: IKE

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

Bus Policies

Procedures for Drivers, School Principals and Parents

In case of misconduct on a bus, the incident will be reported on the proper form to the school principal by the driver. The principal will report the incident in writing to the child's parent. In the case of injury, the parents or guardian of the injured child will be notified.

In case of a repetition of misconduct, within a school year, the principal may suspend the student's transportation privileges, for a period of time to be specified. The student will have been afforded an opportunity for a hearing prior to disciplinary action. For an exclusion of ten days or less, the student will be given notice of the charges and the evidence against him or her, and an opportunity to respond to the charges. Written notice of exclusion will be provided to the parents and a copy sent to the Director of Curriculum. The parents, and when appropriate the student, must meet with the principal prior to the return of bus-riding privileges. All disciplinary action will be subject to appropriate due process.

Further misconduct shall be referred to the Director of Curriculum. If upon investigation by the Director of Curriculum, he/she deems the misbehavior to be chronic, bus privileges will be denied the student for a period to be determined by the Director of Curriculum, and the responsibility for transportation will then rest with the parent.

Any parent concerns with misconduct on the bus should be reported in writing to the principal who shall conduct an investigation to determine the merits of the complaint. Appropriate disciplinary consequences as outlined above will follow.

Any serious offense that threatens the safety of any bus passengers or driver will be treated with whatever extraordinary measures are deemed appropriate by the school principal including immediate suspension from the bus. A disciplinary hearing will be held the next school day and a decision will be rendered of disciplinary action. Consequences could include either short and long term suspension or permanent exclusion from the school bus.

Loading and Unloading at the Bus Stop

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.

Required Conduct aboard the Bus

1. Riders must remain seated when the bus is in motion.
2. Whistling and shouting are not permitted.
3. Profanity and obscene language, which will include tormenting and racial, religious or gender slurs, are forbidden.
4. Smoking is prohibited.
5. The following disturbances are prohibited:
 - Pushing, wrestling or inflicting bodily harm in any way
 - Threatening other passengers or disturbing their possessions
 - Unnecessary talking to the driver
 - Throwing objects within the bus or out of windows
 - Climbing over or under seats
 - Littering the bus
 - Leaning out of windows/including head, arms/hands or feet
 - Defacing or damaging the bus
 - Weapons of any kind including using body parts as weapons
 - Parents will be held responsible for any defacing or damaging of the bus.

Procedures to Follow in Case of Concerns

If parents have any concerns or questions they should follow these procedures:

Request for Bus Stop Change

All requests should be submitted in writing to the Transportation Safety Committee c/o the Director of Finance, 97 McMahon Road (JGMS). Copies of this letter will be distributed to all the members. The letter will be acknowledged and dealt with at the next scheduled meeting. Parents will receive the decision of the committee immediately following the meeting.

Concerns with a Bus Driver

Same as above. Letters sent to both the Safety Committee and where appropriate, the principal of the school.

Student Behavior on the Bus

A phone call to the principal immediately following the incident and a follow-up letter. The principal in turn will take the necessary steps to investigate the complaint and will respond in writing to the concerns in a timely fashion.

School Bus Safety Program

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

- All pupils will be instructed as to the proper procedure for boarding and exiting a school bus and in proper and safe conduct while aboard.
- On-bus emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
- All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
- All school rules apply on the bus.
- Parents will be apprised of bus procedures and code of conduct.

Adopted: Date of Manual Adoption, Amended: June 15, 2004

LEGAL REFS: M.G.L. 90.7B as amended by Ch. 162 Acts of 1988, M.G.L. 90:1 et seq.; 713.2, 713:7L, .Highway Safety Program Standard #17, .Bedford Elementary Schools Handbook for Parents,. Middle School Student Handbook.

Drug & Alcohol Abuse: Cases Arising in the Schools

Close cooperation between school authorities and law enforcement officials is essential if the problem of drug and alcohol abuse in the schools is to be addressed adequately. Education and prevention must remain the first priority and the Bedford School Committee will maintain its efforts to provide meaningful programs of drug and alcohol education in whatever way the school deems appropriate.

But where prevention fails, the Bedford School Committee has adopted the following guidelines regarding: (I) the questioning and searching of students suspected of illegal drug or alcohol activity; (II) the reporting of cases to the police; (III) the prosecution of cases, and (IV) the establishment of drug diversion programs.

Guidelines for questioning and searching students suspected of illegal use of drugs or alcohol.

- A. Each school should specify the staff member(s) authorized to question and search students regarding illicit drug or alcohol activity on school property. (For JGMS: Principal, Assistant Principal, Guidance/Adjustment Counselors)
- B. The designated staff member is entitled to conduct a search of a student's person and immediate possessions whenever there are reasonable grounds to believe the student has violated or is violating the law or the rules of the school relating to drugs or alcohol. A mere hunch or suspicion about a student does not constitute reasonable grounds for a search. There must be specific, definable and objective reasons for believing that a particular student is engaged in prohibited drug or alcohol activity.

- C. Before initiating a search of a student reasonably suspected of prohibited drug or alcohol behavior, the designated staff member should question the student, whenever possible, for the purpose of ascertaining:
1. the kind and amount of drug or beverage consumed, possessed, distributed or sold on school property or at school sponsored events;
 2. in cases where the student is reasonably suspected of being under the influence of drugs or alcohol, when and where such drug or beverage was last consumed and the quantity consumed;
 3. whether the student still has in his or her possession or subject to his or her immediate control more of such drug or beverage;
 4. when, where, from whom and under what circumstances the student obtained such drug or beverage;
 5. in the case of sale or distribution, when, where, to whom, and under what circumstances the student sold or distributed such drug or beverage
- D. If, after questioning the student and reviewing the information previously obtained, the designated staff member continues to find there are reasonable grounds for believing the student has violated or is violating the law or school rules regarding drug and alcohol use, then the staff member should search the student's person and/or property under the student's immediate control.

The scope of such search should be limited to what is reasonable related to the objectives of the search and should not be excessively intrusive in light of the age and sex of the student and the nature of the offense. Any search of the student's person should be conducted by a staff member of the same sex.

The above guidelines apply only when school authorities act independently of the police in questioning or searching a student. If the police are involved in interrogation of a student, it may be first necessary for the police to advise that student of his or her *Miranda* rights. If the police are involved in searching a student, there must exist probable cause for the search and, in most instances, a search warrant.

Guidelines for the reporting of drug and alcohol abuse cases arising in the schools to the police

No reporting to the Police

Behavior: A student voluntarily confides to a teacher or other school official that he or she has a drug or alcohol problem.

Response: The school should act so as to encourage other students also to come forward voluntarily about their drug or alcohol use. To this end, contacting a parent and/or referral to treatment or counseling agencies may be appropriate, but the police should not be involved.

Discretionary Reporting to the Police

Behavior: The student's behavior creates a reasonable suspicion that the student is under the influence of alcohol or a controlled substance, but no contraband is found on the student.

Response: The decision whether to notify the police in such cases should be left to the discretion of school authorities. Since no contraband is uncovered, school authorities have not actually witnessed the student committing an arrestable offense. However, depending on the particulars of their suspicion and their general knowledge of the student, school officials may deem it appropriate to inform the police about the matter. This should be done informally, for example by telephoning the

juvenile officer in the local police department. In consultation with school authorities, the juvenile officer should then determine whether further police involvement or investigation is warranted.

Recommended Reporting to the Police

Behavior: A student is found in illegal possession of alcohol or a controlled substance on school grounds or during a school function.

Response: Except when the case is one which the school refers a student directly to a drug and alcohol diversion program, school authorities may report the case to the police. Police should make arrangements to pick up any evidence of crime obtained by the school, and school authorities should forward to the police, as soon as possible, a full written report of the incident if required.

Behavior: A student is found selling or distributing alcohol or a controlled substance on or near school grounds or during a school function.

Response: School authorities *in all cases* should immediately report the matter to the police. The police should arrange to pick up any evidence.

Guidelines for the prosecution of drug and alcohol cases arising in the schools

A. Sale or Distribution of Alcohol or Controlled Substances

Barring truly exceptional circumstances, the Bedford Police Department will prosecute all cases reported to it of illegal sale or distribution of alcohol and controlled substances (including prescription drugs and counterfeit controlled substances) occurring on school property or at school functions.

B. Possession of Alcohol or Controlled Substances

The Bedford Police Department will presumptively prosecute all cases reported to it of illegal possession of alcohol or controlled substances (including prescription drugs) on school property or at school functions.

In regard to marijuana, the law provides that, if the case is the student's first drug offense, then he or she is to be placed on six months probation and the case dismissed and records sealed upon successful completion of the probation period.

Guidelines for drug and alcohol diversion programs

- A. Diversion provides an alternative to criminal prosecution in a limited number of circumstances. If a school or school district desires to establish a drug and alcohol diversion program for its student, the superintendent of schools for that district should obtain the written agreement of the chief of the local police department. Their memorandum of agreement should specify (1) the basic criteria for eligibility into the school's diversion program; (2) procedures for notifying the police whenever school authorities divert a case; and (3) the procedures for turning over to the police all evidence of the student's criminal behavior. The police should agree not to seek a criminal complaint against any student who successfully completes an approved school diversion program. The schools should agree to report to police for prosecution the name of any student who fails to fulfill the requirements of its diversion program.

- B. In regard to eligibility criteria, school authorities and local police departments should consider requiring a student's case to meet all the following criteria for diversion.
- The student is observed by school officials committing an arrestable offense involving illegal possession of drugs or alcohol;
 - The offense is the student's first and only criminal offense;
 - The amount of drugs or alcohol possessed by the student is small enough to rule out the possibility that the student possessed the substance(s) with intent to distribute them;
 - The student's performance in school does not exhibit a general pattern of violent or anti-social behavior;
 - The student acknowledges responsibility for his or her behavior;
 - The student's parents, where feasible, agree to monitor the student's participation in the diversion program;
 - The student's parents agree to participate in the diversion program if appropriate.
- C. In reviewing whether a particular case is appropriate for diversion, school authorities and local police departments should consider proceeding as follows:
- The building principal or his designee should confront the student with the evidence against him or her and allow the student an opportunity to be heard.
 - Student's parents should be notified immediately, told the nature of the offense and instructed to come to the school.
 - The principal or his designee should then explain the school diversion program to the student and parents, as well as the alternative of seeking a criminal complaint.
 - If the parents choose not to have the student participate in the diversion program, the principal or his designees should then report the case immediately to the police, turning over to them any evidence obtained of the student's criminal behavior.
 - If the parents choose to have the student participate in the diversion program, school authorities should then notify the local police department of the incident and of the school's decision to refer the matter to its diversion program. The police should arrange to pick up and hold any criminal evidence obtained by school officials. School officials should forward a full written report of the incident to the police as soon as possible. Students who elect the Alcohol and Drug Diversion will be expected to sign a contract which is available in the Principal's Office.

***** Please note that on March 22, 2010, the following General Bylaw Amendment was passed at Town Meeting pertaining to the Prohibition of Marijuana Use:**

47.18.1 Public Consumption Forbidden

No person shall smoke, ingest, otherwise use or consume marijuana or tetrahydrocannabinol (as defined in M.G.L., C. 94C, 1, as amended) while in or upon any street, sidewalk, public way, public building, schoolhouse, school grounds, cemetery, parking lot, or any area owned by or under the control of the Town; or in any place accessible to the public.

47.18.2 Enforcement

The Police Department shall enforce this bylaw. This bylaw may be enforced, in the sole discretion of the enforcing agent, through any lawful means in law or in equity including, but not limited to, enforcement by criminal indictment or complaint pursuant to M.G.L., C. 40, 21, or by non-criminal disposition pursuant to M.G.L., C. 40, 21D. The fine for violation of this bylaw shall be three hundred dollars (\$300) for each offense.

Any penalty imposed under this bylaw shall be in addition to any civil penalty imposed under M.G.L, C. 94C, 32L

Family Education Rights and Privacy Act (FERPA), Massachusetts Student Records Regulations & Bedford Public Schools Annual Notice

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached that age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting their building principal.

The right to access the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from the building principal.

The right to request amendment of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Bedford Public Schools and who need access to a record in order to fulfill their duties. The Bedford Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.

As required by federal law, the Bedford Public Schools routinely releases the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to High School Principal. Absent receipt of a written objection for the parent or eligible student by October 1st (initial notification sent September 2005), this information will be released without further notice or consent.

The right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

Bedford Public Schools Implementation of Protection of Pupil Rights Amendments ^{1/}

The Bedford Public Schools adheres to the Protection of Pupil Rights Amendment (PPRA),^{2/a} a federal law that affords parents and eligible students (those who have reached the age of 18) certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. An overview of these rights follows:

- A. Consent to federally funded surveys concerning “protected information.” Schools must obtain written consent of the parent or eligible student prior to requiring the student to participate in a survey that is funded in whole or in part by a program of the United States Department of Education (USDOE) if the survey concerns one or more of the following protected areas of information (“protected information survey”):
 - 1. Political affiliations or beliefs of the student or student’s parent;
 - 2. Mental or psychological problems of the student or student’s family;
 - 3. Sex behavior or attitudes;
 - 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - 5. Critical appraisals of others with whom respondents have close family relationships;
 - 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - 7. Religious practices, affiliations, or beliefs of the student or parents; or
- B. Opt out of certain surveys and exams even if not federally funded. Parents and eligible students must receive notice of any of the following activities and have the right to opt out of them.
 - 1. Any protected information survey, regardless of funding;
 - 2. Any non-emergency, invasive physical exam or screening that is required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;^{3/}

^{3/} Mass. Gen. Laws §71, §57 requires schools to conduct physical examinations [of students] “to ascertain defects in sight or hearing, postural or other physical defects tending to prevent his receiving the full benefits of his school work and to ascertain physical defects of the feet which might unfavorably influence the child’s health or physical efficiency.”

3. Activities involving collection, disclosure, or use of personal information^{4/} obtained from students for the purposes of marketing or selling or otherwise distributing the information to others.^{5/}
- C. Inspect certain materials. Upon request, parents and eligible students have the right to inspect the following before the school district administers or uses them:
 1. Protected information surveys of students;
 2. Surveys created by a third party.
 3. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 4. Instructional materials^{6/} used as part of the educational curriculum.
- D. Receive notification of the district's policies on the PPRA. After consultation with parents, the Bedford Public Schools has adopted the following policies to implement the PPRA:

Notice of Rights: The Superintendent will arrange for direct notice to parents and eligible students of this policy at the beginning of each school year, either through the U.S. Mail or e-mail, and will provide updates within a reasonable time period after any substantive changes. The Superintendent may also include notice of this policy along with other routine legal notices in one or more local newspapers.

Notice of Activities: The Superintendent will arrange for direct notice to parents/eligible students at least annually at the beginning of the school year of the activities or surveys identified in the PPRA that the Bedford Public Schools anticipates conducting. The Superintendent will provide parents/eligible students with consent forms or the opportunity to opt a child out of activities, if applicable.

Inspection of Materials: Parents or eligible students who wish to exercise their right to inspect surveys and instructional materials as identified in the PPRA may do so by sending written notice to the *[Superintendent of*

^{4/} Personal information is defined as individually identifiable information including a student or parent's first and last name; home address; telephone number; or social security number. 20 USC §1232h (c)(6)(E).

^{5/} The requirements concerning activities involving the collection and disclosure of personal information from students for marketing purposes do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following: college or other postsecondary education recruitment, or military recruitment; book clubs, magazines, and programs providing access to low-cost literacy products; curriculum and instructional materials used by elementary schools and secondary schools; tests and assessments used by elementary schools and secondary schools to provide genitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student; the sale by students of products or services to raise funds for school-related or educational-related activities; student recognition programs.

^{6/} The term "instructional materials" is defined as instructional material that is provided to the student, regardless of format, including printed or representational materials, audio visual materials (such as materials accessible through the internet.) The term does not include academic tests or academic assessments. USC §1232h(c)(6)(A).

Schools or the School Principal]. The *[Superintendent/Principal]* will respond to requests within ten calendar days. Opportunity for inspection of applicable materials will be provided at the school or district administrative offices.

Protections of Student Privacy: The Superintendent will insure that procedures are in place to protect student privacy in the administration of protected information surveys and in the collection, disclosure or use of personal information for marketing, selling or other distribution purposes.

Parents or eligible students who believe their rights under the PPRA have been violated may file a complaint within the district by contacting the Superintendent of Schools. Complaints may also be filed with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

RB\POLICY\N-POLICY-PPA-03-08-12

Grievance Procedures

Where to File a Complaint

Any person who believes that John Glenn Middle School has discriminated against or harassed her/him because of her/his race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the principal. If the principal is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Director of Curriculum of the Bedford Public Schools. These individuals are listed below and are hereinafter referred to as "Grievance Administrators".

Principal- John Glenn Middle School	781-275-3201
Director of Curriculum- Bedford Public Schools	781-275-7588

Complaints of Harassment by Peers: In the event the complaint consists of a student's allegation that another student is harassing him/her based upon the above-referenced classifications, the student may, in the alternative, file the complaint with a complaint manager (hereinafter referred to as "Building Complaint Manager"). The individual listed below is referred to is the Building Complaint Manager(s):

Assistant Principal-John Glenn Middle School	781-275-3201
Guidance Counselor/ Adjustment Counselors	781-275-3201

Complaints of Discrimination based upon Disability: A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who, because of handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 766, and/or the Individuals with Disabilities Education Act, must use the procedure outlined in the Massachusetts Department of Education's Parents' Rights Brochure rather than this Grievance Procedure. A copy of the brochure is available from the following individual:

Director of Special Education	781-275-5296
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A person with a complaint involving discrimination on the basis of a disability other than that described above may either use this Grievance Procedure or file the complaint with the U. S. Department of Education at the address provided at the end of this Grievance Procedure.

Contents of Complaints and Timelines for Filing

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Grievance Administrator, or any person of the grievant's choosing may assist the grievant with filing the complaint. The written complaint must include the following information:

1. The name and school (or address and telephone number if not a student or employee) of the grievant.
2. The name (and address and telephone number if not a student or employee) of the grievant's representative, if any.
3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or harassment.
5. The date(s) of the alleged discrimination or harassment.
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.

A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

Investigation and Resolution of the Complaint

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that, in the event a resolution contemplated by John Glenn Middle School involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment.) Any disciplinary action imposed upon an employee or student is subject to applicable procedural requirements.

All the time lines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will be completed as quickly as practical. If the time lines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that, in the event the respondent is subject to a collective bargaining agreement which set for a specific time line for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of grievants/respondents and witnesses will be maintained, to the extent consistent with John Glenn Middle School's obligations relating to investigation of complaints and the due process rights of individuals affected. Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Appeal Process

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Superintendent, as follows:

Jon Sills, Superintendent
781-275-7588
Bedford Public Schools
97 McMahon Road
Bedford, MA 01730

The Superintendent will issue a written response on the appeal to the grievant within ten (10) school days of receiving the appeal. If the grievant is not satisfied with a disposition by the Superintendent, the grievant may appeal the disposition to the School Committee, as follows:

Chairman, Bedford School Committee
781-275-7588
c/o Bedford Public Schools
97 McMahon Road
Bedford, MA 01730

The School Committee shall respond promptly, but not later than 30 days, in writing, to the complaining party. Generally, a grievant may file a complaint with the U. S. Department of Education, Office for Civil Rights, JW McCormack POCH, Boston, Massachusetts 02109-4557, telephone (617) 223-9662, TTY (617) 223-9695 as follows:

1. within 180 calendar days of alleged discrimination of harassment, or
2. within 60 calendar days of receiving notice of the Bedford Public School's final disposition on a complaint filed through the Bedford Public Schools, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint within the Bedford Public Schools.

Retaliation

Respondent and his/her associates are prohibited from retaliating in any manner against a Complainant or any party involved in the complaint procedure. Acts of retaliation may result in immediate disciplinary action, including, but not limited to, suspension and or recommendation to the Superintendent for further disciplinary action.

Guidelines & Procedures for Recognizing and dealing with Harassment

Sexual, racial, religious or disability harassment occurs between students and adults whenever any hurtful verbal or physical communication occurs that the victim is powerless to stop. Some specific behaviors that will not be tolerated are:

1. Unwanted racial, sexual, religious or disability comments
2. Spreading racial, sexual, religious or disability gossip
3. Unwanted physical contact of a racial, sexual or religious nature
4. "Bullying" which is verbal or physical threats intended to intimidate another person
5. Name calling

If you are the victim of one of these behaviors, talk to an adult in the school as soon as possible (refer to the Grievance Procedures). Begin with the person closest to the problem. For example, if the harassment occurs in the classroom, talk to the teacher. If it occurs during an after school activity, speak to the faculty advisor or the coach. You cannot solve this problem alone. The adult will communicate your concerns to an administrator. He or she will have a meeting with you, the other student, and, if you wish, the adult you reported to and/or your counselor as soon as possible. The purpose of this meeting will be to determine if harassment has occurred. Often, such discussions can resolve the misunderstanding that caused the incident. If the incident is more serious or becomes a pattern of behavior, more serious action may be taken such as an apology, counseling, detention, or suspension. Each incident will be handled individually with as much confidentiality as possible.

Sexual Harassment

All persons associated with the Bedford Public Schools including, but not necessarily limited to, the School Committee, the administration, the staff, and the student, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the Bedford School Committee takes allegations of sexual harassment seriously, it will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, the School Committee will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which the School Committee deems unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment:

Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.

- Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The Grievance Officer:

Assistant Superintendent
97 McMahon Road
Bedford, MA 01730
781-275-7588

The School Committee will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with established procedures.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45, Federal Regulation 74676 issued by EEO Commission, Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX), Board of Education 603 CMR 26:00, CROSS REF.: JICFB, Bullying

Harassment by a Student-Complaints Made by Students or Staff Involving Harassment by a Student –

Upon receiving a complaint, the principal or assistant principal (high and middle schools) shall confer with the Complainant to gain an understanding and statement of the alleged facts. If it is determined that such facts would constitute sexual harassment as defined above, the complaint officer shall take appropriate steps to investigate and/or resolve the complaint. Such steps may include, but are not limited to, those listed below:

1. Meet with the person charged (such person is hereinafter referred to as "Respondent") to obtain a response to the complaint;
2. Conduct interviews of possible witnesses to the alleged events;
3. Report the matter to local police if criminal activity is involved. See Mass. General Laws, c.265, 43, which prohibits stalking;
4. Subject to the requirements of due process, take disciplinary action against Respondent, including without limitation, a letter of reprimand or warning or a suspension of one to ten days; Refer Respondent to the Principal or Superintendent for further disciplinary action.

Harassment by a Staff Member-Complaints Made by Students or Staff Involving Harassment by a Staff Member

Upon receiving a complaint, the principal or assistant principal (high or middle) shall confer with complainant to gain an understanding and statement of the alleged facts. As appropriate, the principal or assistant principal may take steps 1-4 above. In addition, the complaint officer shall report suspected child abuse to the Department of Social Services as required by Mass. Gen. Laws, c.119, 51A and shall take, as appropriate, the steps necessary for disciplinary action against the staff member pursuant to the applicable collective bargaining agreement and state and Federal law.

We take complaints of harassment seriously. If you have seen someone being harassed or have been harassed yourself, you can speak to any teacher, a guidance counselor, the nurse, the assistant principal, or the principal for help.

Retaliation

Respondent and his/her associates are prohibited from retaliating in any manner against a Complainant or any party involved in the complaint procedure. Substantiated acts of retaliation will result in immediate disciplinary action, including, but not limited to suspension and/or recommendation to the superintendent for further disciplinary action.

An Act Prohibiting the Practice of Hazing

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows: Chapter 269 of the General Laws is hereby amended by adding the following three sections:

Section 17. Chapter 269: Section 17. *Hazing; organizing or participating; hazing defined*

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Failure to Report Hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Issuance to students and student groups, teams and organizations

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

JGMS Beliefs and Students Expectations regarding Bullying / Cyberbullying Harassment

Including Processes and Procedures Related to the Investigation of Students' Rights Violations:

The John Glenn Middle School expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors. Please refer to the John Glenn Middle School Student Handbook sections on Rules and Expectations for a more detailed listing of students' rights and expectations.

Bedford Public School - Definition of Bullying and Cyberbullying

File: JICFB - BULLYING PREVENTION

BEDFORD PUBLIC SCHOOLS

The Bedford Public Schools, in accordance with MGL: Chapter 92 of the Acts of 2010, and Section 370, endeavor to maintain a safe learning environment where students can achieve the highest academic standard. The Bedford Public Schools are committed to creating an environment in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of intimidation and abuse. Bullying of any type has no place in a school setting. The Bedford Public Schools will endeavor to maintain a learning and working environment free of bullying. The Bedford Public Schools shall not tolerate bullying.

Definitions

"Bullying" is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach,

advisor to an extracurricular activity or paraprofessional, of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that:

- causes physical or emotional harm to the victim or damage to the victim's property;
- places the victim in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the victim;
- infringes on the rights of the victim at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.
- For the purposes of this section, bullying shall include cyber-bullying.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic, photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation of impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected. For the purpose of this policy, whenever the term bullying is used it is to denote either bullying or cyber-bullying.

"Bullying a Class." By the Department of Elementary and Secondary Education's definition, if a teacher is accused of bullying his or her class, then the District must implement the same investigation procedures that it would use if, as the law states, an allegation is made that an individual has been targeted.

"Retaliation" is any form of intimidation, reprisal or harassment by a current student or former student under the age of 21 directed against a person in response to an action that person has taken or knowledge that person has.

Prohibitions

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Bedford Public Schools.

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Bedford Public School district if the act or acts in question:

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially. The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students who believe that they are a victim of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The victim shall not, however, be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report. Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action. Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible. Any member of a school staff shall immediately report any instance of bullying the staff member witnessed or became aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged victim or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-Bullying Report Form which may include interviewing the alleged victim, alleged perpetrator, staff members, students and/or witnesses.

Staff shall assess an alleged victim's needs for protection and respond as needed to restore a sense of safety for that student. Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within a timely manner. The parents or guardians shall be contacted upon completion of the investigation and informed of the results. The report provided to parents or guardians shall

include whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. The Principal or his/her designee shall contact the parents or guardians as to the status of the investigation.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies. Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Victim Assistance

The Bedford Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both victims and perpetrators, affected by bullying, as necessary.

Training and Assessment

Training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying. Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for K-12 students.

Communication with Other School Districts

If an incident of bullying or retaliation involves students from more than one school district, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, the school district or school informed of the bullying or retaliation shall contact law enforcement.

Special Education

Whenever the evaluation of the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Bedford Public Schools website.

REFERENCES: MA Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFERENCES: Title VII, Section 703 Civil Rights Act of 1964 as amended

Federal Regulation 74696 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR 26.00

M.G.L. 71:370

M.G.L. 265:43, 43A

M.G.L. 268:13B

M.G.L. 269:14A

MGL c.71, 370 as amended by Sections 72-74 of Chapter 38 of the Acts of 2013

CROSS REFERENCES: AC, Nondiscrimination

ACAB, Sexual Harassment

JBA, Student-to-Student Harassment

JICFA, Prohibition of Hazing

JK, Student Discipline Regulations

Approved: October 12, 2010

Revised: November 12, 2010

Approved & Revised: October 22, 2013

Revised and Approved: 2017

Middle School Specific - Process for Responding to a Report of Bullying/Peer Aggression

JGMS Core Beliefs and Expectations of Student Behavior:

We believe that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members.

We believe that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline.

Since bystander support of harassment or bullying can support these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support

students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

We expect students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

Pre-Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged victim and/or protect the alleged victim from further potential incidents of concern. In taking any such action, however, the rights of both the alleged victim and alleged perpetrator must be considered.

Step One: Complete Incident Report Form

If An Adult Witnesses Incident:

- All staff should have copies of the Incident Report Form readily available.
- Adult completes Incident Report and gives to staff designated to handle such reports (Assistant Principal or designee).
- Encourage staff and faculty to report incidents even if they are unsure if the child wants the incident reported.

If a Child Reports Incident to an Adult:

- Adults in the school have access to the forms; Parents will be able to access reporting forms from the school's main office, from their children's teachers, or from the JGMS website.

All reports will be investigated by the Assistant Principal or his/her designee.

- At all times the adult affirms the child's feelings, i.e. "you were right to report this. I'm glad you told me."

Staff Response:

- Determine if there are immediate safety issues that must be addressed.
- Note child's level of distress and/or the presence of injuries, damaged/torn clothes, etc.
- If immediate safety issues exist, staff member(s) will take child to the school nurse and/or report incident to the Principal/Assistant principal immediately. The teacher will follow up by completing an Incident Report.
- If no immediate safety issues exist, teachers will work with the child to complete an Incident Report.

Step Two: Interview Target of Peer Aggression

Interview the target rather than the aggressor first. This addresses the urgency of the targeted child's need to talk to someone as well as allows the staff member (investigator) to assess if immediate danger or safety issues exist and must be dealt with right away.

The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

*** **We never ask to see victim in the alleged aggressor's presence**, and we emphasize that the victim will not be mentioned to the aggressor and will not be part of the discipline.

*** It is important to stress that **mediation should not be used with bullying situations**, i.e. conflicts characterized by an inequality of power where one child is being clearly victimized by another. Mediation is the ideal response to equal-power conflicts between children.

Support target by:

Affirming child's feelings, i.e. "You were right to report this. I'm glad you told me."

Asking the child what s/he has already attempted to do, to stop this situation.

Making it clear that the aggression was not his/her fault.

Thinking carefully before giving advice, as often times the targets have already tried and failed to stop this aggression using the strategies the school has suggested, i.e. walking away, telling the aggressor to stop, etc.

- Reminding target to always report aggression.
- Brainstorming solutions with him/her after identifying what has and has not worked in the past. Note: even solutions that seem obvious to adults may not be apparent to children, such as merely avoiding the bully.
- Recruiting peers to befriend isolated targets.

Step Three: Interview Child Accuse of Physical Aggression

Identify the problem and diffuse reporting responsibility, i.e. "I have been hearing that..." "I have an Incident Report that states...." Alternatively, own reporting responsibility or attribute it to another adult, i.e., "I am disturbed by what I have been seeing.." or "Ms. Soandso saw you..."

Focus more on the aggressor child's behavior than on a particular incident. For example, "I have a report here that you were calling kids names," rather than "I have a report that you called Susie Smith a bad name."

Provide incentives for honesty. For example, if the aggressor denies any wrongdoing, tell child that if s/he tells the truth about the incident you can mention his/her honesty when calling his/her parents.

The procedure differs somewhat, depending on whether the child who is accused of being the aggressor admits wrongdoing or not.

Step Four: In the case of denial of wrongdoing

If there is **any corroborating evidence or witnesses**, tell the child that. We do not mention the victim or the witnesses by name (unless they are adults), if possible.

If there is zero corroboration and the "aggressor" continues to deny everything

one child's word against another's: We will continue to keep a very close eye on the situation and so will the other adults in the school.

The child may be required to have a weekly “check-in” with his/her counselor or advisor. Please know that the weekly check-in is not a punishment; rather, we stress that we want to be sure that the child is doing well and want to hear weekly how he/she is doing.

NOTE: If the aggressor denies, regardless of whether there is corroboration, further investigation is required.

Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged perpetrator and/or other witnesses. If appropriate, the investigator should remind the alleged perpetrator and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

Step Five: If the aggressor admits wrongdoing

Assign consequence to aggressor. If the student admits wrongdoing or an investigation leads staff to believe student was engaging in bullying behavior, student should look up consequence on the discipline rubric. An administrator will explain that consequences are not arbitrary and that any child who engages in this behavior will in fact experience the same consequence.

Contact parent. Student should then call parent, in presence of a school staff person, to tell parent what s/he did and what the consequence is. Staff should then complete and send home the Parent Communication Letter.

Document incident and consequence. Complete Follow Up Form (see below examples of Factors for Determining Consequences, Factors for Determining Remedial Measures and Examples of Consequences and Remedial Measures).

Designate a time, place, and person to help student complete a processing/reflection form. The sooner this is done, the more effective it will be. This step of reflection is the first in many that the student can take to change his/her aggressive behavior. Students should either write out answers to open-ended questions or be able to dictate answers to an adult who writes them down for him/her. Students must make statements that accept the negative effects of his/her behavior on others, e.g., “I hurt X when I called him stupid.” The following statements are **not acceptable**:

- I didn’t do anything. (denial)
- I did something but it wasn’t my fault. (externalizing)
- I know what I did didn’t really hurt her because
- she didn’t have to go to the nurse. (minimizing)

Document action taken/plan developed, and share with

- Principal/ assistant principal
- Support staff, and

- Teachers who have any contact with the target/bully.

Contact parent of both target and aggressor.

School staff will promptly provide written notice to the parents or guardians of a victim and a perpetrator about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the victim's parents or guardians—unless it involves a “stay away” or other directive that the victim must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the administrative staff or a designee will contact the victim to determine whether there has been any recurrence of the prohibited conduct.

The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

Monitor safety of target and increase supervision of accused.

Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Factors for Determining Remedial Measures:

Personal

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

Environmental

- School culture
- School climate
- Student-staff relationships and staff behavior toward the student

- General staff management of classrooms or other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the approved John Glenn Middle School Student Handbook's code of student conduct. Remedial measures shall be designed to:

- correct the problem behavior;
- prevent another occurrence of the behavior;
- and protect the victim of the act.

Consequences and appropriate remedial actions for a student who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion or a combination of such consequences.

Effective discipline should employ a school wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- Temporary removal from the classroom
- Loss of privileges or future privileges (i.e. field trips, special events)
- Classroom or administrative detention
- Institution of a Behavioral Plan
- In-school suspension
- Out-of-school suspension
- Institution of a Therapeutic plan
- Expulsion or termination

Examples of Remedial Measures:

Personal

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice
- Peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a child study team, as appropriate

- Behavioral management plan, with benchmarks that are closely monitored
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

Environmental (Classroom, School Building)

- Set a time, place, and person to help the aggressor reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- School culture change
- School climate improvement
- Continued development of our Accept the Challenge anti-bullying/harassment initiative
- Modifications of schedules
- Adjustments in student routes or patterns traveling to and from classes
- Modifications in student routes or patterns traveling to and from school
- Targeted use of monitors (e.g., hallway, cafeteria, bus)
- General professional development programs for staff
- Mandated reporting by school staff
- Parent conferences
- Referral to family counseling or individual counseling
- Involvement of parent-teacher organizations
- Involvement of community-based organizations
- Development of a general bullying response plan
- Peer support groups
- Law enforcement involvement as part of Memorandum of Understanding (e.g., school resource officer, juvenile officer)

Responsibilities of School Staff

All school employees are required to report alleged violations of this policy to the principal or the principal's designee

All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The JGMS Administration will be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Principal and/or the Principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made.

We prohibit reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator, after consideration of the nature, severity, and circumstances of the act.

We prohibit any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

Nondiscrimination Policy, File: AC

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed in the following statements of School Committee intent to:

- Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
- Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
- Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
- Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
- Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
- Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.
- The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business: No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, gender or gender identity, religion, national origin, sexual orientation or disability. If someone has a complaint or feels that they have been discriminated against because of race, color, sex, religion, national origin, sexual orientation or disability, they should register their complaint with the Title IX compliance officer.

LEGAL REFS.:

Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education For All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
M.G.L. 76:5; Amended 1993
M.G.L. 76:16 (Chapter 622 of the Acts of 1971)

LEGAL REFS.:

Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, as amended 10/24/78
Board of Education 603 CMR 2600
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.:

ACA- ACE Subcategories for Nondiscrimination
GBA, Equal Opportunity Employment, JB, Equal Educational Opportunities

Nondiscrimination of the basis of Disability, File: ACE

Section 504 and Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the district's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the district or be subject to discrimination. Nor shall the district exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition

A "qualified individual with a disability" is an individual with a disability who, with or with-out reasonable accommodation to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the district.

Reasonable Accommodation

The district shall make reasonable accommodations in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the district can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications

The district shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the district shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the district. In determining what type of auxiliary aid or service is necessary, the district shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services

"Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification

The district is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the district shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. The decision shall be accompanied by a written statement of the reasons for reaching that conclusion.

Notice

The district shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Section 504 and Title II of the American With Disabilities Act (ADA) and its applicability to the services, programs, or activities of the district. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator

The district shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Section 504 and Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The district shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified handicapped person solely on the basis of handicap is unfair; and
2. To the extent possible, qualified handicapped persons should be in the mainstream of life in school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of handicap.

LEGAL REFS.:

Rehabilitation Act of 1973, Section 504
Education For All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Section 504 and Title II, Americans with Disabilities Act of 1992
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.:

IGB, Special Instructional Programs and Accommodations
IGBA, Programs for Handicapped Students

Searches

The right to search students and inspect a student's property, or school property under the temporary control of a student, is inherent in the authority granted School Committee and administrators. This authorization may be exercised as needed in the interest of protecting children and safeguarding their own, or school property.

Nevertheless, exercise of that authority by school officials places significant demands upon their judgment in an effort to protect the constitutional rights of the individual students while, at the same time, acting in the best interest of all students and the school system.

Searches of students, their possessions, lockers, or student automobiles will be conducted in a way conducive to the preservation of individual rights and to an atmosphere supportive of the educational process.

Whenever a student search is conducted, the following shall apply:

- No search shall be conducted unless there is reasonable suspicion that a violating of law or school rules has occurred.
- Searches shall be conducted with at least two faculty members present, one of whom shall be the Principal or his designee.
- Whenever a personal search is deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. School officials may examine articles of clothing such as pockets, coats, book bags, etc.
- However, in recognition that right to privacy considerations intensify as a search becomes invasive, no school personnel shall ever conduct a "strip search" of a student.
- Should a student refuse to voluntarily comply with a request for a search, the student must be detained until parents and, if necessary, police, can arrive at school to assist, as appropriate, in the investigation.
- Should a search uncover any substances or contraband, such shall be turned over to the appropriate authorities or rightful owner, as appropriate, and suitable disciplinary action shall be taken.
- Parents will be notified prior to any student search whenever possible.
- Nothing herein shall be constituted to limit the right of the School Committee or administration to make use of external detecting resources should these become necessary or desirable.

Procedures for Disciplining Students with Special Needs

All students are expected to meet the requirements for behavior as set forth in the student handbook. Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Educational Plan (IEP). The following additional requirements apply to the discipline of special needs students.

1. The Principal or Assistant Principal will notify the Director of Special Education in writing of the suspendable offense of a special needs student and a record will be kept of such notices in the Pupil Personnel Services office.

2. When it is known, or is probable, that the suspension(s) of a special needs student will accumulate to ten days in a school year, the Principal shall consult with the Director of Special Education, (781.275.7588). The Principal (Team Chairperson) will convene the team to review the student's IEP to determine if the student's misconduct is related to his/her special needs; if the IEP is appropriate; or if the IEP has been fully implemented.
 - A. If the TEAM determines that any of those three conditions apply, the suspension cannot occur. Instead the TEAM will take immediate steps to ensure that either the IEP is fully implemented or will modify the IEP to reflect a new program designed to meet the student's needs. Any modification to the IEP must be agreed upon by the student's parents before it can be implemented.
 - B. If the TEAM concludes that the student's misconduct was not related to the student's special need, and that the IEP was appropriate to meet the student's needs, and that the IEP had been fully implemented, then the student may be suspended, provided that an amendment to the IEP is developed to describe the manner in which the student will continue to receive his/her special education program during the period of suspension.
3. If a special needs student is found in possession of a weapon or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at school or at a school function, the student may be placed in an interim alternative educational setting for the same amount of time that a student without special needs would be subjected to discipline, but for not more than 45 days, without parental consent.
4. If the suspension will result in an exclusion of more than 10 days in a school year, immediate written notification of the suspension and request for approval of the alternative plan must be made to the Division of Special Education, with a copy to the student's parents. A copy of the alternative plan must be included, and the request for approval must be completed by the Principal (Team Chairperson) and forwarded to the Department of Education by the Director of Special Education.

Although all students are expected to meet the requirements for behavior as set forth in this handbook, the Federal and state laws governing the provision of special education services requires that additional provisions must be made for those students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Education Plan (IEP). Those additional requirements are described in #3.

Suspension / Expulsion Pursuant to the Education Reform Act of 1993

(A) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(B) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(C) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(D) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(E) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(F) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(G) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Section 37H.

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 370 and shall include the student-related sections of the bullying prevention and intervention plan required by said section 370. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons,

the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 370. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Felony Complaint or Conviction of Student; Suspension; Expulsion; Right to Appeal Chapter 71, Section 37 H ½

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

Inquiries Regarding Title II, VI & IX

Inquiries regarding compliance with Title II may be directed to the Assistant Superintendent, 781-275-7588.
Inquiries regarding compliance with Title VI may be directed to the Assistant Superintendent, 781-275-7588.

Inquiries regarding compliance with Title IX may be directed to the Assistant Superintendent, 781-275-7588;
the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921

Smoking by Students, File: JICG

Massachusetts state law (M.G.L., c. 71, Sec. 2A) prohibits the use of tobacco products by students enrolled in public schools in schools or on school grounds.

CROSS REFS.:

IGAG, Teaching About Drugs, Alcohol, and Tobacco,
EEACC (also JFCC), Student Conduct on School Buses,
JFCC, (also EEACC), Student Conduct on School Buses
BEDFORD PUBLIC SCHOOLS - APPROVED JUNE 15, 2004

JGMS Smoking & Tobacco Policy

John Glenn Middle School is committed to having a smoke and tobacco-free environment for all members of the school community. Therefore, the use or possession of tobacco products, which includes e-cigarettes, vaping devices and/or smoking related products on school property, at school sponsored activities and on vehicles used in the transportation of students is strictly prohibited. Tobacco products include cigarettes, cigars, chewing tobacco, snuff or any other form of tobacco. Violations will result in the following consequences (in addition to the consequences listed in the Disciplinary Rules and Regulations section).

Students	1st Offense
	\$50 fine or Tobacco Education Program
	Parent Notification
	Notification to Athletic Coordinator
	2nd Offense
	\$75 fine Change to \$100 per direction of Board of Health
	Tobacco Education or Smoking Cessation Program
	Notification to Athletic Coordinator
	3rd Offense
	\$100 fine
	Tobacco Education or Smoking Cessation Program
	Meeting between student, parent(s) and administration
	Notification to Athletic Coordinator

Visitors	1st Offense
	Verbal notification of no smoking policy
	2nd Offense
	Request to leave school property

Suspicion of Smoking: No loitering is permitted in the lavatories and only one student is allowed in a stall at a time. Any student or students observed in a closed lavatory stall from which smoke is emanating will be reported to the Principal or Assistant Principal for suspicion of smoking. Upon the discretion of the Principal or Assistant Principal, the student(s) will be disciplined for:

- 1) a smoking violation
- 2) a suspicion of smoking violation

A smoking violation will result in the consequences listed above under “No Smoking Policy”. A suspicion of smoking violation will result in three (3) detentions with a warning that any further violations of the no smoking policy will result in a smoking violation, complete with the associated consequences.

Possession of tobacco products (cigarettes, cigars, chewing tobacco, snuff or any other form of tobacco) or tobacco related paraphernalia (cigarette lighters, pipes, papers and cigarette holders) on school property will result in the confiscation of the tobacco related item by the Administrators or Faculty, and suspension.

Smoking Cessation Programs are available to interested students, faculty and staff through the office of the Prevention Services Coordinator, Bedford Youth and Family Services.

Sexual Harassment, File: ACAB

All persons associated with the Bedford Public Schools including, but not necessarily limited to, the School Committee, the administration, the staff, and the student, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the Bedford School Committee takes allegations of sexual harassment seriously, it will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, the School Committee will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which the School Committee deems unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The Grievance Officer: Director of Curriculum and Instruction, Office of the Superintendent, 97 McMahon Road
Bedford, MA 01730, 781-275-7588

The School Committee will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with established procedures.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45, Federal Regulation 74676 issued by EEO Commission, Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX), Board of Education 603 CMR 26:00

CROSS REF.: JICFB, *Bullying* Bedford Public Schools - approved June 15, 2004

Wellness Policy, File: ADF

The Bedford Public Schools are committed to providing a school environment that enhances learning and the development of lifelong wellness practices. The schools strive to meet the goals as set forth by the Massachusetts School Nutrition Task Force:

- To provide children with access to adequate and healthy food while at school.
- To promote healthy eating patterns through classroom nutrition education coordinated with the comprehensive health education program including education, health and food services.
- To provide children with access to appropriate nutrition services
- To establish this school-wide policy, involving input from a wide variety of representatives from the school community.

Student Transportation in Private Vehicles, File: EEAG

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

- The activity has the approval of the Superintendent of schools.
- The owner of the vehicle being used in transporting students must file evidence with the Superintendent of personnel liability insurance coverage on the vehicle in the amounts of \$250,000 - \$500,000 or more.

- The parents of students to be transported in this manner will be fully informed as to this means of transportation and will sign a statement to this effect.

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CROSS REF.: ADDA – CORI Requirements

Bedford Public Schools - approved June 15, 2004

Acceptable Technology use policy for students, File: IJNDBA

Student use of technology in the Bedford Public Schools during the school day is solely for the enhancement of teaching and learning. All students are expected to read this Acceptable Use Policy and are required to sign the Acceptable Use Policy Agreement Form. Adherence to this policy is a condition for a student's use of technology.

Acceptable uses

Examples of acceptable use include (but are limited to) the following:

Students must...

- Identify themselves in Internet communications
- Post/send only useful and appropriate information
- Only access their own account and keep their passwords private
- Only alter their own work, unless they have permission from the owner
- Only use the e-mail account provided by the Bedford Schools while on the school network
- (Bedford e-mail accounts may also be accessed at anytime from outside the school network.)

Students should...

- Check e-mail frequently and delete old mail
- Take care in using humor, avoid sarcasm, and don't unreasonably criticize, or "flame" others
- Credit the original author when quoting someone else's work
- Remove their old files when they are no longer needed

Students must not...

- Engage in harassment, libel, or slander of any kind
- Use the Internet for commercial or political purposes
- Use the Internet to access sexually explicit or pornographic materials
- Use the Internet for illegal activities including, but not limited to, copyright violations and illegal distribution of software
- Give out their own or another individual's personal information such as address or phone number
- Post audio, video or any material of or created by another student or faculty member without that individual's permission
- Engage in spamming (sending massive, inappropriate and unsolicited information) or flooding (transferring data without intent of meaningful communication)
- Use equipment without permission
- Alter the configuration of school technology, except as educationally appropriate
- Download or install software of any kind without permission
- Illegally copy software

Internet Safety Training

All students will participate in a yearly internet safety training that will address appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Sanctions

Network access is a privilege, not a right. The Bedford Public Schools will review alleged violations of this Acceptable Use Policy. Violations could result in the following:

- Loss of access privileges
- Additional disciplinary action at the building level in accordance with the discipline code in the student handbooks.
- Referral to appropriate law enforcement agencies

Disclaimer of Liability

The Bedford Public School system denies responsibility for the accuracy or quality of information obtained from the Internet. The Bedford Public School system cannot guarantee that access will always be available and is not responsible for any damage a user suffers or for the loss of data obtained via the Internet.

Privacy

Users should not have an expectation of privacy or confidentiality in the context of electronic communications or of other files sent, received and/or stored on the district's network. The Bedford Public School System also reserves the right to examine all data sent, received and/or stored on the district's network. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver. Electronic communications may be archived for a period of up to three years.

Web Page Policy, File: IJNDC

The District's Web Page Policy is as follows:

1. District Web Site

A. The district will establish a web site. Materials appropriate for placement on the district web site may include: district information, school information, teacher or class information, student projects, and student extracurricular organization information. All published pages and corresponding links stored on the school department servers must be related to Bedford's educational goals and objectives or related to school-sponsored activities. Personal, non-educationally related information will not be allowed on the district web site.

B. All material must also be approved by the building principal and/or the appropriate administrator or their designee prior to publication on the webserver.

2. Curriculum Web Pages

Teachers may establish web pages for teaching and learning purposes, such as use with class activities or to provide a resource for other teachers. Teachers will be responsible for maintaining their class educational resource sites. Such pages will be subject to the approval, consistency, content, and procedural requirements as described in sections 1, 4, and 5 of this policy.

3. Extracurricular Organization Web Pages

- A. With the approval of the building principal, extracurricular organizations may establish web pages. Material presented on the organization's web page must relate specifically to school organization activities.
- B. Organization web pages must include the following notice: "This is an extracurricular organization web page. Opinions expressed on this page shall not be attributed to the Bedford Public Schools."

4. Web Page Requirements

- A. All District Acceptable Technology Use Policy provisions will govern material placed on the Internet.
- B. Web Pages shall not:
 - i. Contain the address, or phone number of students.
 - ii. Display materials such as photographs, audio or videos of any identifiable individual(s) without a signed release and without permission from the identifiable individual(s). Releases for students under the age of 18 must be signed by their parent or guardian and be kept on file.
 - iii. Contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner. There will be no assumption that the publication of copyrighted material on a web site is within the fair use exemption.
- C. First names or first names and the first letter of the last name may be used where appropriate for grades K-5. Student's grades 6-12 may be identified by their full name.
- D. Material placed on the web site is expected to meet academic standards of proper spelling, grammar, and accuracy of information.
- E. Students may retain the copyright on the material they create that is posted on the Internet. District employees may retain the copyright on material they create and post if appropriate under district policies.
- F. It will not be considered a violation of free speech to require removal of material that fails to meet established educational objectives or that is in violation of any provision of the Acceptable Technology Use Policy (attached).

5. Content Standards

The intended audience of the school and/or district web site is primarily members of the school community, citizens of Bedford, and people interested in moving to the area. All subject matter on the school web pages shall relate to curriculum, instruction, and school-authorized activities and general information of interest to the intended audience. Pages should include, but not be limited to, factual information about the school or school population, philosophy or vision statement and staff listing.

6. Concerns

Concerns about the content of any pages created by staff should be directed to the building administrator. Bedford Public Schools - approved June 15, 2004, Revised: May 12, 2009

Equal Education Opportunities, File: JB

It is the policy of the Bedford Public Schools not to discriminate on the basis of sex, race, religion, color, disability, sexual orientation and national origin in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments and Chapter 622 of the Acts of 1971. Inquiries regarding compliance with Title IX may be directed the Office of the Superintendent, the Department of Education or to the Director of the Office for Civil Rights, Boston, Massachusetts.

LEGAL REFS.: Title VI, Civil Rights Act of 1964 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375 Title IX, Education Amendments of 1972 M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971) Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, amended 10/24/78

Bedford Public Schools - approved June 15, 2004

Student-to-Student Harassment, File: JBA

Harassment of students by other students will not be tolerated in the Bedford Public Schools. This policy is in effect while students are on school grounds, school district property or property within the jurisdiction of the school district, school buses, or attending or engaging in school activities.

Harassment prohibited by the district includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal, physical nature or any other form that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.

- Demeaning jokes, stories, or activities directed at the student.

The district will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment. Retaliation against a student because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion. The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

REFS:

"Words that Hurt," American School Board Journal, September 1999 National Education Policy Network, NSBA

LEGAL REF.: M.G.L. 151B:3A Title VII, Section 703, Civil Rights Act of 1964 as amended Board of Education 603 CMR 26:00. Bedford Public Schools - approved June 15, 2004

Homeless Students: Enrollment Rights and Services, File:JFABD

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the districts liaison for homeless students and their families.*

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the districts decision

and their appeal rights in writing. The districts liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the students previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the states address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student or will divide the costs equally.

The districts liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The districts liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

LEGAL REFS.: Title I, Part C :No Child Left Behind Act, 2002

BEDFORD PUBLIC SCHOOLS - APPROVED JUNE 15, 2004

The Assistant Superintendent has been designated as the Homeless Liaison.

Homeless Students – McKinney Vento Act

The McKinney Vento Act requires homeless student liaisons to provide public notice of the education rights of homeless students disseminated in places where homeless students receive services under the McKinney Vento Act. 42 U.S.C. & 11432(g)(6). The liaison for the Bedford Public Schools is Ms. Claire Jackson, Assistant Superintendent, who can be reached in the Superintendent's Office.

Student Attendance, File: JH

Every pupil, who is not present in the schoolroom at the appointed time for opening session of school, shall be marked tardy unless the pupil can demonstrate that he/she was engaged with a member of the educational staff at, or just prior to, the appointed time.

In every case of absence or tardiness by the pupil, the school shall require a reason, verbal or written, to be made by the parent or guardian. No pupil shall be dismissed from school before the close of the session, except 1) in case of illness, 2) other emergency, or 3) by request of his/her parent or guardian, made in person or in writing. All cases of dismissal shall be recorded. Pupils may not leave the building until the person receiving the pupil has been properly identified in person or by telephone if the call is verified.

LEGAL REF.: M.G.L. 76:1; 76:16A; 76:2; 76:3; 76:4

Bedford Public Schools - Approved: June 15, 2004: Revised: May 8, 2012

Exclusions and Exemptions from School Attendance, File: JHD

Denial of Admission

Denial of admission means the withholding of the privilege of enrolling in a school of the District.

The following shall be the grounds for denial of admission to school or diversion to an appropriate alternative program:

- Graduation with a diploma from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;
- Failure to meet the requirements of age, by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the School Committee as provided in Massachusetts General Laws;
- Having been expelled from this district or any district in the Commonwealth;
- Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

LEGAL REFS.: M.G.L. 71:37H; 76:12; 76:12A; 76:12B, 603 CMR 26:00

Bedford Public Schools - approved June 15, 2004

Student Conduct on School Buses, File: JICC

The School Committee and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

Bedford Public Schools - approved June 15, 2004

Hazing, File: JICFA

The School Committee forbids hazing in any form. Should an alleged instance of hazing occur the provisions of M.G.L. Chapter 269 sections 17, 18, and 19 as described in **JICFA-E** shall be adhered to. In addition the Superintendent of schools and the School Committee chairman shall immediately be notified of the circumstances of the complaint and the actions taken.

Any student found guilty of a charge of hazing shall be subject to the following disciplinary action:

1st Offense - Suspension not to exceed five (5) days. Such suspension may be in-house at the discretion of the Principal.

2nd Offense - Suspension not to exceed ten (10) days.

3rd Offense - Suspension pending a hearing for expulsion.

Any employee found guilty of a charge of hazing shall be subject to the following disciplinary action:

1st Offense - Suspension without pay not to exceed five (5) days.

2nd Offense - Suspension for a thirty (30) day period and recommendation to the Superintendent relative to dismissal.

Any organization found guilty of a charge of hazing shall lose the privilege of using school facilities for a period of time as determined by the School Committee.

LEGAL REF.: M.G.L. 269:17; 269:18; 269:19

Bedford Public Schools - approved June 15, 2004

Bedford Public Schools Bullying Prevention, File: JICFB

The Bedford Public Schools, in accordance with MGL: Chapter 92 of the Acts of 2010, endeavor to maintain a safe learning environment where students can achieve the highest academic standard. The Bedford Public Schools are committed to creating an environment in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of intimidation and abuse. Bullying of any type has no place in a school setting. The Bedford Public Schools will endeavor to maintain a learning and working environment free of bullying. The Bedford Public Schools shall not tolerate bullying.

Definitions

Bullying is the repeated use by one or more students (or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional) of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target's property;
- Places the target in a reasonable fear of harm to him/herself, or of damage to his/her property;
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

Bullying takes place when a stronger or more emotionally or socially powerful individual(s) intentionally and repeatedly hurts, threatens, or torments a more vulnerable individual.

Bullying:

- is deliberate.
- happens repeatedly.
- represents a marked imbalance of power between bully and victim.
- Bullying is a one-sided, unfair match.

Bullying, therefore, is different from a single incident of teasing. It is, in fact, an abuse of power. Bullying also differs from play, and from the normal conflicts of childhood. When two children of approximately equal strength or power are engaged in a fight, it is not bullying. Thus, although all acts of bullying are aggressive, not all aggressive acts are bullying. Bullying can occur face to face or it can happen behind one's back, especially through cyberbullying.

Cyberbullying is defined as willful and repeated harm inflicted through the medium of any electronic device, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet
- communications, instant messages or facsimile communications

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation of impersonation creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected. For the purpose of this policy, whenever the term bullying is used it is to denote either bullying or cyber-bullying.

"Retaliation" is any form of intimidation, reprisal or harassment by a current student or former student under the age of 21 directed against a person in response to an action that person has taken or knowledge that person has.

Prohibitions

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Bedford Public Schools.

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Bedford Public School district if the act or acts in question:

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or
- Materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws.

The bullying prevention and intervention plan shall be reviewed and updated at least biennially. The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall not, however, be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

Any member of a school staff shall immediately report any instance of bullying the staff member witnessed or became aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-Bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Staff shall assess an alleged target's needs for protection and respond as needed to restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within a timely manner. The parents or guardians shall be contacted upon completion of the investigation and informed of the results. The report provided to parents or guardians shall include whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. The Principal or his/her designee shall contact the parents or guardians as to the status of the investigation.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Target Assistance

The Bedford Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying. Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for K-12 students.

Communication with Other School Districts

If an incident of bullying or retaliation involves students from more than one school district, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, the school district or school informed of the bullying or retaliation shall contact law enforcement.

Special Education

Whenever the evaluation of the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Bedford Public Schools website.

REFERENCES:

MA Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFERENCES:

Title VII, Section 703 Civil Rights Act of 1964 as amended
Federal Regulation 74696 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00, M.G.L. 71:37Q, M.G.L. 265:43, M.G.L. 268:13B, M.G.L. 269:14A

CROSS REFERENCES:

AC, Nondiscrimination
ACAB, Sexual Harassment
IBA, Student-to-Student Harassment
IICFA, Prohibition of Hazing
IK, Student Discipline Regulations

Approved: October 12, 2010, Revised: November 12, 2010

Drug and Alcohol use by Students, File: JICH

In view of the fact that the use of illegal substances and alcohol can endanger the health and safety of the user, and recognizing the harmful effect the use of illegal substances and/or alcoholic beverages can have on the maintenance of general order and discipline, the School Committee prohibits the use of, serving of, or consumption of any alcoholic beverage and the use or possession of, or distributing illegal substances on school property or at any school function, regardless of the functions physical location.

Additionally, any student, regardless of age, who has been drinking alcoholic beverages or found to have been using illegal substances prior to attendance at, or participation in, a school sponsored activity, will be barred from that activity and subject to disciplinary action as defined in the student handbook.

LEGAL REF.: M.G.L. 272:40A

CROSS REF.: IHAMA, Teaching About Drugs, Alcohol, and Tobacco

GBEC, Drug Free Work Place Policy

Bedford Public Schools - approved June 15, 2004

Weapons in School, File: JIC1

Possessions and/or use of any dangerous weapon in school buildings on school grounds, in any school vehicle or at any school-sponsored activity is prohibited unless prior written approval has been obtained from the Superintendent or designee. Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun, slingshot, bludgeon, brass knuckles or artificial knuckles of any kind, knife having a blade of greater than two inches, any knife the blades of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially-opened position.

The possession or use of any such weapon will require that proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the principal.

LEG REF: 71:37H; 71:37H1/2; Student Handbooks

Bedford Public Schools - approved June 15, 2004

Pregnant Students, File: JIE

School-age mothers, unless they receive adequate assistance, might drop out of school without acquiring the necessary education or without marketable skills.

Pregnant students will be permitted to continue in school. The student and her family, in cooperation with the school staff, will develop an appropriate educational plan if it is agreed she should no longer attend school regularly.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction are offered; that return to school after delivery is encouraged; and that every opportunity to complete high school is provided. SOURCE: MASC, LEGAL REF.: M.G.L. 71:84

Bedford Public Schools: Approved: October 24, 2006

Interrogations and Searches, File: JIH

The right to search students and inspect a student's property, or school property under the temporary control of a student, is inherent in the authority granted to the School Committee and administrators. This authorization may be exercised as needed in the interest of protecting children and safeguarding their own or school property.

Nevertheless, exercising this authority by school officials places significant demands upon their judgment in an effort to protect the constitutional rights of the individual students while, at the same time, acting in the best interest of all students and the school system.

Searches of students, their possessions, lockers, or student automobiles will be conducted in a way conducive to the preservation of individual rights and to an atmosphere supportive of the educational process.

Whenever a student search is conducted, the following shall apply:

A. No search shall be conducted unless there is reasonable suspicion that a violation of law or school rules has occurred.

B. Searches shall be conducted with at least two adult school personnel present, one of whom shall be the Principal or his/her designee. A female staff member shall be present when a female student is searched, and a male staff member shall be present when a male student is searched.

C. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. School officials may examine articles of clothing such as pockets, coats, book bags, etc.

D. However, in recognition that the right to privacy considerations intensifies as a search becomes invasive, no school personnel shall ever conduct a "strip search" of a student.

E. Should a student refuse to voluntarily comply with a request for a search, the student must be detained until parents, and, if necessary, police, can arrive at school to assist, as appropriate, in the investigation.

F. Should a search uncover any substances or contraband, such shall be turned over to the appropriate authorities or rightful owner, as appropriate, and suitable disciplinary action shall be taken.

G. Parents will be notified prior to any student search whenever possible.

Nothing herein shall be constituted to limit the right of the School Committee or administration to make use of external detecting resources should these become necessary or desirable.

Bedford Public Schools - approved June 15, 2004

Traumatic Brain Injury / Concussion, File: JIFF

All school districts and schools must have policies and procedures governing the prevention and management of sports-related head injuries within the school district or school. The Athletic Director is responsible for the implementation of these policies and protocols.

Pre-participation Requirements

Each year, the school district shall provide current Department of Public Health (DPH)-approved training, written materials or a list and Internet links for DPH-approved on-line courses to all students who plan to participate in extracurricular athletic activities in advance of the student's participation.

All students who plan to participate in extracurricular athletic activities and their parent(s)/guardian(s) shall satisfy the following pre-participation requirements:

- Every Student-Athlete must complete a Pre-Season Physical Examination in accordance with MIAA Rule 56.
- Before the start of every sports season, the student and the parent(s)/guardian(s) shall complete and submit a current Pre-participation Form, or school-based equivalent, signed by both, which provides a comprehensive history with up-to-date information relative to concussion history; any head, face or cervical spine injury history; and any history of co-existent concussive injuries. The School Nurse and the Athletic Trainer will review this form. (BPS Athletics-Form 2)

- Each year, before the student begins practice or competition, the student and the parent shall complete current department-approved training regarding head injuries and concussions in extracurricular athletic activities; and provide the school with a certificate of completion for any DPH-approved on-line course or an acknowledgement, signed by both, that they have read and understand Department (DPH)-approved written materials. (BPS Athletics-Form 4)

The following individuals must complete annual training in the prevention and recognition of a sports-related-head injury, and associated health risks including second impact syndrome utilizing DPH-approved training materials or program, and documentation of each person's completion of such training;

- (1) Coaches
- (2) Certified athletic trainers
- (3) Volunteers
- (4) School and team physicians
- (5) School nurses
- (6) Athletic Director
- (7) Band Director
- (8) Parent(s)/Guardian(s) of a student who participates in an extracurricular athletic activity (BPS Athletics-Form 4)
- (9) Students who participate in an extracurricular athletic activity (BPS Athletics-Form 4)

The required training applies to one school year and must be repeated for every subsequent year.

Exclusion from Play

Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, or loses consciousness, even briefly, shall be removed from the practice or competition immediately and may not return to the practice or competition that day. The student shall not return to practice or competition unless and until the student provides medical clearance and authorization.

The Coach and/or Athletic Trainer shall communicate the nature of the injury directly to the parent in person or by phone immediately after the practice or competition in which a student has been removed from play for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The coach also must provide this information to the parent(s)/guardian(s) in writing, whether paper or electronic format, by the end of the next business day.

The coach and/or athletic trainer will complete the Department Report of a Head Injury During Sports Season Form (DPH-Report of Head Injury Form), in the event of a head injury or suspected concussion that takes place during the extracurricular activity season. Parent(s)/Guardian(s) will complete Head Injury During Sports Season Form (DPH-Report of Head Injury Form) in the event of a head injury that is sustained in an extracurricular activity during an athletic season

Each student who is removed from practice or competition and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular athletic activities. The plan, developed by Student Assistance Team (comprised of the athletic director, athletic trainer, school nurse and guidance), will address, but not be limited to:

- (a) Physical and cognitive rest as appropriate;
- (b) Graduated return to extracurricular athletic activities and classroom studies as appropriate, including accommodations or modifications as needed;

- (c) Estimated time intervals for resumption of activities;
- (d) Frequency of assessments, as appropriate, by the school nurse, school physician, team physician, certified athletic trainer if on staff, or neuropsychologist if available until full return to classroom activities and extracurricular athletic activities are authorized; and
- (e) A plan for communication and coordination between and among school personnel and between the school, the parent(s)/guardian(s), and the student's primary care provider or the physician who made the diagnosis or who is managing the student's recovery.

Student-Athletes must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.

Medical Clearance and Re-Entry Plan

The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents, the school nurse and teachers as appropriate. Each student who is removed from practice or competition for a head injury or suspected concussion, or loses consciousness, even briefly, or exhibits signs and symptoms of a concussion, shall obtain and present to the Athletic Director, unless another person is specified in school policy or procedure, a DPH-Post Sports-Related Head Injury Medical Clearance and Authorization Form prior to resuming the extracurricular athletic activity. This form must be completed by a physician or one of the individuals listed below:

- (1) A duly licensed physician;
- (2) A duly licensed certified athletic trainer in consultation with a licensed physician;
- (3) A duly licensed nurse practitioner in consultation with a licensed physician; or
- (4) A duly licensed neuropsychologist in coordination with the physician managing the student's recovery.

Graduated Return to Play

Once it has been determined by any of the above medical professionals that an athlete has been symptom-free for 7 consecutive days, a gradual progression for return to play may begin. During this time, the athlete will need to return to his or her diagnosing physician for a DPH-Post Sports-Related Head Injury Medical Clearance and Authorization Form to be filled out and returned to the Bedford High School Certified Athletic Trainer. Only after this form is returned and the athlete has successfully completed their gradual progression shall he or she be allowed to participate in athletic competition. The stages of gradual progression are as follows as defined by the Center for Disease Control:

- 1) Aerobic exercise (e.g., stationary bicycle)
- 2) Sport-specific training (e.g., running, skating)
- 3) Non-contact drills (includes cutting and other lateral movements)
- 4) Full contact controlled training
- 5) Full contact game play

An athlete may only advance to the next stage of the progression if they are able to complete the prior stage without the presence of concussion symptoms.

From the day an athlete is diagnosed with a concussion, it will be required that the athlete will check in with the Certified Athletic Trainer every other day to discuss symptoms and go through basic cognitive testing. Check-ins will be used to help determine when the athlete has been symptom-free for 7 (seven) consecutive days and may be eligible to begin the gradual progression for return to play.

Bedford Public Schools - approved June 15, 2004

Restraint of Students in the Bedford Public Schools, File: JKAA

The Bedford Public Schools complies with the DOE restraint regulations, 603 CMR 46.00 et seq. (Regulations), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

Methods and Conditions for Implementation

School staff may use physical restraint only (1) when non-physical interventions would be ineffective and the students behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a students IEP or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian.

Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a students refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. Chemical¹ and mechanical² restraints may only be used if explicitly authorized by a physician and approved by a parent or guardian. Seclusion restraint³ is prohibited. The use of Time out procedures during which a staff member remains accessible to the student shall not be considered seclusion restraint.

The Regulations do not prevent a teacher, employee or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations.

Staff Training

All school staff must receive training with respect to the districts restraint policy (i.e., following the Regulations), including receiving information about interventions that may preclude the need for restraint, types of restraint and related safety considerations, and administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student. Additionally, the school must identify specific staff to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training with respect to restraint and implementation of the Regulations.

1. Chemical Restraint-the administration of medication for the purpose of restraints.
2. Mechanical Restraint-the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered mechanical restraint.

3. Seclusion Restraint-physically confining a student alone in a room or limited space without access to school staff.

Reporting Requirements and Follow-Up

In instances where a physical restraint (1) lasts more than five minutes or (2) results in injury to a student or staff member, the school staff must report the physical restraint to the principal or a designee. The principal/designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations. The principal/designee must also verbally inform the student's parent or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided.

In the event that a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must, within five school working days of the reported restraint, provide a copy of the written report to DOE along with a copy of the school's record of physical restraints covering the thirty-day period prior to the date of the restraint.

For students who require the frequent use of restraint because they present a high risk of frequent, dangerous behaviors, school staff may seek and obtain the parent or guardian's consent to waive reporting requirements for restraints administered to an individual student that do not result in serious injury to the student or staff member or constitute extended restraint (longer than 20 minutes).

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

Complaints

Complaints and investigations regarding restraint practices are covered by the District's Policy on Restraint of Students. Additional information, including a copy of the regulations, can be obtained from the Director of Curriculum and Instruction Office, 781-275-2155.

A copy of the regulations may also be obtained at www.doe.edu/lawsregs/603cmr46.html

LEGAL REF.: 603 CMR 46.00, M.G.L. 71:37C

Bedford Public Schools - approved June 15, 2004

Administering Medicines to Students, File: JLCD

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine.

This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or

conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of Epi-pens.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucoses monitoring tests and insulin delivery systems.

SOURCE: MASC, Updated May 2006

LEGAL REF.: M.G.L. 71:54B; Dept. of Public Health Regulations: 105 CMR 210.00

NOTE: Regulations that govern the administration of prescription medication in public and private schools specifically detail the procedures that need to be followed. There are provisions for non-medical personnel to be authorized to administer these medications but the requirements of this regulation must be followed in order to receive permission for this exception. It is advisable for the School District to refer to DOPH Regulation 105 CMR 210.00 before developing the policy JLCD. The regulations also require procedures be published and this should be done by creating the Regulations/Procedure coded: JLCD-R

Bedford Public School s- approved June 13, 2006

Reporting Child Abuse, File: JLF

The Bedford Public Schools affirm its responsibility to provide for the safety and well-being of students. This responsibility extends to complying with the Massachusetts Child Abuse and Neglect Reporting Statute, Chapter 119, Section 51A. The Bedford Public Schools recognizes that because of its sustained contact with school-age children, school employees will actively carry out the letter and spirit of the law. It is expected then, that when any staff member in his/her professional capacity, has reasonable cause to believe that a child under the age of eighteen years is suffering from the effects of any form of child abuse and neglect, that the staff member will report their concerns to the building Principal for consideration of reporting to the Department of Social Services.

LEGAL REF.: M.G.L. 119:51A, District Crisis Manual, District Faculty Handbook

Bedford Public Schools - approved June 15, 2004

Student Records, File: JRA

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the students parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the school district. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The students transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended, P.L. 103-382, 1994, M.G.L. 66:10 71:34A, B, D, E, H , Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002. 603 CMR : Dept. Of Education 23:00 through 23:12 also Mass Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995. CROSS REF: KDB, Public's Right to Know

Bedford Public Schools - approved June 15, 2004

Visitors to the Schools, File: KI

The School Committee encourages parents and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

Visits by parents to several classrooms in a given grade for the purposes of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher will not be allowed because the school district's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of that school.

The following guidelines to classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.
2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.

3. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.
4. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
5. Any student who wishes to have a guest in school is required ask permission of one of the administrative staff 24 hours in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Bedford Public Schools - approved June 15, 2004

Family Involvement, File: KB

Parent, family, and community participation in local schools is vital to student achievement. Therefore, it is the policy of the Bedford School Committee that every school or program providing direct instructional services to students will involve parents, families, advocates for children, and the community in the education of students and shall have an active organization for fostering family/community involvement. In recognition of the fact that some students do not have parents, the words parents or family are used in this policy to denote any form of extended family or concerned adult who is advocating for a student.

Parents and families are assured access to schools, their child(ren)s classroom and/or school sponsored activities for the purpose of observing class procedures so long as this observation is not disruptive to the classroom procedure or learning activity. Procedures for visiting schools are explained in policy

Bedford Public Schools - approved June 15, 2004

School / Parent Relations Goals, File: KBA

It is the general goal of the District to foster relationships with parents that encourage cooperation between the home and school in establishing and achieving common educational goals for students.

While parents are individually responsible for their children, the District provides direct services of education and indirect services of child care for students during the time when they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the maturity of the student, members of the school staff will consult with parents regarding student progress and achievement, methods to enhance student development, and matters of correction.

Additionally, parental involvement in the schools is encouraged through regular communication with the school Principal and staff, the parent/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and District programs.

Bedford Public Schools - approved June 15, 2004

Non-Custodial Parent's Rights, File: KBBA

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize

the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents").

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:

1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. The parent has been denied visitation, or
3. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07 (5)(a).

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) (f) Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

LEGAL REF.: M.G.L. 71:34D; 71:34H, 603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents

20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA): SOURCE: MASC

REVISED: October 9, 2007

Attendance: Chapter 71: Section 22

Every minor described in the preceding section shall, subject to the laws relating to the public schools, attend said schools or courses in the town of his employment for not less than four hours per week; but the attendance of minors who have been required to attend continuation schools, and are temporarily out of employment or business, shall be for not less than twenty hours per week, if said schools or courses are so long in session. Instruction in the regular schools may and upon application of the parent or guardian shall be accepted as equivalent to that required by this section and section twenty-five.

Dangerous Weapons Policies: Chapter 71: Section 37 H

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 370 and shall include the student-related sections of the bullying prevention and intervention plan required by said section 370. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 370. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have

representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Felony Complaint or Conviction of Student; Suspension; Expulsion; Right to Appeal Chapter 71: Section 37 H 1/2

Section 37H1/2. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking

effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

Student Use of Tobacco Products: Chapter 71: Section 2A

It shall be unlawful for any student, enrolled in either primary or secondary public schools in the commonwealth, to use tobacco products of any type on school grounds during normal school hours. Each school committee shall establish a policy dealing with students who violate this law. This policy may include, but not be limited to, mandatory education classes on the hazards of tobacco use.

Student Records; Maintenance, Storage, Destruction, etc.; Inspection by Parent or Guardian: Chapter 71: Section 34 D

Section 34D. The board of education shall adopt regulations relative to the maintenance, retention, duplication, storage and periodic destruction of student records by the public elementary and secondary schools of the commonwealth. Such rules and regulations shall provide that a parent or guardian of any pupil shall be allowed to inspect academic, scholastic, or any other records concerning such pupil which are kept or are required to be kept.

Inspection of Student Records; Persons Authorized: Chapter 71: Section 34 E

Each school committee shall, at the request of a parent or guardian of a student, allow such parent or guardian to inspect academic, scholastic, or any other records concerning such student that are kept or are required to be kept, regardless of the age of such student. Each school committee shall, at the request of a student eighteen years of age or older, allow such student complete access to all school records relative to him or her.

Vaccination and Immunization: Chapter 76: Section 15

No child shall, except as hereinafter provided, be admitted to school except upon presentation of a physician's certificate that the child has been successfully immunized against diphtheria, pertussis, tetanus, measles and poliomyelitis and such other communicable diseases as may be specified from time to time by the department of public health.

A child shall be admitted to school upon certification by a physician that he has personally examined such child and that in his opinion the physical condition of the child is such that his health would be endangered by such vaccination or by any of such immunizations. Such certification shall be submitted at the beginning of each school year to the physician in charge of the school health program. If the physician in charge of the school health program does not agree with the opinion of the child's physician, the matter shall be referred to the department of public health, whose decision will be final.

In the absence of an emergency or epidemic of disease declared by the department of public health, no child whose parent or guardian states in writing that vaccination or immunization conflicts with his sincere religious beliefs shall be required to present said physician's certificate in order to be admitted to school.

Meal Charge Policy

Bedford School Lunch program is committed to providing students with nutritious meals which complement the learning environment of our district schools. The Bedford School Lunch Program provides foods under the guidance of the USDA and the National School Lunch Program (NSLP). As part of this program any student's family may apply for free or reduced price meals at any time throughout the school year. Applications are available in all schools, on the district web site or the School Lunch Program office. Unpaid meal charges place a financial strain on the food service program, this policy is consistent with our responsibility to maintain the financial integrity of the Program.

- I. Purpose/Policy:
 - To communicate a written meal charge policy to all student families
 - To establish a consistent district policy regarding meal charges
 - To establish meal charge procedures when a students account lack sufficient funds.
 - To encourage parent/guardian to assume the responsibility for meal payments and to promote self-responsibility of the student.
- II. Scope of Responsibility:
 - The Food Service Department:
 - Communicate meal charge policy to student's, families and school staff
 - Maintain student account records using Nutrikids POS system
 - Notify the student's parent/guardian of low or outstanding balances.
 - Minimize identification of student's at the point of service with insufficient funds
 - The Parent/Guardian: Payment of all student cafeteria purchases.
- III. Administration:
 1. Free and Reduced priced students
 - (1) Free lunch status allows a child to receive a free meal each school day. A la carte purchases are not part of the NSLP. Free Lunch status students will not be allowed to have a negative account balance.
 - (2) Reduced Lunch status students will be allowed to have a negative account balance up to a maximum dollar equivalent of ten (10) reduced price meals; this will be known as an "account cap". Reduced lunch status allows a student to receive meals at a reduced price of \$.40. A la carte purchases will not be allowed without a positive balance or cash to pay for these items. When a reduced priced student reaches the "account cap", they may be offered a designated menu alternate. Sample: cold sandwich with vegetable, fruit and milk.
 2. All Other (Paid) Students

Bedford Public Schools

Food Service Department

- (a.) Elementary and Middle School Students: will be allowed to charge up to a maximum dollar equivalent of five (5) meals, this will be known as the "account cap".
 - When the full pay student reaches the "account cap" they may be offered a designated menu alternate. Sample: cold sandwich with vegetable, fruit and milk.

- The designated menu alternate will be charged to the student's lunch account at the standard lunch rate. Parent/Guardian are responsible for payment of these meals to the food service department.
 - Once the student reaches the maximum meal charge, no a la carte items will be allowed.
- (b.) High School Students: will be not allowed to charge a meal or a la carte items.
3. A la carte items: A la carte items are any extra item which is not part of the lunch, for example a bottled water, cookie or large yogurt etc.
 4. A meal: A meal as defined by the USDA includes the following items: a meat or meat alternative, fruit, vegetable, milk and grain. A meal consists of at least three of these items one item much be a fruit or a vegetable.
 5. Collection of balances: The School Lunch Program will inform student families of unpaid account balances by email, telephone and/or by mail weekly.
 6. Balances owed with no response by Parent/Guardian: If payment is not received, the Superintendent or his/her designee may take action as is deemed appropriate.

Account balances for all students can be checked at any time by logging on to MySchoolBucks.com or contacting the Food Service Office. All accounts must be settled by the end of the school year.