



Bedford High School Student Handbook 2025-2026

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An IB World School

Bedford High School
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[Website](#)

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INTRODUCTION

BHS Mission

Bedford High School is a community with a passion for learning, dedicated to educational excellence for all students and staff. We are committed to high standards and exceeding our comfortable limits.

We advance skills, knowledge, critical thinking, and problem solving through a culture of rigor, relevance, relationships and results. We foster habits of open inquiry and an understanding of our diverse world through a challenging curriculum that creates the connections integral to a nurturing and engaging learning environment.

We believe in educating the whole person so all members of Bedford High School embody respect, responsibility, integrity, and compassion, with a unique vision and voice. Through good citizenship and service to others, we strive to make positive contributions to the world.

International Baccalaureate Mission

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Graduation Requirements

Credit Requirements: 24 total	
Hours	Requirements
½	Arts (includes FineArt, Music, Drama and Dance)
½	Portfolio of Work (Information Communication Technology)
4	English (including ½ unit Writing)
3	Math (including Algebra I)
3	Science (including 1 unit a physical science and 1 unit of a biological science)
3	Social Studies (includes 1 unit of US and NH History and Government, ½ unit Economics, ½ unit Global Studies/Geography)
2	Wellness (including 1 unit PE, ½ unit Health)
½	Personal Finance
½	Civics
½	Senior Project
½	Advisory
6	Electives (including a 4th math course or math-designated elective)

Real World Learning Requirements: 80 hours of activities in total	
Hours	Area
8	hours of Democracy in Action
8	hours of Cultural Enrichment
16	hours of Career Exploration and Planning
16	hours of Community Involvement and Service
32	hours of School Activities (minimum of 8 hours in one co-curricular / athletic activity required each year)

Policy IKF - High School Graduation Requirements

Bedford School District Policies and School Practices

We have developed this handbook for parents and students of Bedford High School in order to communicate our practices and procedures in a clear, concise, and useful document. These practices and procedures are based upon the [Mission, Beliefs, and Vision Statement](#) and policies set forth by the Bedford School Board and articulated in the Bedford School District Policy Manual, which can be found online under the School Board links at www.sau25.net. Also, the relevant school district policies specific to the practices outlined in this handbook are located in this document. By completing the online registration process (Infosnap) you have acknowledged that you have received, read, and understood this entire handbook including these policies, and you agree that you will abide by the policies, practices, and procedures of both the Bedford School District and BHS.

We hope that you find this handbook to be a useful resource in understanding how we develop sound policy into strong practice at BHS. However, nothing in this handbook can be found to supersede or contradict school district policy in any way, and if a discrepancy ever arises between district policy and BHS practices, the district policy holds authority over all school practices.

ACADEMICS

Student Competencies

All graduates of Bedford High School will consistently demonstrate competency through a body of work in five major areas that support the accomplishment of the school's mission and are aligned with national, state, and local standards. These overarching expectations encompass developmentally appropriate academic, civic, and social outcomes and identify what a Bedford High School student will know and be able to do upon graduation. The Student Competencies are:

Skills and Knowledge: students will demonstrate mastery of academic competencies throughout the curriculum and extended learning opportunities.

Problem Solving: students will collect, organize, analyze, and assess information and strategies to create, apply, explain, and evaluate solutions.

Communication: students will communicate effectively through listening and speaking, reading and writing, and media.

Self-Management: students will independently plan, produce, and reflect to make progress toward academic and personal goals.

Collaboration: students will work effectively with others and strengthen group performance by sharing ideas and workloads.

International Baccalaureate Learner Profile & Vision of a Graduate

As an IB World School, Bedford High School incorporates the IB Learner Profile into the academic program. The BHS academic awards nights recognize students who demonstrate the IB Learner Profile attributes. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners, we help all of our students to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Academic Honor Code and Academic Honesty

The BHS Honor Code statement states, “I pledge my honor that I have not violated the Academic Honor Code during the completion of this work.” It is published on all syllabi and all students are expected to abide by the statement. As a community of staff and students, we agree to the following Academic Honor Code:

- The student assumes full responsibility for honesty in all work.
- All work was produced solely by the student claiming the work to be his or her own.
- All schoolwork must be done within the school Google account as a display of academic honesty and students may not submit work done from outside their school Google account for a grade.
- Collaborative work represents the work of the individual students and in cases where the student is unsure what can be collaborated on, they should ask for clarity before beginning the work.
- The Honor Code applies to but is not limited to homework, class work, papers, quizzes, tests, lab reports, take-home exams, projects, and presentations.
- Teachers are obligated to report suspected Honor Code violations to the Assistant Principals which ensures we have a consistent approach to all Honor Code violations.

Plagiarism and cheating are both considered academic dishonesty. Plagiarism is claiming someone else’s work as your own. This is usually done by using the exact words another person or generative Artificial Intelligence (AI) has written or spoken without giving credit to the source or by using the opinions or ideas of another person or AI by simply putting them into your own words. Plagiarism also includes using

images, charts, data, and tables that have been created by another person or AI and presenting them as your own.

Other common forms of cheating involve copying from other students, with or without their knowledge, using unauthorized notes, and using digital copies or pictures of assessments or other students' graded work. Academic cheating also includes allowing another student to copy from your work as well as sharing digital copies or pictures of assessments or graded work. The use of any online translators such as Google Translate and Photomath are prohibited.

Collaborative work assigned to groups can be accomplished without violating the Academic Honor Code through division of labor, thus ensuring the Academic Honor Code's integrity. Collaborative work that requires production of information and materials by two or more students is an important part of learning and assessment and can be acceptable in certain situations. Teachers will make clear the expectations regarding collaborative student work and if a student is ever unsure, he or she should ask for clarity before beginning the work.

Every student acknowledges the obligation not only to follow the Academic Honor Code but also to report any suspected violation of the Academic Honor Code that he or she has observed. It must be the common understanding among students that, where the Academic Honor Code is concerned, an individual's obligation to the student body as a whole transcends any reluctance to report another student. Under the Academic Honor Code, students have a twofold obligation: individually, they must not violate the Code, and as a community member, they are responsible to see that suspected violations are reported.

The Honor Committee

Reports of suspected violations of the Honor Code are the concern of the Assistant Principals. When a report of a suspected violation of the Honor Code is received, an assistant principal conducts an investigation. Teachers are welcome to be a part of both the investigation and subsequent conversations with the Student to aid in the timely resolution of the investigation. If the investigation is inconclusive or indicates that a further review is warranted, the Honor Committee is convened and a confidential hearing is held. The Honor Committee recommends an appropriate action to the Assistant Principal and the Assistant Principal makes a final determination.

The Honor Committee consists of four members of the faculty and the assistant principal of the student involved. The student's Advisor is invited to the meeting as well. Parents do not attend Honor Committee meetings.

The consequences for a student found to have violated the Academic Honor Code are listed below. Additional consequences will be implemented in cases of multiple violations.

Violating the Academic Honor Code has the following consequences:

- 1st offense for plagiarism: redo the work for 50% of the earned grade, parents contacted
- 2nd and subsequent offenses for plagiarism: zero on the work, parents contacted
- 1st offense and subsequent offenses for academic cheating: zero on the work, parents contacted
- 1st offense for sharing your own work with another student: two detentions
- 2nd offense: Saturday School

Add/Drop Procedures

Schedules are final except in the cases below. Schedules are only adjusted during the four days during final exam week, during the Fall level change period, and on the two Add Days on the third day of each semester.

Reasons for a schedule adjustment:

- Graduation requirements are missing
- Prerequisite requirements have not been met for scheduled courses
- Duplication of courses
- Level change is appropriate
- Student wants to add an available elective in place of an open Block

Adding a Course:

- A student may add a course if they have an open block created by Late Arrival, Early Release, Managed Time, or a level change, and there is an open seat in the course desired.
- A withdrawal from a course does not create an open opportunity in that student's schedule.

- On the third day of both semesters the counseling office offers an Add Day when students can add an available elective strictly to blocks where he or she is already free.

Withdrawing from a Course:

- Within the four days of schedule changes in June and up to the day before school, changes can be made with “managed time dropped class” added to the student’s schedule.
- All withdrawals must be completed before the first day of school in order to not have a designation on the transcript (W, WP, WF)
- Within the first four weeks of a course, “W” is recorded on the transcript and students receive a “managed time dropped class.”
- After the first four weeks, “WP” (withdraw passing) or “WF” (withdraw failing) is recorded on the transcript and students receive a “managed time dropped class.”
- The last day to withdraw from a year-long course is the last day of school before Thanksgiving.
- The last day to withdraw from semester courses is Quarter 1 (first semester courses) and Quarter 3 (second semester courses).
- All withdrawal forms require parent/guardian and department Dean signatures.

Fall Level Change Period

- This period is the first four weeks at the start of school and will be for course Level changes only. Given that there are no leveled semester courses, no Level Change Period is necessary in semester two.
- Level changes are defined only as changes between PSP, Honors, AP/IB, or full year science to two semester science courses.
- Level changes are based on seat availability.
- The previous level course withdrawal will not be recorded on the transcript.
- Electives that must be dropped in order to change levels will not be reflected on the transcript.
- Level changes for unique circumstances falling outside of the four week Level Change Period must be completed by the end of quarter one.
- After the Level Change period and before the end of quarter one, there is no record on the transcript, grades from the dropped course move to the added course, and any grade lower than a 55 transfers as a 55.

Additional Information:

- Counselors will see students in June for a four day period to consider schedule change requests. They will try to make level changes and additions to where students are currently free.
- Any changes that need to be made after Summer School grades are available will not be reflected on the transcript.

Adult Education Program

The Bedford School District's Adult Education Program offers a 20 credit Bedford School District Adult High School Diploma. The Adult High School Diploma represents an alternative pathway to the 24 credit Bedford High School Diploma and provides another avenue for current high school students, youth who have withdrawn from school, and adults, to achieve their high school diploma. Please see the Adult Education Coordinator for more details about the [program](#).

Advanced Placement Courses (AP)

Advanced Placement are college courses taught in high school and are designed to offer high school students the opportunity to take rigorous, college-level classes while in high school, potentially earning college credit.

Students who want more information about Advanced Placement can find it on the [AP web page](#), contact the AP and IB Coordinator, or speak to their school counselor.

Advisory

The purpose of Advisory is to foster relationships that help the Bedford High School community strive toward the ideals of the school mission statement with particular emphasis on "educating the whole person so all members of Bedford High School embody respect, responsibility, integrity, and compassion, with a unique vision and voice. Through good citizenship and service to others, we strive to make positive contributions to the world." Each Advisory consists of a group of students in the same grade who meet with a member of the faculty on a daily basis for their entire high school career. Students have the opportunity to meet and get to know one member of the staff and a small group of students very well. Advisory is meant to help students feel a more personal connection to school and to reduce the impersonal feeling sometimes found at large public high schools. A student's Advisor is also a good first contact for both the student and parents when they have questions or concerns. Students receive credit and a grade for attendance and participation in Advisory. Certain daily administrative functions take place in Advisory such as daily attendance, pertinent announcements,

and checking academic standing. Students also document the requirements for their Portfolio of Work and their Real World Learning requirements in Advisory. A student who has accrued excused absences in Advisory due to medical needs (designated ME in PowerSchool) may receive a pass for Advisory at the close of the marking period provided they have earned a Pass for participation when present. This same procedure will apply to the Y5 Advisory grade. For more on Advisory, see the Advisory [website](#).

Alternative Credit Options and Extended Learning Opportunities

Students who are interested in seeking high school credit outside of Bedford High School must meet with the Dean of Alternative Programming. We highly recommend also speaking to the school counselor and getting approval before beginning the course or your study. Students may submit a maximum of eight Alternative Credit Option Proposals in their high school career. Once approved, students completing Alternative Credit Options for high school credit need to:

- Show that the course is earned through a state certified educational institution or college/university.
- Provide a passing grade.
- Provide a transcript from the certified institution.

Only alternative credit option proposals for Advanced Placement (AP) and International Baccalaureate (IB) courses receive a grade and contribute to the weighted GPA on the Bedford High School transcript. All other Alternative Credit Options are graded pass/fail and receive credit only(CO).

Appeals for situations falling outside of the procedures above can be brought to the Academic Review Committee by the Dean of Student Services on a student's behalf. Please speak with your school counselor whenever considering Alternative Credit Options or ELO's.

[Policy IHBH - High School Extended Learning Opportunities](#)

[Policy IMBC - High School Alternative Credit Options](#)

[Procedure IMBC-R - High School Alternative Credit Options](#)

Auditing a Class

There are cases in which a student who passed a course wishes to repeat it or a similar course (e.g. chemistry and then chemistry honors). In those cases, the course may be audited. The following conditions apply:

- A seat must be available in the course.

- The student must have approval from the Dean of the department.
- The course is noted on the transcript with an AUD and no credit or grade is assigned.

Concussion Protocol

Notification of injury and subsequent clearance will be initiated and maintained through the nurses' office to teachers, school counselors, Advisors, coaches, and administrators. School counselors manage the Return To Learn document and communication flow about student work. If the injury and/or recovery period extends through a grading period, teachers assign an "Incomplete" and update the grade once the work is completed and graded.

Phase 1: Any student who has been diagnosed with a concussion will immediately fall under the Return To Learn concussion protocol. Teachers will mark all non-essential work as "exempt" in PowerSchool and complete the Return To Learn document with the work a student needs to make up. The School Counselor shares the Return to Learn document with students and parents. The school nurses and/or Athletic Trainer assess the student daily and indicate which phase the student is in (see below). During phase one, there are no work expectations for the injured student. Listening and following along with the lesson is all that is required of the student. During the two-week period teachers should collect **essential** work expected to be made up and hold it for the student. Teachers will mark all non-essential work as "exempt" in Powergrade. At the conclusion of the two weeks the student may resume a full academic workload. At that time the teacher will provide the missed essential work to the student and identify a length of time for make-up consistent with our policy.

Phase 2: If at the end of two weeks the school receives notice by a physician that the injured student is still suffering symptoms, the school nurse will inform teachers that the protocol has been extended for an additional two weeks.

If the physician extends the protocol beyond two weeks, a student's academic workload may be adjusted if advised by the physician. When a physician has confirmed concussion symptoms are still problematic, then, all teachers should continue to collect the "essential" work missed during the recovery period. The length of time a student has to make up the essential work (teachers should make a copy of the work provided) missed while under the protocol will be commensurate with the length of the injury. (This is consistent with our make-up work policy.) At the conclusion of the extended protocol (weeks three and four) the student will resume a full work-load unless the school receives notice by a physician that the injured student is still suffering symptoms. If notified, the school nurse will inform teachers of the continued diagnosis.

If appropriate the student will be referred to the Child Study Team for discussion about possible support strategies including, but not limited to a referral to a 504 eligibility team. A 504 referral (under the District's Section 504 Handbook for Staff, Parents, and students) might be warranted based upon the severity of the injury, its anticipated duration, and impact on the student's participation in school. When a student is cleared of the injury, upon completion all academic make-up work should be returned to the teacher of the course for evaluation and grade entry. If the injury and/or recovery period extends through a grading period, assign an "Incomplete" for grade in the course. Once the student has been cleared and resumes academic work, he/she may complete the missed work and turn it into the teacher for evaluation.

Phase	Expected Duration	How Much Work	Adjustments
Phase 0: recommended remain home and rest	1-2 days	No work during these days	
Phase 1: at school with no work	1-5 days, maximum 5 days	No work yet. Student sits in class and listens	No in-class written work. Participation in discussions allowed and encouraged. No screen time.
Phase 2: at school with 50% work	2-5 days	50% of classwork and homework. No assessments or large assignments without adjustments and accommodations.	Adjustments and accommodations for assessments and assignments. Very limited screen time.
Phase 3: at school with full work	2-5 days	100% of classwork and homework. Continue adjustments and accommodations for large assessments.	Adjustments and accommodations for large assessments. Screen time as tolerated.
Phase 4: Return to Learn		100% of classwork, homework, large assignments, and assessments. Complete the Return to Learn Work listed below.	None

[Policy JLCJ - Concussions and Head Injuries](#)

Curriculum

The Bedford School District is committed to a consistent and challenging curriculum that is organized by subject and grade level. A link to the curriculum “maps” for each grade and subject is found [here](#). These are broad statements of the expectations for what students will know and be able to do after completing these classes and subjects.

According to state law HB 103 RSA 186:11, IX-c, parents are required to be notified not less than two weeks in advance of curriculum course material used for instruction of human sexuality or human sexual education. Curriculum outlines are publicly provided on the SAU website: www.sau25.net under the curriculum tab. These topics may be addressed in classes such as wellness and life science. Any questions regarding specific lessons can be answered by your teen's teacher.

Field Studies

Bedford High School students enjoy the opportunity to participate in numerous Field Study opportunities during the school year that supplement and enrich the curriculum. All students participating in any school sponsored Field Study must present a permission slip signed by a parent or guardian prior to each trip. Students are responsible for all school work missed during the field study including work for other classes that is due on the day of the trip; that work is still due that day.

Grading

Grades are a means of reporting an individual student's achievement in a course in relation to established standards of competency. In general, grades are defined as follows:	
A (90 to 100):	Mastery of the skills and knowledge
B (80 to 89):	Mastery of nearly all of the skills and knowledge
C (70 to 79):	Mastery of the majority of the skills and knowledge
F (69 and less):	The minimum competency of skills and knowledge are not mastered
NCY:	Not Competent Yet. One or more competencies have a failing grade although the average of all the competencies is passing.
I:	Incomplete
P:	Pass
F:	Fail
WP:	Student has withdrawn from the class with a passing grade.
WF:	Student has withdrawn from the class with a failing grade

Pluses (+) and minuses (-) are used as an additional qualifier for letter grades of A, B, and C. Pluses are used to indicate the top of the range (e.g. 97-100) and minuses are used to indicate the bottom of the range (e.g. 90-92).

The Y5 Grade

The most important information regarding credit for a course is contained in the Y5 (Final Average) grade. The Y5 grade represents the weighted average of the competencies for any given course and indicates passing or failing. While the quarter grades (Q1, Q2, Q3, Q4) give a snapshot of performance, the Y5 grade ultimately records credit earned. The quarter grades are not averaged to produce the Y5 grade. The Y5 grade represents a rolling, weighted average from the beginning of a course to its completion.

Weighted Grades

Grades in International Baccalaureate, Advanced Placement, and Honors courses are weighted for the purpose of calculating a student's grade point average. The GPA for these courses is .5 points higher than other classes, except in the case of an "F", for which students earn no points. GPA is not used to rank students.

AP/IB/Honors	PSP
A+ = 4.8	A+ = 4.3
A = 4.5	A = 4.0
A- = 4.2	A- = 3.7
B+ = 3.8	B+ = 3.3
B = 3.5	B = 3.0
B- = 3.2	B- = 2.7
C+ = 2.8	C+ = 2.3
C = 2.5	C = 2.0
C- = 2.2	C- = 1.7
F = 0.0	F = 0.0

Senior Project Grades

Senior project grades are reported on the transcript only as a final grade. This practice removes the course "Senior Project" from the transcript for the first three marking periods. It is still active and visible to teachers, students, and parents throughout the year in PowerSchool. The consequence for not passing senior project will not adversely affect college acceptances during the school year.

Graduation

In order to participate in the Bedford High School graduation ceremony, students must meet one of the following criteria:

1. Successfully complete all requirements for a BHS Diploma
2. Successfully complete a BHS Certificate of Achievement per the Individual Education Program (IEP) or 504 Plan
3. Successfully complete all requirements for a BSD Adult High School Diploma
4. Successfully complete all requirements for the HiSET

Additionally, students must have met all outstanding obligations such as money owed from enrolling in summer school, lost or damaged textbooks, library books, lost locker locks, uniforms, or other School District property, in order to participate in senior activities and the graduation ceremony. Items previously thought to be lost, paid for, and then found can only be refunded if a replacement item has not yet been purchased.

If a freshman does not meet the annual Portfolio of Work requirement, he/she can complete their freshman requirement in summer school, during the sophomore year, or during summer school of their sophomore year. Sophomores, juniors, and seniors failing to meet the yearly standard by the close of the subsequent summer school will not participate in their graduation ceremony.

Diplomas

Bedford High School offers students several different school completion options. There is an Adult High School Diploma, an Adult High School Diploma of Distinction, a BHS Diploma, a BHS Diploma with Distinction, and a Bedford School District Certificate of Achievement. In addition, students are able to earn an International Baccalaureate (IB) Diploma by successfully completing the IB Diploma Program.

Adult High School Diploma:

Students who receive this diploma have completed all of the Adult Diploma requirements for graduation from Bedford School District.

Adult High School Diploma of Distinction:

Students who receive this diploma have completed all of the Adult Diploma requirements for graduation from Bedford School District. They have also earned a cumulative grade point average of 3.80 or higher. Students who receive this diploma receive a designation on their diploma and wear a silver cord during the graduation ceremony.

Bedford High School Diploma:

Students who receive this diploma have completed all of the credit/competency requirements and all of the Real World Learning requirements for graduation from Bedford High School.

Bedford High School Diploma with Distinction

Students who receive this diploma have completed all of the credit/competency requirements and all of the real world learning requirements for graduation from Bedford High School. They have also earned a cumulative grade point average of 3.80 or higher. Students who receive this diploma receive a designation on their diploma and wear a silver cord during the graduation ceremony.

Bedford School District Certificate of Achievement

Students who receive this certificate have completed all of the credit/competency requirements and all of the Real World Learning requirements for graduation from Bedford High School, as modified by their IEP/504 team.

International Baccalaureate Diploma

The International Baccalaureate Diploma is awarded independent of and in addition to any Bedford diploma. Students must complete all of the requirements for an IB Diploma and must take and receive a minimum combined score of 24 on the required IB assessments as well as complete the TOK, EE, and CAS requirements. This diploma will not be awarded until after the graduation ceremony as IB assessment results are not available until mid July. For more information on our International Baccalaureate Program, please contact our AP and IB Coordinator.

Early Graduation

A student wishing to graduate early must meet with their school counselor to come up with a scheduled plan to meet all of the graduation requirements including Portfolio of Work requirements and Real World Learning hours.

The plan must include a way to fulfill senior project. There are two typical ways to do this:

1. Students who propose an early graduation plan before the end of September of their junior year may take senior project during that year.
2. Students who propose early graduation after September of their junior year may take senior project during the summer and through the first semester of senior year. In that case, students need to meet with the senior project summer teacher before school ends, once in early summer for a full day, and for several meetings throughout the summer totaling three hours. Students will present their project in an abbreviated Celebration Week between semesters.

Senior Advisory requirements may be waived according to the timeline set for early graduation. All other graduation requirements must be met in full. Once the plan is written, the school counselor will forward it to the Principal for final review and approval.

[Policy IKFA - Early Graduation](#)

High School Credit and Lurgio Middle School Students

For high school credit courses taken at Lurgio, high school credit is earned if the student's Y5 grade is 70% or higher. Passing with a 70% allows the student to take the next course in the sequence once they enter high school. For instance, passing French 1A and French 1B at Lurgio allows the student to take French II as a ninth grader. If a student wishes to repeat the level at high school, the high school's procedure for auditing a course applies: a seat must be open, the student must have the approval of the Dean, the transcript will be noted with AUD and no credit or grade is assigned.

For high school courses taken at BHS by a Lurgio student, the grade is recorded on the high school transcript and is calculated into the student's high school GPA.

[Policy IMBD - High School Credit for 7th & 8th Grade Advanced Coursework](#)

Homework

Homework is a normal and expected part of school life at Bedford High School. Homework consists of tasks, assignments, or other activities that educators assign to students to be completed outside of the classroom and falls into three broad categories: practicing, preparing, and processing. Examples include reading, research, skill practice, writing, working on a project, or studying for an upcoming assessment.

The amount of homework may vary from course to course. All students, however, along with their parents or guardians, should realize the importance of homework and create a place and routine for homework. It is important that parents, guardians, and students communicate with teachers when encountering challenges with completing assignments, particularly if it is leading to stress, sleep deprivation, or anxiety.

Grading of homework will be dependent upon the purpose of the homework assignment. Grading practices are communicated by the teacher. Homework must represent the work of the individual student alone and is covered by the Bedford High School Honor Code.

Students who are absent can obtain their homework first by checking Google Classroom assignments and then by contacting their teachers.

[Policy IKB - Homework](#)

Late Work

Students are encouraged to practice good self-management by turning in all work on time; however, late work will be accepted within one class beyond the due date.

- All late assignments are due by the next class in order to gain 80% of the earned grade.
- For hybrid and virtual classes, all late assignments are due within 48 hours of the assigned due date in order to gain 80% of the assigned grade.
- Assignments later than this will earn a "0".

Honor Roll

Students must take a minimum of five classes to be eligible for the Honor Roll. The Honor Roll has two designations: Honors and High Honors.

Honors: Students achieve the Honor Roll when they have earned a grade of "A" or "B" in all of their classes for the Quarter marking period.

High Honors: Students achieve the High Honor Roll if they have earned a grade of “A” in all of their classes for the Quarter marking period.

International Baccalaureate Program (IB)

IB is a rigorous high school curriculum designed to prepare students for college and the challenges of the world in the 21st century.

There are six required fields of study in the IB Diploma program: English, social studies, second language, science, math, and art. All six required disciplines are full year courses, many are two-year courses. BHS offers several pathways through the program and fields of study.

There are also three additional Diploma requirements: Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Action, and Service (CAS). Not all of these additional requirements fill up a student’s schedule. Only the TOK class will be scheduled. The Extended Essay takes place in conjunction with TOK and is primarily an independent research and writing project. The CAS requirement dovetails with our non-credit graduation requirements but requires students to complete additional service hours.

As an IB World School, all students are considered IB students. Many students participate in IB coursework but do not participate in the full Diploma. Participation in this way is highly encouraged for all students. An IB course is considered an Honors Level course and IB courses are the Honors level courses in the junior and senior years.

Students who want more information about the International Baccalaureate can find more information on the [IB web page](#), contact the AP and IB Coordinator, or speak to their school counselor.

Intersession

Intersession is a way for students to achieve educational excellence in an arena other than the standard classroom and typically through experiential learning. Students are often given opportunities to exceed their comfortable limits. Intersession activities foster inquiry, demonstrate diversity, offer opportunities to make positive contributions to the world, and generally create a nurturing and engaging learning environment. Intersession also addresses particular portions of the District Mission and Beliefs and the BHS Mission Statement. Detailed information is available at the [Intersession](#) web site.

Intersession takes place on the two days prior to April vacation. This allows those activities that require extended travel more time, even into vacation, without disrupting regular classes. All students are expected to participate in Intersession for the two full days. As School Board policy dictates, family vacations during school days are discouraged. If a student will be absent from Intersession the usual absence procedures are followed

Overnight and Day Trips

Overnight and day trips are available for BHS students who are in “good standing” demonstrated by such things as positive effort in classes, school attendance, and good citizenship in the school and community. Students who fail to meet these requirements will not be allowed to participate in overnight and day trips. Students are considered ineligible for overnight trips if they have been involved in any major or repeated violations of the BHS Student and Parent Handbook or the Athletic and Co-Curricular Expectations including but not limited to drug and alcohol violations, weapons violations, or serious misbehaviors during the previous year’s Intersession activities. Students who are ineligible for one year are able to regain eligibility through continued good citizenship and no further violations for future Intersession trips. The Bedford School Board approves all of the overnight travel Intersession offerings on an annual basis.

Alternative Activity Proposal Process

Students are strongly encouraged to participate in one of the many Intersession activities available. However, there are other pathways by which the goals of Intersession may be realized. In order to take advantage of an alternative pathway during Intersession, the alternative activity process is available on the Intersession webpage.

Final Exams

Finals are given at the end of semester length courses and at the end of year long courses. During the last week of school, there is a Final Exams Schedule we follow.

Part-Time Student Requirements

A large percentage of graduating seniors at BHS each year attend two and four year colleges. We believe this high rate of admission, and our students' success at college, are based on the rigorous course of study students engage in while at BHS.

Particularly helpful in their high rate of acceptance is the full course-load students take in their senior year. The School Counseling Department strongly encourages seniors to maintain full-time status (minimum of four credits) for this reason. However, unique situations may cause a student to consider a course-load that does not meet the full-time requirement. In such cases, a student and parents/guardians must meet with a school counselor to review current courses and credit status, and lay out a plan to meet all BHS graduation requirements. Parents/Guardians must provide a written statement in support of their teen's plan. The school counselor will forward the plan and parent statement to the Dean of Students Services for approval. Important aspects to be prepared to discuss at this level will be the reason for the request and the realistic nature of both the graduation plan and the use of managed time created by part-time status.

Real World Learning

Real World Learning (RWL) activities are a graduation requirement. Students need the following:

8 hours	Democracy in Action
8 hours	Cultural Enrichment
16 hours	Career Exploration and Planning
16 hours	Community Involvement and Service
32 hours	School Activities (a minimum of 8 hours in one athletic or co-curricular activity is required each year)

There are many opportunities during the normal course of school where students can participate in these activities (e.g. Intersession activities, guest speakers, career exploration with school counselors). Other opportunities must be sought out and help is available through our Dean of Alternative Programs, in Advisory, and through School Counseling. Eight hours of School Activities must be completed each year or summer school for School Activities is required. If a freshman does not meet the requirement, he/she can complete their freshman requirement in summer school, during the sophomore year, or during summer school of their sophomore year. Sophomores, juniors, and seniors failing to meet the yearly standard by the close of the subsequent summer school will not participate in their graduation ceremony.

Career Exploration and Planning

Career Exploration is a requirement for graduation from Bedford High School. Students can get this experience through job shadowing and internships, guest speakers, and by attending student job and career fairs.

Community Involvement and Services

Community Involvement and Service is a requirement for graduation from Bedford High School. Students have a great many options in Bedford and surrounding communities and a student's Advisor, school counselor, and the Dean of Alternative Programming can help with ideas.

Cultural Enrichment

Participating in Cultural Enrichment Activities is a graduation requirement for students at Bedford High School. Some ways in which students can fulfill this requirement are by attending concerts and plays; attending museums, galleries, poetry readings, or lectures; participating in a community sponsored concert, play, art show, festival, or poetry reading; attending a professional sporting event for the first time; participating in our exchange programs, and by hosting a foreign exchange student.

Democracy in Action

Participating in Democracy in Action Activities is a graduation requirement for students at Bedford High School. Students can fulfill this requirement by participating in a campaign effort, attending rallies, letter writing, attending or speaking at local boards and councils, serving on a local board or council, working on an important community issue, and voting.

School Activities

School Activities is a requirement for graduation from Bedford High School. Students need to get involved with a club, team, or other co-curricular activity at BHS. Each year, a student must be involved with one activity for a minimum of eight hours. Failure to complete eight hours each year will result in summer school the following summer.

If a freshman does not meet the requirement, they can complete their freshman requirement in summer school, during the sophomore year, or during summer school of their sophomore year. Sophomores, juniors, and seniors failing to meet the yearly standard by the close of the subsequent summer school will not participate in their graduation ceremony.

Repeating a Course

There are three cases when a student might repeat a course:

- When a student fails a class and does not attend a summer school program.
- When a student receives an NCY and does not attend a summer program.
- When a student audits a course (see Auditing a Class).

There are three conditions regarding repeating a course:

1. A seat must be available in course.
2. The grade for the initial course will be displayed after the successful completion of the repeated course.
 - a. On the transcript, the NCY will be replaced by the grade underlying the NCY.
 - b. The original grade will not be factored into the GPA nor will the original course receive credit.
 - c. The grade of the repeated course will be factored into the GPA and counted for credit.

Report Cards

Report card grades are published four times a year at the close of the Quarter through PowerSchool in the Parent and Student Portals. The most important information is the Y5 grade. The Y5 grade represents a rolling average of a course's competencies and indicates a Pass, Fail, or NCY. The grades in PowerSchool are "live" and a parent or student can check them at any time; they do not have to wait for a Quarter to end. Quarter grades can have an impact on athletic eligibility, Managed Time, and early release/late arrival privileges. Parents and guardians will be alerted when a student's performance or attitude becomes unsatisfactory or shows a sudden deterioration.

Retakes and Reassessments

The purposes of reassessments are student learning and demonstrating competency. To ensure that all students know they can improve their skills and knowledge and demonstrate competency, each course has the following reassessment procedure listed on the course syllabus. Each individual course syllabus lists the details of bullet two below, and syllabi can be found on the teacher pages in the [Staff Directory](#).

- Students who earn under a 70% on an eligible assessment and have demonstrated effort, engagement, participation, and work completion are eligible to request an opportunity for reassessment.

- Eligible assessments include *determined by PLCs and Departments and listed on the course syllabus*.
- Students must set up a plan for reassessment with their teacher within two class periods of the graded assessment being returned.
- The reassessment will be completed within a week from the planning meeting.
- The reassessment grade replaces the original grade up to a 70%.
- The scheduling of reassessments takes priority over non-academic student activities such as organization and club meetings, athletic team meetings and practices, and managed time, early release, and late arrival.
- This procedure does not apply to work that is below 70% as a result of the late work procedure, assessments that were never completed, Honor Code violations, and work that has a grade of zero due to an unexcused absence.

Summer School

Bedford High School offers selected summer school courses to students who need to make up a course that they have failed during the school year. Competency recovery will also be available to those students who have not passed all of their competencies. BHS also accepts summer school grades from other accredited summer school programs. More information regarding summer school can be obtained from the School Counseling Office, our Summer School Coordinator, or the Summer School [webpage](#).

Special Education/Programs for Students with Disabilities

Students who require specialized academic interventions are provided support through Skills class. Certified special education teachers serve as case managers for all students in Skills classes and they provide direct instruction in the knowledge and skills that these students need to be successful in the regular curriculum. Skills classes also have the additional support of paraprofessional staff members. All students in Skills classes have Individualized Education Plans (IEPs) that outline the goals and objectives for their academic success.

[Policy IHB - Guidelines for Pupil Referral](#)

[Policy IHBA - Special Education/Programs for Handicapped/ Disabled Students](#)

[Policy IHBAA - Determining a Specific Learning Disability](#)

[RSA 186-C:16-B IDEA Claims: Statute of Limitations](#)

[RSA 193A Child Find Notice: Children with Disabilities](#)

Section 504/Accommodations for Students with Disabilities

Section 504 services are coordinated through the school counselors and the Dean of Student Services.

Transfer Credit

A student who is not enrolled at BHS may earn high school credit in either core or elective areas and count it toward high school graduation requirements provided:

- The credit for a course is earned through a state certified educational institution
- The student passes the class
- The student can provide a transcript from the certified institution

Courses completed prior to status as a BHS student do not require Academic Review Committee approval. The grade earned in transfer courses is calculated in the student's grade point average.

Transfer Students

The transcripts of students who transfer into Bedford High School from accredited high schools are reviewed by a School Counselor and Registrar upon enrollment in the school. Freshman and Sophomore transfer students are required to enroll in an "In Writing" course to fulfill the stated graduation requirement. Additionally, they must complete all required Wellness graduation requirements. Junior and Senior transfer students will have the "In Writing" course requirement waived. Additionally, they will only be required to complete the NH State mandated graduation requirements for Physical Education (.5 credits of Health, 1 credit of PE). This can be accomplished through a combination of previously earned credits or credits in which they are currently scheduled.

W.I.N. Blocks

What I Need (W.I.N.) Blocks are dedicated times each week on Wednesdays when teachers can schedule time with students to get them what they need. Examples include further instruction, taking assessments after an excused absence, and time for reassessments. Teachers schedule students for W.I.N. time and the students must attend. If a student has been scheduled with more than one teacher, the student should inform the teachers and decide which W.I.N. to attend and which to reschedule. Skipping a W.I.N. Block is treated like skipping a class.

CO-CURRICULAR AND ATHLETIC ACTIVITIES

Athletics

Bedford High School offers students a wide variety of athletic offerings. Sports are offered at both the varsity and sub-varsity levels. Students need not be “experts” in a sport in order to participate. Every season there is a no cut sport so that all students will have the opportunity to participate even if they cannot participate in their “favorite” sport. Students interested in participating in any of the athletic teams offered should see the coach or the Athletic Administrator for more information.

In order for a student to be eligible to participate in any athletic or co-curricular activity at Bedford High School, he or she must:

- Be a registered student of Bedford High School, the BHS Adult Ed program, or an approved Charter School, Home School or Non-Public School student under NHIAA rules and state law.
- Be enrolled in at least five classes (or the equivalent).
- Pass, with a grade of at least a C (70%), four classes in the marking period prior to participation.

To participate in Interscholastic Athletics a student must also:

- Not be 19 years of age prior to September 1st of the current school year.
- Not have been enrolled in high school for more than eight semesters.
- Not transferred between schools or been recruited for the purpose of participating in athletics.
- Not received any type of payment or remuneration for playing a sport.

Students must also meet all of the qualifications listed in the

<https://docs.google.com/document/d/1UH2Er8PDkiJf-6cVOKP4b7jLkcyGCnRoqGTbca8EtjQ/edit?tab=t.0>

Students who are interested in playing athletics in college should meet with their school counselor, coach, and athletic director and complete an NCAA application in the Spring of their Junior year.

For more information regarding Division I and II eligibility, visit the [NCAA Eligibility Center site](#).

Co-Curricular Activities

Bedford High School offers a wide variety of [co-curricular clubs and activities](#) for students. Students interested in participating in any of the activities offered should see the club advisor or the Assistant Principal who oversees clubs and student activities to ask who the Advisor is. Students interested in starting a new club should seek out a staff advisor and pick up a club form from the Assistant Principal who oversees clubs and student activities. Student activities are student driven based on student interest and are subject to change.

National Honor Society

The Bedford High School Chapter of the National Honor Society will induct new members in the spring of each year. Eligibility is based on the accumulated record of the preceding years. The guidelines for induction are as follows:

- The National Honor Society is open to students entering grades 11 and 12 only.
- Students must have a minimum grade point average of 3.50.
- Eligible students must display the four major virtues valued by the society: Character, Leadership, Scholarship and Service.
- Students must complete and return a membership questionnaire.
- Final selection is made by the Faculty Council with input from the entire faculty.

Once inducted into the National Honor Society, a member must maintain the high standards of Character, Leadership, Scholarship and Service that led to their selection. Failure to maintain these standards will lead to probation and possible dismissal from the National Honor Society.

Posting/Distributing of Materials on School Grounds

School related advertisements, announcements, posters, and other materials shall only be posted or distributed on school property with prior approval of the Assistant Principal in charge of clubs and activities. Students are responsible for removing their materials immediately after their event takes place. Outside organizations are allowed to post materials on the community board at the main office.

Prom

The Prom is an event for the 11th and 12th graders. Guests from the 9th and 10th grade are allowed to attend with a BHS 11th or 12th grader. Attending the Prom is a privilege and not a right. Students will abide by all school rules while at the Prom and must exhibit good citizenship in order to attend.

Senior Week

Events planned for seniors during senior week are a fun and exciting way to wrap up high school. However, they are a privilege not a right. Seniors must remain in good academic standing, continue to exhibit good citizenship, and return or pay for all missing school property in order to participate in senior week events.

COMMUNICATION

Where to Start: the Communications Chain

Talking to the right people will help to improve communication. This chain starts with those most intimately involved with each child's education and extends to the district's leaders. When you need information, clarification, or an answer, please start at the appropriate level of the chain, most often the classroom teacher. If you are unsure who to ask, please reach out to the main office secretary, otherwise please follow the order of the communication chain below. A more detailed communication chain is listed [here](#).

1. Classroom Teacher or Case Manager
2. School Counselors or Advisor
3. School Administrators: Deans, Assistant Principals, Principal
4. District Administrator: Director of Special Services, Assistant Superintendent, Business Administrator, Superintendent Schools
5. School Board Chair or Vice-Chair

Civil Communication

We expect that all forms of communication will be civil and productive. Civil communication follows accepted standards of courtesy and maintains a degree of formality. This standard applies equally to staff, parents, and students in all forms of communication including letters, emails, phone conversations, social media postings, and behavior in meetings and at events.

Electronic Communications

The Bedford School District uses electronic communication as the primary means of conveying information. Parents can expect the following sources of electronic communication from these groups:

Staff

- ParentSquare - Group messaging
- PowerSchool Parent Portal - Grades, Attendance, Report Cards
- Teacher Websites - Contact info, teacher schedule, office hours, course syllabi
- Google Classroom - Class Assignments, Resources
- Email (lastnamefirstinitial@bedfordnhk12 or @sau25.net)

School Administrators

- ParentSquare - Weekly update on Friday
- School Website - Reference materials and news updates
- Email (lastnamefirstinitial@bedfordnhk12 or @sau25.net)

Superintendent

- ParentSquare - important announcements and school delays/cancellations via voice, email and/or text messaging
- District Website - Reference materials and news updates
- Email (lastnamefirstinitial@bedfordnhk12 or @sau25.net)

Information is also shared via social media. Parents and students are not required to follow through any of these services. It is simply an option. These sites can be found on the school website.

Emergency Communications

Bedford School District uses [ParentSquare](#) to send out notifications to the community. Please visit the [BSD Technology](#) site for specific instructions on how to access ParentSquare.

Parent-Student-Teacher Conferences

Parents and guardians, along with their teens, are encouraged to conference with teachers about their son/daughter. Parents and guardians arrange conferences through ParentSquare. Parent-Student-Teacher Conferences occur on two conference days each semester. The sign-up system is linked through the school website and through the Principal's Friday *BHS News*. Please leave time to move through the building from one conference to another when you sign up; selecting back to back meetings will cause you to have short meetings or be late for some. However, conferences can be arranged at a mutually convenient time with any teacher, counselor, or administrator throughout the year.

Student Records

The objective of the student records policy is to comply with the Federal Family Educational and Rights to Privacy Act of 1974 (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and to protect the rights and privacy of students and parents/guardians to assure the welfare of the child. To that end, the following procedures are used:

1. An accurate cumulative record is maintained on each student including “but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized, intelligence, aptitude and psychological tests, interest inventory results, health data, family background information, teacher or counselor observations and verified reports of serious or recurrent behavior patterns.”
2. The principal is the records manager for the school and shall assume responsibility for maintaining and preserving confidentiality of school records. He/she may, however, designate another school official to perform the duties of records manager. The records manager shall be responsible for reviewing and deleting information in each cumulative folder in accordance with District procedures.
3. Records shall be made available in a reasonable length of time, but in no case more than forty-five (45) days after request has been made in writing to the records manager. The records may be inspected by the parents, guardians, and all students once they reach age eighteen in the presence of the records manager or his/her designee.
4. Parents, guardians, or students (if over eighteen) have the right to “a hearing to challenge the content of their child's school records, to ensure that the records are not inaccurate, misleading or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein.”
5. Broad, comparative results of standardized tests may be reported in general terms to the public.

6. Records, not including personal identifiable information, may be released for statistical studies by the records manager with the knowledge of the principal and the consent of the Superintendent of Schools.
7. Information from records of individual students will be available to juvenile court when requested in writing by proper officials with the parent, guardian, and/or student over eighteen years being informed in writing.
8. After a student leaves the School District, records shall be kept on file as defined in [Procedure EHB-R](#), except that records for students who have been enrolled in special education programs shall be maintained until the individual is twenty-seven (27) years old.

The principal of each school will be the custodian of all student records for that school and students and parents/guardians will have access to their school records. The school will notify parents/guardians and adult students annually of the following:

1. The type of records kept;
2. The procedure for inspecting and copying records;
3. The right for interpretation;
4. The right to challenge data thought to be erroneous, the procedures for correcting or expunging erroneous data or inserting a rebuttal statement;
5. The right to lodge a complaint with the U.S. Department of Education if mandates are not adequately implemented.

Additionally, the District will notify parents/guardians annually of the District's policy on the collection or use of personal identifiable information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure or use.

The education records or school records include all materials directly related to a student that a school maintains. Records and notes maintained by a teacher, administrator, school physician, or school psychologist for his/her own use, and which are not available to others are exempt from this definition.

The school will require a prior written consent before information other than directory information may be divulged to third parties. An exception to this rule exists for school district employees who have legitimate interests in viewing the records, as well as

officials in other schools in which the student seeks to enroll. A school district in which a student is enrolled or is in the process of enrolling in may request the student's education records from any district in which the student was formally enrolled to ascertain safety issues in incoming students and ensure full disclosure. The records, including the student's disciplinary records, will be forwarded to the requesting district within three (3) business days. Disciplinary records shall include but not be limited to all information that relates to a student assaulting, carrying weapons, possessing illegal drugs, including alcohol, and any incident that poses a potential dangerous threat to students or school personnel.

When the schools transfer records to new educational institutions, the schools must notify parents/guardians of the transfer and of their right to review and contest the material. An exception exists for material under court order. Parents/guardians must be notified of such order prior to release. As per Title 10 USC Section 7165, a record of any suspensions or expulsions will be forwarded to any public or private elementary or secondary school where the student is registered or chooses to enroll.

Each Year, the school district may choose to organize a student's education records and destroy educational records that are redundant. Redundant records include data sheets when the results have been transcribed to another document. It also includes extra copies of any correspondence or other documents.

Accessing Student Records

Parents/guardians have access to their student's records. Please review [Policy JRA](#) and [Procedure JRA-R](#). Requests to review records may be directed to the School Counseling Office. Copies of student records may be made at a cost of \$.25 per page.

[Policy JRA - Student Records](#)

[Procedure JRA-R - Access to Student Records](#)

Televised Activities

On occasion, performances, competitions, awards nights, induction ceremonies, and demonstrations, as well as graduation, are streamed on the local television station, BCTV. Sharing through BCTV in this way is an invitation to the community to support and participate in Bedford High School, therefore parents and students should recognize participation in any after-school activity has the potential for being televised. We appreciate BCTV's support to provide parents and the community opportunities to enjoy and view our students demonstrating their talents.

SCHOOL SCHEDULE AND ATTENDANCE

Attendance

Bedford High School students are expected to attend school every day. Parents/guardians are required to notify the school in the event of their teen's absence. The school attendance email is BHSattendance@sau25.net and the attendance line is 310-9007. The email method is preferred. Failure to notify the school on the day of the absence or with a note on the day the student returns results in unexcused absences. Unexcused absences result in detentions and no credit on school work. The automated phone call resulting from a student's absence in Advisory is meant to remind parents about these procedures.

Excused absences are granted for the first ten absences and are typically for reasons such as doctor and dentist appointments, court hearings, funerals, college visits, and other extenuating circumstances. Students are expected to get the work they missed during any absence and make it up within the number of days they were absent. Work completed due to an excused absence will count for credit.

Work collected on a day of an unexcused absence does not count for credit and will be recorded as a zero.

Work assigned on a day a student has an unexcused absence and is due on a future date will be accepted for credit. Students do not receive any additional time to complete the assigned work and it is their responsibility to get the necessary background materials.

Attendance and School Activities

Students who are absent during a school day are not permitted to participate in co-curricular activities that day. Exceptions are made in the event of a doctor's appointment, college visitation, or other extenuating circumstance.

Dismissal Procedures

Students who know of a planned dismissal must have a note signed by a parent or guardian stating the time of the dismissal. The note should be brought to the student's assistant principal's office in the morning so that a dismissal slip can be issued to the student. For unplanned dismissals, parents should call the main office, call the attendance line, or come into school. Students who have been dismissed must check

out through their Assistant Principal's Office and then sign out through *ident-a-kid* before leaving the building. Students returning to school after a dismissal must sign in through *ident-a-kid* upon their arrival.

Driver's Ed and Dismissal

Students may only be dismissed for scheduled driver's ed driving hours during managed time. Students may not go driving during regularly scheduled Blocks including Skills, Bridges, and the Academic Center / Study Hall.

Family Vacations

Vacations during school days are discouraged. Parents and guardians are encouraged to plan vacations during regularly scheduled school vacations. When vacations must be taken during school time, parents or guardians must email or write a note to their teen's assistant principal in advance of the vacation in order to have the absences excused, otherwise the absences are unexcused. When a student misses school due to a family vacation, the student needs to make-up the assignments missed. Make-up work will be given after a student's return from vacation.

Tardy to School

Students who are tardy to school get a pass to class and then report to class. Students are allowed three "life happens" tardies per semester. On the fourth and consecutive tardy to school there are consequences starting with making up the time in detention. Teachers may have additional repercussions, including teacher detentions, for the first three instances of tardiness to their class.

Tardy to Class

Unexcused tardiness to any class, including Advisory, will lead to a school detention on the fourth tardy. Teachers may have additional repercussions, including teacher detention, for the first three instances of tardiness to class.

Truancy

Students who have ten or more unexcused ½ days of school (the equivalent of five unexcused full days) are truant in accordance with New Hampshire RSA 189.35. Upon reaching the tenth ½ day of unexcused absence, a letter is sent home and future absences may not be excused. Upon further absences: a parent conference is scheduled, and the School Resource Officers are informed. In addition, the assistant principal, school counselor, and/or the School Resource Officers may schedule a time to visit the home.

[Policy JH - Attendance, Absenteeism and Truancy](#)

[Procedure JH-R - Student Absences and Excuses](#)

[Procedure JHB-R - Truancy](#)

Daily Schedule

The complete calendar of Red and Silver days is located on the [school website](#).

Daily Schedule Mon, Thurs, Fri	Daily Schedule Tues & W.I.N. Wednesday	Two Hour Delayed Opening
Block 1 7:55-9:12	Block 1 7:55-9:12	
Block 2 9:16-10:33	Block 2 9:16-10:33	Block 1 9:55-10:55
Advisory A Grades 9 & 10 10:37-10:57	Club & W.I.N. Block 10:37-11:21 (Advisory A and B) Attendance for all grades is taken at 10:37 Advisory for attendance, Students scheduled with a teacher go to W.I.N., Clubs meet depending upon Advisor's availability	Block 2 10:59-11:59
Advisory B Grades 11 & 12 11:01-11:21		Advisory A & B 12:03-12:08
Block 3 11:24-1:14 A: 11:24-11:57 B: 11:51-12:23 C: 12:17-12:49 D: 12:42-1:14	Block 3 11:24-1:14 A: 11:24-11:57 B: 11:51-12:23 C: 12:17-12:49 D: 12:42-1:14	Block 3 12:12-1:30 A lunch 12:12-12:34 B lunch 12:30-12:52 C lunch 12:48-1:10 D lunch 1:08-1:30
Block 4 1:18-2:35	Block 4 1:18-2:35	Block 4 1:35-2:35

Advisory Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
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Advisory A 10:37-10:57	Advisory Grades 9&10	Combined Advisory (10:37-11:21)	Combined Advisory (10:37-11:21)	Advisory Grades 9&10	Advisory Grades 9&10
Advisory B 11:01-11:21	Advisory Grades 11&12	Attendance for all grades taken at 10:37 Club Day Senior Project	Attendance for all grades taken at 10:37 WIN Wednesday	Advisory Grades 11&12	Advisory Grades 11&12

- Advisory attendance is taken every day.
- Remain in Advisory on Monday, Thursday, and Friday.
- Club Day and Senior Project take place on Tuesdays.
- W.I.N. Wednesday every Wednesday

Early Release, Late Arrival, Mid-Day Release

Early release, late arrival, and mid-day release privileges are for 11th and 12th graders only. Students who register and qualify for Early Release/Late Arrival will see the privilege listed on their schedule. As always, students must sign in and sign out with their school ID when entering or exiting the building.

Managed Time

Students who are not scheduled into a class are expected to utilize their unscheduled time in a constructive manner. Students must be in one of the following areas: Library, Commons, Bulldog Corner, or Academic Centers. Students may also schedule appointments to work with teachers during this time. Students who do not make good use of their time will be assigned to the Academic Center or Study Hall. Students are not permitted to leave school during managed time unless dismissed by a parent. When a student leaves school during managed time without permission, they are subject to school discipline. Any student failing two classes will have an existing Managed Time block replaced by an Academic Center. This typically happens at the close of the quarters but can also happen in mid-quarter. A student placed in an Academic Center as a result of failing two or more classes will have the opportunity to earn their managed time back. Students gain Managed Time back if the next quarter's grades show they are no longer failing two or more classes. A student may also request a review of their grades by their Assistant Principal after four weeks. If a student is passing all of their classes as a result of the review, the Assistant Principal may decide to remove the student from the Academic Center and have the student be

placed back on Managed Time. The Assistant Principal has the final decision on the review. If a student earns their Managed Time back and fails one or more classes at any time they may be placed back in the Academic Center at the discretion of the Assistant Principal.

There are other times of the day when students have down time. The guide below describes where students may be during those times.

Blocks 1, 2, & 4

- First floor only (in Bulldog Corner, Library, or Commons)

Block 3

- First floor only (in Bulldog Corner or Library)
- Students may return from lunch and quietly remain outside their classroom until class resumes

W.I.N. Wednesday

- First floor for socializing
- 2nd and 3rd floors if working and being silent

Advisory A and B

- First floor for socializing
- 2nd and 3rd floors if working and being silent

Club Day

- First floor for socializing
- 2nd and 3rd floors if working and being silent

Bathrooms

- For using the facilities only
- No hanging out in bathrooms

Stairwells

- Keep them clear to walk through

Residency and Guardianship

Parents and students must report any change of residency, guardianship, or other important changes to the School Counseling Office. In some cases, you may be asked to document these changes. Students who do not meet the residency requirements as a result of these changes must attend school elsewhere or apply for continued enrollment through the Superintendent.

School Closings and Delays

If school is closed or if there is a delayed opening, the district notifies parents and guardians using ParentSquare. In addition, WMUR, Channel 9 in Manchester, posts closings and delays.

If it is necessary to call a 2-hour delay in the start of school, buses will make their normal stops 2 hours later than the usual time. The school day will end at the usual hour.

Infrequently, and only under the most unusual circumstances, schools may be dismissed early. In the case of early closure, the middle and high schools will be the first buildings to close. The intermediate and elementary schools will close following the middle and high school's bus runs. Parents will be notified through ParentSquare and by tuning in to WMUR.

The district will use ParentSquare for:

- Emergency notification such as evacuations
- Early dismissals due to severe weather/emergencies
- Transportation messages or emergencies
- Other emergency situations as they arise

The ability to deliver a message is only as successful as the contact information we have for our families, so please make certain we have the most up-to-date direct dial numbers and email addresses. If this information changes, please update PowerSchool.

[Policy EBCD - Emergency School and District Closing](#)

TRANSPORTATION

Biking to School

Students are allowed to bike to and from school. Students must wear helmets while riding on campus. Students may not ride during the school day and are encouraged to lock their bike in the bike rack.

Driving to School

Students may not park on campus except for their assigned parking spot between 7:00 a.m. and 3:00 p.m., violators will be towed. Parking is never permitted in any driveway, in any roadway, in any unlined or unauthorized space at any time. Visitor spots are for visitors, not students. Students who choose to park without proper authorization or in unauthorized spaces are subject to towing or losing their parking privilege. The Town lots fall under several school district policies and school rules including Safe School Zone, Weapons in Schools, and Tobacco-Free Schools.

Parking Permits

All students may apply for parking permits, preference is given to the seniors first. Students must park in their assigned, numbered spaces. Permits must be visible in the car at all times when parked on school property. Students are required to provide their driver's license and registration when they pick up their parking permit. The cost for a parking permit is \$125.00 (nonrefundable) for the school year. Permits are issued through the Assistant principal's office and the lottery process starts in mid-June for the following school year.

[BHS Campus Parking Permit Rules](#)

Riding the Bus

Bedford residents attending Bedford High School are eligible for bus transportation. Buses pick students up at the assigned bus stop and arrive at school by 7:35 am. If buses are late, for any reason, students will be considered excused for their lateness to school. Buses depart school by 2:45 pm for the afternoon trip home. There is no transportation provided for students after that time. Riding the bus is a privilege that carries with it the responsibility for proper behavior. Students who violate bus rules receive consequences in accordance with the school's code of conduct and could lose their riding privilege.

Pursuant to RSA 570-A:2, notice is hereby given that the School Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

Skateboards, Longboards, and Other Transportation

Students are allowed to use skateboards, longboards, and other wheeled transportation to get to and from school. Students must wear helmets while riding. Students may not ride during the school day and are encouraged to lock their gear in their lockers or ask to leave it in an office.

STUDENT ACCOUNTS AND FEES

Academic Activities and Field Study Fees

Students are provided a wide variety of academically enriching activities and field studies. The cost of these activities and trips is subsidized through student fees, which are paid in advance of the activity or trip. All fees collected are designated for the specified activity. While fees are necessary in order to provide certain activities for our students, we do understand that there will be times when some families cannot afford the extra expense of the fee. Please contact an assistant principal or your teen's school counselor for more information. The financial situations of all families are kept strictly confidential.

Student Meals Accounts

Bedford High School has an excellent meals program provided by the Bedford Schools Student Nutrition Services (SNS). The SNS provides breakfast in the morning and snacks through the first two blocks of the day. Lunch consists of a hot lunch option and several a la carte options. The hot lunch menu is available each month and published online. The SNS operates with a prepaid, debit account maintained for each student. When a student purchases a meal or a la carte item, the cost is deducted from the balance in the prepaid account. Parents can make deposits into the account either online under the Food Services Department on the District website or by cash or check at the school cafeteria. If a student's account balance becomes negative, SNS staff will contact the parents/guardians to inform them about the negative balance and the need to deposit additional funds. If a deposit is not received, the student will be required to purchase meals and a la carte items with cash only. Parents may check their child's lunch account balance at any time in the Parent Portal or by calling the school Food

Service Manager, Chrissy Gabriel, at 310-9000 ext. 3418. If at any time parents choose to restrict their child's access to the debit account, they can do so by contacting Ms. Gabriel. Students from families in financial need can apply for free and reduced lunch through the district website by visiting www.sau25.net and navigating to Departments - [Food Services](#).

Fundraising

Fundraising for school clubs is coordinated through the club advisors and the Assistant Principal in charge of clubs and activities. Fundraising for athletics is coordinated through the coaches and Athletics Administrator. Students should work with their advisors and coaches when considering fundraising.

[Policy JJE - Fundraising](#)

SCHOOL SERVICES & RESOURCES

Academic Center

The Academic Center is available to all students every period of the school day so students can receive academic support during their Managed Time. Some students are assigned to the Academic Center and report there every day, others can drop into the Academic Center on an as needed basis. The Academic Center is staffed by two teachers and a duty teacher each block. Students can get help with specific classes or general help with study skills and/or organization. Students interested in being scheduled into the Academic Center should see their school counselor for more information.

Bridges Program

Bedford High School offers a comprehensive, credited, support system including academic support, personal planning, and academic counseling for students who have a particularly difficult time transitioning from middle school to high school or a difficult time in high school – those deemed to be potentially at risk of completing high school. The goal of the Bridges Program is to ensure that students experience a level of academic and personal success that will assist them in leading productive, responsible lives. Students are guided in the process of developing high expectations for themselves both academically and behaviorally within the school and the community. If you are interested in the Bridges Program, please speak to your school counselor.

Health Services

BHS offers a substantial school nursing program that helps us fulfill our school mission dedicated to educating and supporting the whole person.

All absences must be emailed in or called into the attendance line, but please report the following to the nurse as well:

- Any prolonged absences or absences due to contagious illness such as chicken pox, strep throat, flu, or COVID-19.
- Injuries such as fractures, lacerations, or eye injuries that may require medical intervention during the school day.

Doctor's notes are required for activity restrictions related to illness or injury, for example, Wellness class or field studies trips. A follow up clearance note will be needed in order to return to full activity and remove any restrictions in place.

For illness or injury during the school day, students should see the school nurse who will arrange dismissal, when appropriate. Students should not use their cell phone to contact parents/guardians to arrange dismissal without going to the nurse.

Immunizations

In order to begin school, NH state law requires students to have a physical examination within the last twelve months of the first entry into school, and all immunizations must be current except in the case of official parent opt-out as provided for in BSD Policy JICB. Physical forms, including a record of immunizations, are required prior to the first day of school. Permanent health records and emergency cards are kept on file in the school health offices. Parents/guardians are requested to notify the health office of any changes, additions, or deletions on these records. If you have any questions or concerns, please contact the school nurse.

[*Policy JLCB - Immunizations of Students*](#)

Latex

Latex products are not allowed in school. The proteins found in the latex are the cause for "latex sensitization." These proteins can cause a range of mild to severe allergic reactions. Latex has widespread use and can typically be found in products such as balloons, rubber bands, gloves, tubing, stethoscopes, and some bandages. However,

there are many products in which latex is not always apparent. As with any allergen, personal awareness and precautions are your best protection against a reaction.

Long Term Medical Absence

A documented medical absence from school is considered an excused absence. The management of school work during an extended absence is certainly an added challenge for any student dealing with substantial health issues. In the case of an extended absence, a comparable education plan will be developed. Approval of the education plan is made by the Academic Review Committee. Such plans may include but are not limited to, home tutoring, online course work, and alternative course options. The duration of the absence will dictate how BHS will continue the education of a student who is not able to attend school. We recognize that a medical absence from school is a very stressful time for the student and family. It is important to know that the extent of learning that occurs in the classroom that is missed due to extended absenteeism is difficult to replicate in alternative settings. Therefore, depending upon the duration of the absence, there may come a point that repeating the school year is in the student's best interest.

Medications: Over the Counter Medicine and Prescription Medications

All medicines and medications to be administered require a specific parental permission form. Prescription medications require both parent and prescribing physician signatures. The appropriate forms can be obtained from the school nurse or downloaded from this SAU [Health Services website](#). A separate form is required for each medication. All medications are distributed by the school nurse. Please drop off all medications in the school nurse's office.

Medication must be in its original container and be labeled with your child's name, the medication name, name of prescribing physician, exact dosage and how often it is to be administered. (Note: pharmacies will issue duplicate containers for home and school use.) Medication will be stored in the school health office and will only be administered by the school nurse or other authorized school personnel. Unused medications cannot be sent home with your child. Please make arrangements to pick up unused medications at the end of treatment or the end of the school year if appropriate.

Signed parental permission and physician's orders are required even for single dose or time limited medications such as meds given before dental procedures and short term orders for antibiotics that are given for only one week—the prescription bottle alone is

not adequate. Signed parental permission is required for the nurse to administer over the counter medicines such as Tylenol or Advil.

The only medications a student may carry are inhalers for asthma, medications for diabetes, epi-pens, and a single recommended dose of over the counter pain relievers such as Tylenol, Advil, and Aleve.

Remaining at Home Until Healthy

Please help keep our students healthy. Sick children should not attend school. Your child will benefit from extra rest and will recover more quickly while minimizing the spread of illness at school. Please keep your child at home for any of the following symptoms:

- fever (students must be fever free for 24 hours before returning to school)
- head lice (a student with a confirmed case of head lice may return to school only after treatment with a product such as RID or NIX)
- conjunctivitis (the student may return to school only after 24 hours of antibiotic treatment)
- strep throat (the student may return to school only after 24 hours of antibiotic treatment)
- staph infections (the student may return to school only after 24 hours of antibiotic treatment)
- rashes (evaluate by a physician before returning to school)

[Policy JLCD - Administering Medicines to Students](#)

Insurance

The Bedford School District has an agreement with an insurance agency that permits the agency to offer low-cost accident insurance to students. Enrollment forms for the policy are available from the SAU at any time during the school year. The school district makes these forms available only as a service to students and the school has no part in the insurance contract should students elect to enroll. Students must present proof of health insurance in order to participate in school athletic activities.

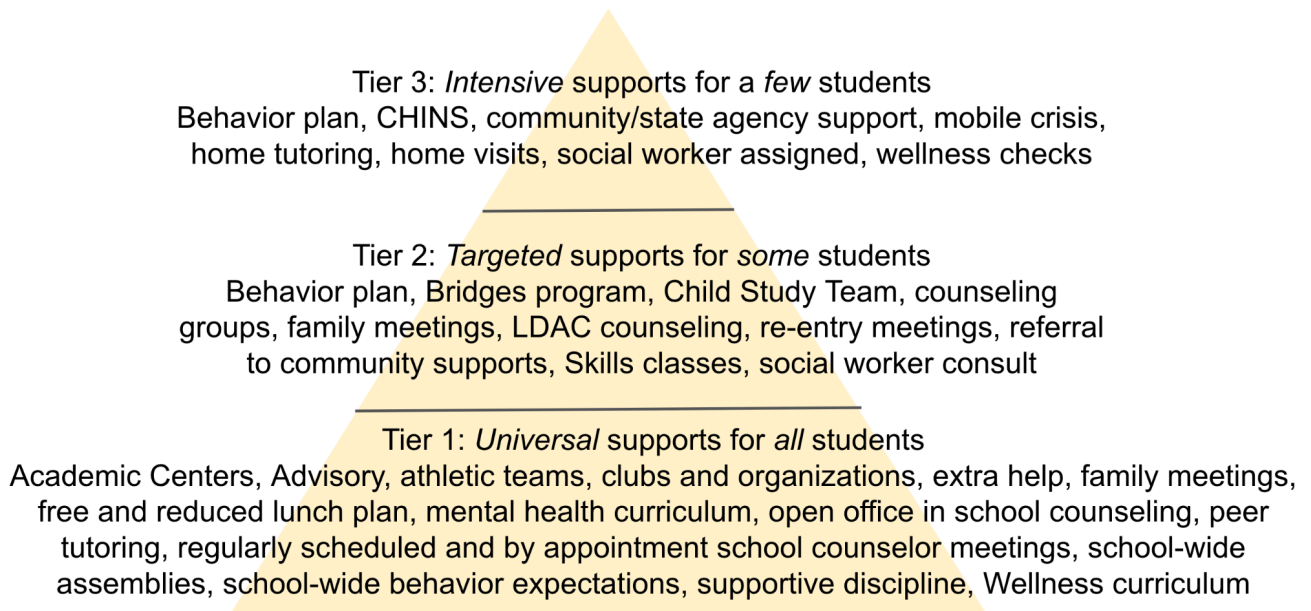
Library

The Library is open from 7:30 am to 4:30 pm, Monday through Thursday and from 7:30 am to 2:35 pm on Fridays. The Library is a work area where students may study alone,

work in small groups or enjoy quiet reading. All members of the school community are eligible to use the facility and borrow resources (print and technology). The borrower assumes full responsibility for proper care and treatment of any resource borrowed. Borrowers will be charged for any resources that are lost or returned damaged. All library patrons are able to check their own account at any time and will also receive an automated email if a resource is overdue. All resources must be returned to the library at the end of each school year, unless other arrangements have been made with the librarian.

Multi-Tiered System of Support for Behavioral Health (MTSS-B)

MTSS-B improves readiness for learning by promoting student wellness. It is designed to identify and reduce social, emotional, and behavioral barriers to learning. While at its base MTSS-B supports all students, it is not a one-size fits all approach. It can be tailored to the individual student needing support. The three tiers of support are in the graphic below.



Name Change Requests

The Student Management System (SMS) is designed to uphold the accuracy and integrity of student records. To achieve this, the SMS will consistently retain the legal name of each student, as indicated on their birth certificate or updated court documents.

While the SMS acknowledges the possibility of unofficial name change requests, it is essential to emphasize that such changes will not be included in the student's official

records. The system will accommodate these requests on a case-by-case basis, yet they will not be reflected in the student's official documentation. Ensuring the reliability of student information is paramount to our commitment to maintaining precise and reliable records.

Parent Portal (PowerSchool)

Parents can access their student's grades, attendance and more through PowerSchool's Parent Access Portal. The PowerSchool Parent Portal can be accessed by navigating to <https://powerschool.sau25.net>. You must first create a parent portal single sign-on account and link to your student(s) in order to access their information. Please contact the front office to request your child's student access ID and Password to create an account. Once your account is created, you will receive a startup email with instructions.

Parent Teacher Group

The PTG is a District wide support group for all six schools. They contribute a great deal of positive programming, volunteers, behind the scenes work, and energy to BHS. The purpose of the PTG is to enhance and support the educational experience of the Bedford School District, to develop a closer connection between school and home by encouraging parental involvement, and to improve the environment in the Bedford School District through volunteer and financial support. The PTG provides enriching educational opportunities and community events for the staff, students, and families. Throughout the year, there are a number of opportunities to be involved in supporting the programs sponsored by the PTG through volunteering or donations. For more information or to get involved visit their [website](#).

School Counseling Services

The School Counseling staff at BHS provides a comfortable transition to our school. Our staff works collaboratively with the entire faculty in guiding the academic and social development of each student. We believe that high school is an important time of preparation for adult life. Our school counseling staff assists students and parents in preparing a post graduation plan, and helps plan a successful course of study while at BHS.

A comprehensive program of School Counseling services is provided to the school community. Much of this program is provided to students through their Wellness and Humanities classes in collaboration with the Counseling staff. All students are included in college and post-secondary planning during their Junior year.

The School Counseling Office also runs an “On-Call” system to provide acute crisis intervention and responsive services. School Counselors are scheduled for two On-Call duties per week. These duties are one-half of a school day in duration. Therefore the Counseling Office is staffed with two On-Call Counselors each day.

The following are programs and activities that are offered through School Counseling:

- Personal, academic, and career counseling
- Transition activities
- Peer counseling/mediation
- Support groups
- Parent meetings
- Career/college workshops
- Financial aid workshops

School counselors are also on our crisis intervention team and help our school community if there is a death of a student or staff member. Best practices for processing grief and loss at schools discourages the establishment of permanent memorials in schools. Temporary and timely memorial activities are encouraged as healthy alternatives. Memorial activities provide an opportunity for people to express emotions and to be supported within the school community. Ideas for student driven memorial activities include holding a day of community service, putting together a team to participate in an awareness or fundraising event sponsored by a national health awareness organization, sponsoring awareness events specific to the nature of the loss, purchasing books related to the loss for the school library, and volunteering for a related cause. A living memorial is another alternative and includes named endowments, scholarships, or the creation and sponsorship of events.

School Resources Officers

Two Bedford Police School Resource Officers work in the Bedford School District. One is typically on the Lurgio-BHS campus for the day. Each SRO spends time at all our schools, getting to know students and staff. If you ever have a question for an SRO or have the need to reach out, they can be reached via email or by calling the main office.

Suicidal Ideation and Acute Psychiatric Incidents

Bedford High School is committed to keeping all students safe. When a student is identified by a peer, educator, or another source as potentially suicidal or experiencing an acute psychiatric incident, the student will be seen by a qualified school professional which includes school counselors, school nurses, school psychologists, school resource

officers, or school licensed mental health counselors. The qualified school professional will assess the risk and facilitate a referral if necessary. School staff will continuously supervise the student to ensure their safety until the assessment process is complete. The student's parent or guardian will be contacted and assisted with referral including setting up an outpatient mental health or primary care appointment and conveying the reason for referral to the healthcare provider. In some cases, BHS staff may be required to contact emergency services and/or arrange for the student to be transported to the local emergency department. The re-entry procedure for students returning to school after a mental health crisis includes the student and parents meeting with a qualified school professional, typically the school counselor. There are times when an outside professional will also be required to state that the student is safe to return to school. The school counselor or other qualified school professional will remain in contact with the parents and continue to work together.

[Policy JLDBB - Suicide Prevention and Response](#)

[Procedure JLDBB-R - Suicide Prevention Response Plan](#)

Wellness

The Bedford School District and Bedford High School recognize that wellness of students is related to nutrition education, the food served in school, and physical activity. There is also an important connection between student wellness and a student's ability to learn effectively and achieve high standards in schools.

[Policy JLCF - Wellness](#)

SCHOOL SAFETY, STUDENT CONDUCT & DISCIPLINE

Behavioral Expectations

One important role of our school is to provide students, teachers, and staff with an appropriate, high quality, teaching and learning environment. This environment must be safe and healthy for everyone. Members of the Bedford High School community are expected to adhere to a code of citizenship based on mutual trust and respect. To be a good citizen, be good and do good. Everyone in the BHS community is responsible for contributing to our positive school culture.

Bullying

It is the policy of the Bedford School District that its students have an educational setting that is safe, secure, and free from bullying. The District does not tolerate bullying of any type.

Bullying is defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student which:

- Physically harms a student or damages the pupil's property;
- Causes emotional distress to a student;
- Interferes with a student's educational opportunities;
- Creates a hostile educational environment; or
- Substantially disrupts the orderly operation of the school.

Bullying also includes actions motivated by an imbalance of power.

A conflict between two or more students which does not involve these types of behaviors or power imbalances is not bullying.

Students who are found to have engaged in bullying will be subject to disciplinary action. Students who support bullying through laughter, encouraging comments, and/or apparent approval of intimidating behavior will also be subject to disciplinary action. Retaliation or reprisal against students who have made a charge, testified, assisted, or participated in any manner in an investigation of a bullying incident is strictly prohibited and is behavior which is subject to disciplinary action under this policy. Retaliation is defined as any adverse action inflicted on a victim of, witness to, or person with reliable information about an (alleged) act of bullying.

Any student who believes he/she has been a victim of bullying or has witnessed an incident of bullying shall report the alleged act to their Advisor, Assistant Principal, School Counselor, or other adult in the building. Parents and other adults can report incidents as well.

[Policy JICK - Pupil Safety and Violence Prevention](#)

Cameras, Fire Alarms, and Active Threat Buttons

BHS uses several security systems that help keep our school community safe. These include the Ident-A-Kid check in system, the internal and external cameras, the fire alarms, and the active threat system which includes the push buttons, lights, and alert horns. Because these systems are a vital part of keeping students and staff safe, the following consequences are implemented for cases of vandalism and false alarms.

Vandalizing the cameras, fire alarm pull stations, active attack buttons, fire alarm strobes, and/or active threat horns can result in the following school consequences:

- Three day suspension
- Re-entry meeting with student, parents, and assistant principal
- Loss of any managed time, including the off Advisory, for up to 45 school days
- Monetary restitution
- Referral to law enforcement for potential criminal prosecution

Causing a false alarm by activating a fire alarm can result in the following school consequences and is a misdemeanor:

- Five day suspension
- Five hours of education and community service with the fire department
- Re-entry meeting with student, parents, and assistant principal
- Loss of any managed time, including the off Advisory, for up to 90 school days
- Referral to law enforcement for potential criminal prosecution

Causing a false alarm by activating an active threat alarm can result in the following school consequences and is a Class B Felony:

- Ten day suspension
- 10 hours of education and community service with the police department
- Re-entry meeting with student, parents, and assistant principal
- Loss of any managed time, including the off Advisory, for the remaining school year
- Referral to law enforcement for evaluation of the incident
 - Causing a false active threat alarm is a Class B Felony (see New Hampshire RSA 644:3). Violations may result in criminal prosecution including imprisonment in excess of one year but not in excess of seven years, fines of up to \$4,000, and probation. Violators will be held accountable to the full extent of the law.

Conduct at School Events and Athletic Events

Students are expected to behave appropriately at all school activities including school athletics and club events. All school rules are in effect at these events whether they are held at Bedford High School or at another site. Students who misbehave and/or demonstrate unsportsmanlike behavior will be asked to leave the event and will receive consequences in accordance with the school's Athletic and Organizations Handbook and/or this Handbook.

Dress/School Attire

Bedford High School is a community whose primary focus is learning. Each member of this community is valued for their unique vision and voice, however, reasonable standards of attire are important to maintaining an educational environment. Therefore, Bedford High School relies upon the good judgment of its students and their parents regarding a student's manner of dress, cleanliness, and grooming habits.

The following guidelines apply to all regular school activities. Administrators, coaches, and teachers with appropriate notice to students and parents may impose more stringent dress requirements to accommodate the special needs of certain athletic events, classes, or activities.

Specific dress code guidelines:

- The district standards state that students must wear shirts or dresses with fabric in the front, back, and under the arms, along with pants, skirts, leggings, shorts, or similar attire, and shoes.
- Clothing that immodestly or inappropriately exposes the chest, back, midriff, or buttocks are prohibited.
- Clothing and jewelry imprinted with words, pictures, or insignia of alcoholic beverages, tobacco or other drugs; images with double-meanings that reference drugs, alcohol, or tobacco; obscenities; violent images; overt or covert sexual reference; gang identification; or which advocate prejudice or harassment of religion, race, ethnicity, and sexual orientation or disability, are inappropriate in our school and are prohibited.
- Items of dress that in the judgment of school administration pose a potential danger are prohibited.

Students wearing clothing that does not meet the above guidelines or does not meet reasonable standards of attire for a school environment will be sent to the office, required to take corrective action, and/or to call a parent to make arrangements for a change of clothing. Students may be considered unexcused from class if they are sent to the office for a dress code violation.

[Policy JICA - Student Dress](#)

Drug and Alcohol Policy

All drugs which a student has on prescription prescribed by a doctor will be kept in the Nurse's office and students will report to the nurse's office to take their prescription.

Use of illegal drugs, misuse of controlled substances or alcohol, and/or possession, manufacture, sale, or distribution of the same, in any form, is not permitted at any time at school, on school district property or at any school-sponsored event.

Parents/guardians will be informed immediately if a student is in violation of this policy, and the matter will be brought to the attention of the Superintendent and School Resource Officer.

Upon reasonable evidence that a student is under the influence of drugs, a controlled substance, or alcohol at school, on school district property, or at any school-sponsored event, the parent/guardian will be notified by school authorities to come for the student and remove him/her to his home or to a medical facility. The student will follow our re-entry procedure and may be suspended from school for up to five (5) days.

In severe cases, if the parents/guardians will not or cannot come to the school, the Principal is authorized to call an ambulance to remove the student to the hospital. Parents/guardians will be notified of this action and be responsible for the incurred expenses.

Upon reasonable evidence of the possession and/or use of drugs, a controlled substance or alcohol by any student at school, on school district property or at any school-sponsored event, the student will follow our re-entry procedure and may be suspended from school for up to five (5) days . A conference with the parents/guardians, child, and Assistant Principal should be held as soon as possible. The Principal may recommend further disciplinary action, up to and including expulsion.

Upon reasonable evidence that a student is or has been selling, distributing, or giving away illegal drugs, a controlled substance, or alcohol at school, on school district

property or at any school-sponsored event, the student will be reported to the police immediately and suspended from school at once pending School Board action. If a School Board hearing cannot be scheduled within ten school days from the start of the student's suspension from school, the suspension from school may be extended by the Superintendent following a hearing. The Board may impose further disciplinary action, up to and including expulsion.

In addition to BSD Policy JICH, Bedford High School prohibits the possession of drug paraphernalia (any instrument or implement or combination adapted for administration of controlled substances, including vaporizers, vape pens, and dab pens) or synthetic drugs (e.g. spice, K2, synthetic pot). Students in possession of drug paraphernalia or synthetic drugs, can expect to participate in educational programming with their parents/guardians, possible suspension, and possible legal action.

The Bedford School District complies with all of the provisions required under the Drug Free Workplace Act of 1988. The public is hereby notified that the manufacture, distribution, possession, sale, and/or use of any controlled substance or look alike by any student or staff member is strictly prohibited.

[*Policy JICH - Drug and Alcohol use by Students*](#)

Eating and Drinking

Eating and drinking is only allowed in designated areas. Designated areas include the Commons, staff dining areas, the Family and Consumer Science Room, and Life Skills Enrichment. Lunch must be eaten in the Commons or on the Commons patio. Items from the snack line are allowed to leave the Commons and be eaten in the hallway and Bulldog Corner. Students are permitted to have snacks or drinks in class at teacher discretion. Eating and drinking may be allowed in other areas with permission from the Principal or designee.

Emergency Procedures

Bedford High School takes emergency planning seriously. Students experience ten emergency drills per year, six of which are evacuations. Staff and administration train for the following drills:

- Active Attack
- Drop Drill/Severe Weather
- Evacuation
- Lockdown/Secure Building

- Reverse Evaluation
- Reunification
- Scan Procedure
- Shelter in Place

Students must listen to their teachers and follow directions closely. Students should be familiar with exit maps, which are posted in all rooms. Each year, Advisors review evacuation procedures with their Advisory students.

In preparation for emergencies, parents can do the following:

- Make sure your information is up to date for alerts through ParentSquare.
- Be prepared to follow instructions via ParentSquare.

In a case in which we move students away from school, we will implement our reunification plan to get parents and students back together. Parents will be informed on how to proceed.

[*Policy EBCB - Fire and All Hazards Drill*](#)

Lockers

Lockers and locks are the property of Bedford High School. Lockers are assigned to students upon request. Students must use only the locker assigned to them and may not switch lockers without permission. Lockers are for the sole purpose of storing books, clothing appropriate to the weather, and other school-related materials. The school reserves the right to inspect student lockers at any time. Students must keep their lockers clean and free of damage. Lockers must be left clean and free of stickers, posters, and other material at the end of the school year. Writing on lockers is not permitted under any circumstances. Students will have use of a school lock for their locker. Only school-supplied locks can be used on lockers. Students are advised to lock up money and/or personal valuables. Students should not leave their personal property unattended.

Off-site Emergency Evacuation Plan

The Bedford School District has plans in place to safely evacuate students from BHS to alternative locations during the school day. In the event this becomes necessary, parents may go to the District's website at www.sau25.net for further information. Parents will also be informed through the District's emergency notification services as well. Parents should not converge on the off-site location until asked to do so.

Smoking/Vaping (Tobacco/Vaporizers)

Bedford High School is a tobacco-free zone under RSA 126-K. Any individual caught in possession of tobacco products or paraphernalia including but not limited to cigarettes, e-cigarettes, vaporizers, dab pens, nicotine or THC oil, and chewing tobacco or caught smoking, chewing, or using tobacco, vaporizers, or dab pens in any manner are subject to school and legal consequences. These consequences may include suspension, notification of parents/guardians, and notification of the police. Students may not possess tobacco products anywhere on school grounds.

Student Discipline

Typical Discipline Consequences

Unexcused Absence/Skipping School (including no parent phone call or note)

- 1st offense: 6 hours of detention, zeros on work
- 2nd offense: Saturday School, zeros on work
- 3rd offense: Saturday School, zeros on work, parent meeting with Principal

Cutting Class

- 1st- 3rd offense: detentions, zeros on work
- 4th & 5th offense: Saturday school, zeros on work
- 6th offense: Saturday School, zeros on work, parent meeting with the Principal

Tardy to Class (after bell and prior to attendance) and Unexcused Tardy to School

- 1st- 3rd "life happens" tardiness, 3 instances are excused per semester
- 4th - 6th offense: 1 hour detention
- 7th and 8th offense: Saturday School
- 9th offense: Saturday School and parent meeting with Principal

Late for Class (after attendance)

- 1st-3rd offense: 1 hour detention
- 4th and 5th offense: Saturday School
- 6th offense: Saturday School and meeting with Principal

Leaving the School Building or School Grounds without Being Dismissed

- Saturday School

Skipping Teacher Detention

- 2 hours of detention (make up the first one, one additional)

Skipping School Detention

- 1st offense: 2 detentions (make up the first, one additional)
- 2nd offense: Saturday School and must attend outstanding detentions

Skipping Saturday School

- 1st offense: serve 2 Saturday School days
- 2nd offense: ISS

Cell Phone Violations

- **First Offense:** The student will be directed by a teacher or staff member to put their device away. The teacher will not provide daily reminders, and the student is expected to comply.
- **Second Offense:** The teacher or staff member will notify the parent or guardian that the student has been asked more than once to put their device away. Administration may be contacted at this level
- **Subsequent Offenses:** The teacher or staff member will notify the parent or guardian of repeated offenses. The student may be sent to administration to discuss the offense, where a plan will be made and the parent or guardian will be notified. The device may be confiscated by the administration for the parent or guardian to pick up.
- **Repeated Violations:** These may result in progressive disciplinary action consistent with the district's code of conduct

Vaping/Smoking or possession of vaping paraphernalia

1st offense:

- Immediate Parent conference and out of school suspension up to 3 days
- Review expectations below with parents and student
- Attend a vaping presentation with the LADC and complete 10 hours of community service, or substantial research project and give a presentation to the LADC
- Meet with the BHS Licensed Alcohol and Drug Counselor (LADC) a minimum of three times
- Complete a reflection and have a post meeting with the assistant principal to discuss the reflection
- Consider visiting the family pediatrician to discuss nicotine addiction
- All vaping products and paraphernalia will be destroyed as a result of the offense

2nd offense:

- 2 days of in-school suspension to complete vaping education program in-school
- 10 hours of community service documented with a signed letter
- Meet with the LADC for the remainder of the year
- Complete a reflection and have a post meeting with the AP to discuss the reflection
- Consider visiting the family pediatrician to discuss nicotine addiction
- All vaping products and paraphernalia will be destroyed as a result of the offense

Not finishing any portion of the consequences: Saturday School until complete.

Drugs and Alcohol possession, use, or being under the influence of drugs or alcohol

1st offense:

- Immediate Parent conference and out of school suspension up to 5 days
- Review expectations below with parents and student
- Attend a vaping presentation with the LADC and complete 10 hours of community service, or substantial research project and give a presentation to the LADC
- Meet with the BHS Licensed Alcohol and Drug Counselor (LADC) a minimum of three times
- Complete a reflection and have a post meeting with the assistant principal to discuss the reflection
- Consider visiting the family pediatrician to discuss drug and alcohol abuse

2nd offense:

- Immediate Parent conference and out of school suspension up to 10 days
- 10 hours of community service documented with a signed letter
- Meet with the LADC for the remainder of the year
- Complete a reflection and have a post meeting with the AP to discuss the reflection
- Consider visiting the family pediatrician to discuss drug and alcohol use addiction

Not finishing any portion of the consequences: Saturday School until complete.

Vandalizing the cameras, fire alarm pull stations, active attack buttons, fire alarm strobes, and/or active threat horns can result in the following school consequences:

- Three day suspension
- Re-entry meeting with student, parents, and assistant principal

- Loss of any managed time, including the off Advisory, for up to 45 school days
- Monetary restitution
- Referral to law enforcement for potential criminal prosecution

Causing a false alarm by activating a fire alarm can result in the following school consequences and is a misdemeanor:

- Five day suspension
- Five hours of education and community service with the fire department
- Re-entry meeting with student, parents, and assistant principal
- Loss of any managed time, including the off Advisory, for up to 90 school days
- Referral to law enforcement for potential criminal prosecution

Causing a false alarm by activating an active threat alarm can result in the following school consequences and is a Class B Felony:

- Ten day suspension
- 10 hours of education and community service with the police department
- Re-entry meeting with student, parents, and assistant principal
- Loss of any managed time, including the off Advisory, for the remaining school year
- Referral to law enforcement for evaluation of incident
- Causing a false active threat alarm is a Class B Felony (see New Hampshire RSA 644:3). Violations may result in criminal prosecution including:
 - imprisonment in excess of one year but not in excess of seven years, fines of up to \$4,000, and probation. Violators will be held accountable to the full extent of the law.

Violating the Academic Honor Code has the following consequences:

- 1st offense for plagiarism: redo the work for 50% of the earned grade, parents notified
- 2nd and subsequent offenses for plagiarism: zero on the work, parents notified
- 1st offense and subsequent offenses for academic cheating: zero on the work, parents notified
- 1st offense for sharing your own work with another student: two detentions
- 2nd offense: Saturday School

You can expect a Saturday School if you participate in behaviors such as:

- Falsely calling yourself or someone else absent or tardy
- Forging a note or pass
- Forging another's signature

You can expect a Saturday School, in-school suspension (ISS), or out-of-school suspension (OSS) if you participate in behaviors such as (repeated violations can result in longer suspensions):

- Being disrespectful, abusive or insubordinate toward school personnel
- Inappropriate behavior and actions on school field trips, sporting events, and school sponsored activities
- Misbehaving, persistently, or chronically
- Refusing to identify yourself
- Repeatedly being disrespectful

You can expect out-of-school suspension, possible legal action and restitution, and/or expulsion if you participate in behaviors such as:

- Being on grounds when suspended
- Bullying
- Assaulting someone or fighting
- Violating the weapons policy
- Violating the drug and alcohol policy
- Setting off fire alarm or causing the building to be evacuated
- Violating the safe school zone policy
- Threatening the physical or psychological well-being of others
- Trespassing
- Engaging in repeated verbal or physical harassment of others, particularly with regards to race, religion, ethnic background, sex, political views, sexual orientation or social or economic status
- Violating city, state, or federal laws on school grounds
- Violating district policy on sexual harassment
- Having prior knowledge that another student was going to commit one of the above, similar, or worse behaviors and not reporting it to a staff member.

Out-of-School Suspension

Students may be suspended from school for gross misconduct or refusal to conform to reasonable school rules. Previous history will be considered in dealing with suspension situations. Students suspended from school are not allowed to attend or participate in any co-curricular activity including athletic events nor be on school grounds or at school

events during the suspension including off-site testing facilitated by BHS such as IB and AP testing. Students are considered ineligible for overnight trips if they have been involved in any major or repeated violations of the BHS Student and Parent Handbook or the Athletic and Co-Curricular Expectations including but not limited to drug and alcohol violations, weapons violations, or misbehaviors during the previous year's Intersession activities.

1. When a student is suspended, the parents/guardians can expect to be notified by telephone, if this is possible, and receive a confirming letter explaining the conditions and circumstances of the suspension.
2. Any student suspended from school is not permitted on school grounds at any time.
3. Students will be given the opportunity to make up any and all work missed during a suspension. They will also be given credit for all work successfully completed and returned within the established timeline. Work assigned through Google Classroom falls under these same procedures.
4. The timeline for turning in completed work is noted on the work: work the student can complete on their own is due upon their return and work that the student may need a teacher's assistance with is due on the day equal to the number of school days a student was on suspension. (e.g. a student has three days of school upon return from suspension to turn in teacher assisted make-up work from a three day suspension).
5. A student facing suspension from school is entitled to due process and has the right to the following:
 - be informed of the reasons for the suspension.
 - be given a reasonable opportunity to give his/her version of the incident.
 - a meeting with the School Board in conjunction with a pre-meeting with the Superintendent of Schools if the suspension is longer than ten days.
6. If school is closed for some reason on the day a student is suspended, the suspension will be carried over to the next school day.

Searches

In accordance with policy JIH, searches shall be conducted under the following provisions:

- A student is subject to search by district staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be discovered. School staff shall report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations.

For the purposes of these regulations, "reasonable suspicion" means that a school district employee has reasonable grounds to believe that either the law or school rules

have been violated. Reasonable suspicion may be established if a school district employee observes, hears, or is informed of behavior or actions that violate either the law or school district rules.

School district employees who have reason to believe that either the law or school district rules have been violated are obligated to inform the building principal, who will then ascertain whether or not reasonable suspicion exists such that a search of the student or his/her belongings is justified.

- When school administration has a reasonable suspicion of possession of a substance or item that necessitates a search, students who refuse a search will receive the standard consequence for the possession of the item or substance they are suspected of possessing.

Outside of School Actions and School Discipline

The School Board recognizes that out-of-school conduct of students attending school within this District is not normally a concern of the Board. However the School Board believes that disciplinary action for conduct occurring during non-school hours off or on school property and involving a school activity is proper if the conduct had an adverse effect upon the school.

Therefore, any student attending school within this District will be subject to disciplinary action including, but not limited to, detentions, Saturday School, suspension, or expulsion from school for any conduct that, in the opinion of the school administrators, has an adverse impact upon the school.

Such activity includes, but is not limited to, the following:

- Damaging school property, e.g. a school bus, school window
- Engaging in an activity which causes or threatens physical or emotional harm to other students, teachers, or other school personnel
- Engaging in an activity that directly impedes discipline at school or the general welfare of school activities or school operations
- Cyber-bullying/internet threats, whether on or off school grounds
- Engaging in an activity that causes damage to private property on school grounds of students, staff or other personnel
- Engaging in the use of alcohol/illegal drugs at a bus stop or off-campus school event
- (Placeholder)

[Policy JIC - Student Conduct, Discipline and Due Process](#)

[Policy JICG - Tobacco-Free Schools \(Use and Possession in and on School Facilities, Grounds, and Vehicles\)](#)

[Policy JICH - Drug and Alcohol Use by Students](#)

[Policy JICDD - Out of School Actions](#)

[Policy JICI - Weapons in Schools](#)

[Policy JIH - Searches and Inspections of Students and Property](#)

[Procedure JIH-R - Searches and Inspection of Students and Property](#)

[Policy JK Student Discipline](#)

[Policy JKAA - Restraint and Seclusion](#)

[Procedure JKAA-R - Restraint and Seclusion](#)

Student Privacy

Bedford School District and Bedford High School comply with all federal and state regulations regarding Student Privacy.

[FERPA](#)

[COPPA](#)

[CIPPA](#)

Student Protests, Demonstrations, and Strikes

Planning a protest during school hours can be a valuable learning experience for students, and it's important to have a balance between supporting students' rights to express themselves and maintaining a safe and respectful school environment.

Students should speak with the Principal or an Assistant Principal about their planned protest. Students should express the reason and goal for the protest and talk about the planned time and place, how they will deliver their message, how many students will speak, and how the protest or demonstration will conclude. If the student organizers have questions, they should ask those of the administrator too. The Principal or Assistant Principal will give guidance and assistance in order to make the students' experience more successful while also maintaining a safe and respectful school environment.

[Policy JIJ - Student Protests, Demonstrations, and Strikes](#)

Video Surveillance

For the safety of students and staff, Bedford High School uses video monitoring devices on both the exterior and interior of the school campus. These devices monitor our non-instructional areas, including active threat alert activation stations, parking areas, entrances, outdoor recreation areas, and hallways. The video footage obtained from these devices is used to ensure the health, welfare, and safety of all students, staff, and visitors to district property, to safeguard district buildings, grounds, and equipment, and to monitor student behavior.

[*Policy EEAA - Audio and Video Surveillance on School District Property*](#)

Visitors

Bedford High School encourages and welcomes parents to visit our school. In order to accommodate your visit, please schedule a meeting prior to arriving. To ensure the safety of all students and staff, we utilize the Ident-A-Kid Visitor Management System ([here](#) is a brief video explanation). A valid, government issued photo identification is required for visitors to the building. In lieu of an ID, visitors can provide their name and birthdate. The Ident-A-Kid system will scan the identification through a national sex offender database then print a visitor badge that includes the visitor's name, photo, date, and time of check-in. Visitors must wear the provided identification badge at all times while on school grounds and return it to the main office upon leaving the premises. All visitors need authorization from the main office staff member before entering the building.

Volunteers in the Bedford School District

We deeply value the positive contributions made by volunteers and actively encourage their involvement. Simultaneously, safeguarding the well-being of our students is of utmost importance. We recognize that individuals known to a student can sometimes present a greater risk than strangers. Our objective is to deter any potential harm to our students by firmly establishing boundaries that prevent such behavior.

- Maintaining a vigilant presence plays a pivotal role in ensuring safety. If you come across anything that raises concern, please feel free to report it to the teacher or principal without hesitation or embarrassment.
- In the event of any issues arising, volunteer opportunities for individuals may be discontinued as a precautionary measure.

Confidentiality Guidelines

Parents should limit their discussions to their own child's information. In order to respect the privacy of other children, we kindly request that you refrain from talking about the following aspects of other children:

- Performance or conduct, regardless of whether it's positive or negative, unless you are communicating with the student's teacher, counselor, or principal.
- Grades or assessed assignments.
- Contact information.

These guidelines extend to both in-person conversations and online activities, such as sharing photos or leaving comments on social media, sending emails, or engaging in any form of online communication. In essence, if the information pertains to a child who isn't your own, it's best not to share it.

Safety Guidelines

- Avoid situations where you are alone in private with children who are not your own. Instead, aim to be in public spaces. This means that volunteers should interact with either two adults present with one student or two students present with one adult.
- If you see or suspect any child has been abused or neglected, let a teacher or principal know immediately.

The Bedford School District requires that those volunteers who will be working directly with students and who will not be directly supervised complete a background investigation and a criminal records check.

[Policy GBCD - Background Investigation and Criminal History Records Check](#)

TECHNOLOGY

Generative Artificial Intelligence

TBD by District Committee

Responsible Use of Electronic Devices and the Internet

The use of technology is a part of each student's work in the Bedford School District. It is a privilege and must be respected and used wisely. The "use of technology" includes:

- Using district-owned technology and personally-owned technology devices for school purposes whether on or off school property,
- Using a device to access a school network or the Internet through the school network, accessing district systems including but not limited to the Student Information System (PowerSchool), the Learning Management System (Google G Suite for Education) and the network (used when a student logs into a district-device).
- To ensure the security, stability, and integrity of the school's network, the use of personal mobile hotspots, wireless tethering, or any other personal network-broadcasting device is strictly prohibited during the school day. Students are required to use the school's Wi-Fi for **all internet access** on their devices.

Technology in the Bedford School District is provided for educational purposes that support the mission, vision, core beliefs and goals of the District. The Bedford School District's Student Use Of Computers, Devices and the Internet Policy applies to all students' use of all district and student owned technology devices and systems accessed on or off school property. The expectations below provide appropriate and ethical use policies for students but should not be construed as all-inclusive, as we cannot outline every possible permutation of student behavior with technology. Some activities are expressly prohibited by law; other activities are inappropriate as defined by the administration of the district. Students, parents and staff who have questions about whether a particular activity or use is prohibited are encouraged to contact a building administrator or the Director of Technology.

We require students to use technology in accordance with general expectations for appropriate student behavior as outlined in this document and our code of conduct. Violation of any of these policies will result in appropriate disciplinary action that may include a warning, loss of privileges, detention, suspension and/or expulsion. Additionally, violations will be referred to the Bedford Police department if appropriate. This policy applies to all district-owned technology and privately owned technology that is connected to the Bedford School District's Internet/network and on privately owned networks while on school property or while accessing district systems

In general, successful operation of the district's technology and software systems requires that all users conduct themselves in a responsible, decent, ethical, and polite manner. The user is ultimately responsible for his/her actions when using district technology devices and software systems.

[Policy JICL - Communication Services/Internet Access](#)

Personal Electronic Devices

Students are prohibited from using personal communication devices from the first bell of the school day until the dismissal bell. This includes lunch periods, passing time, managed time, and recesses. A personal communication device is defined as any non-district device that is internet/cellular-capable and can support voice or video calls, texts, emails, or instant messages, such as cellphones, tablets, laptops, and smartwatches. While it is best practice not to bring these devices to school, if a student does, they must be kept in their locker, backpack, or handbag. The school district is not responsible for any lost, damaged, or stolen devices. In cases of emergency, parents or guardians can contact their child by calling the main office. Any exceptions to this policy must be requested through the Office of the Principal.

Consequences for violations of this policy are as follows:

- **First Offense:** The student will be directed by a teacher or staff member to put their device away. The teacher will not provide daily reminders, and the student is expected to comply.
- **Second Offense:** The teacher or staff member will notify the parent or guardian that the student has been asked more than once to put their device away. Administration may be contacted at this level
- **Subsequent Offenses:** The teacher or staff member will notify the parent or guardian of repeated offenses. The student may be sent to administration to discuss the offense, where a plan will be made and the parent or guardian will be notified. The device may be confiscated by the administration for the parent or guardian to pick up.
- **Repeated Violations:** These may result in progressive disciplinary action consistent with the district's code of conduct

The full policy (JICJ) is available for review on the school district's website.

OTHER INFORMATION

This section provides additional foundational policies, practices and laws about the school and district. It is important to read and understand this information so that you have full knowledge of how our school and district operate. By completing the online registration process (Infosnap) you have acknowledged that you have received, read and understood this entire manual including the appendix, and you agree that you will abide by the policies, practices and procedures of both the Bedford School District and Bedford High School.

Annual Organizing and Destruction of Redundant Education Records

Each year, the school district may choose to organize a student's education records and destroy educational records that are redundant. Redundant records include data sheets when the results have been transcribed to another document. It also includes extra copies of any correspondence or other documents.

Asbestos

The Bedford School District's annual notification regarding asbestos in schools can be found below.

[*Annual Notification: \(CFR 40. 763.93\)*](#)

Freedom of Assembly/Religion

The Bedford School District's Policy on Freedom of Assembly and Religion can be found below.

[*Policy IMDCA - Freedom of Assembly/Religion*](#)

Nondiscrimination

The Bedford School District's Policy and Procedure on Non-Discrimination can be found below.

[*Policy AC - Non-Discrimination*](#)

[*Procedure AC-R - Discrimination Grievance Procedure*](#)

New Hampshire Parental Bill of Rights

A. New Hampshire Parental Bill of Rights

I. All parental rights are reserved to the parents of a minor child in this state without obstruction or interference from any school. These rights include, but are not limited to, the right:

1. To direct the upbringing and the moral or religious training.
2. To direct the education, including the right to choose to enroll the minor child in an assigned resident public school, a public charter school, a non-public school, including a religious school, a home education program, or any other state-based education program, as authorized by law, as an alternative to public education, as set forth in RSA 193:1 and RSA 194-F:1, et seq.
3. To request that a minor child be enrolled in a public school other than the public school assigned to them by their residence to avoid a manifest educational hardship, as set forth in RSA 193:3.
4. To enroll his or her minor child in gifted or special education programs if the child qualifies for such programs.
5. To inquire of the school or school personnel and promptly receive accurate, truthful, and complete disclosure regarding any and all matters related to their minor child, unless an immediate answer cannot be provided when the initial request is made, in which case, the answer shall be provided no later than 10 business days after the request.
6. To be informed of the school's policy regarding discipline policies and procedures, as set forth in RSA 193:13.
7. To obtain access for a minor child to public curricular courses and co-curricular programs offered by the local school district where the student resides while choosing to enroll their child in a non-public, public

chartered, home education, or any other state-based education program, as set forth in RSA 193:1-c and RSA 194-F:2, II(d).

8. To inspect any instructional material used as part of the educational curriculum within a reasonable period following a request, as set forth in 20 U.S.C. section 1232h(c)(1)(C).
9. To opt out of health or sex education and any other objectionable material, as set forth in RSA 186:11, IX-b and IX-c.
10. To be advised of and have the right to opt the minor child out of any nonacademic survey or questionnaire.
11. To opt out of any district-level data collection relating to his or her minor child not required by federal or state law.
12. To exempt their public-school minor child from participating in required statewide assessments in English, language arts, mathematics, and/or science, as set forth in RSA 193-C:6.
13. To receive information regarding the level of achievement and academic growth of their minor child in the state academic assessments in English, language arts, mathematics, and/or science, as set forth in the Every Student Succeeds Act, 20 U.S.C. section 1112 (e)(1)(B)(i).
14. To receive a school report card and be informed of his or her minor child's attendance requirements and compliance with such requirements.
15. To access and review all education records relating to their minor child within 10 business days after the day the school receives a request for access, as set forth in RSA 189:66, IV and 34 C.F.R. 99.5.
16. To consent in writing before the state or any of its political subdivisions, including, without limitation, any school pursuant also to the provisions of RSA 189:68, III-V, makes a video or voice recording, unless such recording is made during or as part of a court proceeding or part of a forensic interview in a criminal or other investigation by the bureau of child protective services or it is to be used solely for the purpose of a safety demonstration, including the maintenance of order and discipline in the

common areas of a school or on student transportation vehicles.

17. To be notified whenever seclusion or restraint has been used on their minor child as set forth in RSA 126-U:7.
18. To access and review all medical records of their minor child maintained by a school or school personnel, unless otherwise prohibited by law.
19. To exempt their minor child from immunizations if, in the opinion of a physician, the immunization is detrimental to the child's health or because of religious beliefs, as set forth in RSA 141-C:20-a and RSA 141-C:20-c.

II. Federal law provides for additional parent and family involvement for schools that are receiving Title I, Part A; Title I, Part C (migrant); Title III, Part A (EL) funds, including:

1. The right to receive information, including student reports, in an understandable and uniform format and to the extent practicable, in a language that parents can understand, as set forth in 20 U.S.C. sections 1112(e)(4); 1114(b)(4); 1116(e)(5); and 1116(f).
2. Upon request of the parent, the right to receive information regarding state qualifications of the student's classroom teachers and paraprofessionals providing services to their minor child, as set forth in 20 U.S.C. section 1112(e)(1)(A)(i-ii).
3. The right to receive an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency, as set forth in 20 U.S.C. section 1111(h)(2)(A-B)(i-iii).

B. Dissemination

Pursuant to RSA 189-B:5, II, the Board directs that the Superintendent cause a complete copy of Section A (the Parental Bill of Rights) of this policy to be published:

1. Each year in the School District's annual report each year;
2. Permanently on the District's website; and
3. Each year in every student and employee handbook.

NH Statutes

RSA 126-U

Description

Limiting the Use of Child Restraint Practices

RSA 141-C:20-a

Immunization

RSA 141-C:20-c

Exemptions

RSA 186:11, IX-b

Health and Sex Education

RSA 186:11, IX-c

Objectionable Course Material

RSA 186:11, IX-d

Duties of State Board of Education

RSA 186:11, IX-e

Notice to Parents/Guardian Required

RSA 189:66

Data Inventory and Policies Publication

RSA 189:67

Limits on Disclosure of Information

RSA 189:68

Student Privacy

RSA 193:1

Duty of Parent; Compulsory Attendance by Pupil

RSA 193:13

Suspension and Expulsion of Pupils

RSA 193:3

Change of School or Assignment, Manifest Educational Hardship or Best Interest, Excusing Attendance

Federal Regulations

34 CFR. Part 99

Description

Family Educational Rights and Privacy Act Regulations

Federal Statutes

20 U.S.C. § 1232h

Description

Protection of Pupil Rights Amendment (PPRA)

Cross References

Code

Description

ECAF

Audio and Video Surveillance on School Buses

EEAA

Video and Audio Surveillance on School Property

IGE

Parental Objections to Specific Course Material

IHAM	Health Education and Exemption From Instruction
IHBB	Programs for Gifted and Talented Students
IK	Earning of High School Credit - Achievement of Competencies
ILD	Non-Educational/Non-Academic Questionnaires, Surveys & Research
JCA	Change of Class or School Assignment - Best Interests and Manifest Hardship
JIC	Student Conduct
JICD	Student Discipline and Due Process
JJJ	Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils
JJJ-R	Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils - Administrative Regulations
JKAA	Use of Restraints and Seclusion
JLCB	Immunizations of Students
JRA	Student Records and Access (FERPA)
JRA-R	Student Records and Access (FERPA)

[*Policy AB: NH Parental Bill of Rights*](#)

Notice of Rights under the Protection of Pupil Rights Amendment (PPRA)

[*Policy IGEA Parental Objections to Specific Course Material and Policy ILD Non-Academic Surveys and Questionnaires*](#)

The Protection of Pupil Rights Amendment (PPRA), 20 USC 1232h, affords parents and students certain rights regarding the conduct of surveys, collection and use of

information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 - a. Political affiliations or beliefs of the student or student’s parent;
 - b. Mental or psychological problems of the student or student’s family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of others with whom respondents have close family relationships;
 - f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - g. Religious practices, affiliations, or beliefs of the student or student’s parent; or
 - h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of –
 - a. Any other protected information survey, regardless of funding;
 - b. Any non-emergency, invasive physical exam or screening 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; and
 - c. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does 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.)
3. Inspect, upon request and before administration or use –
 - a. Protected information surveys of students and surveys created by a third party;
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Bedford School District has developed policy ILD, in consultation with parents, regarding these rights. In addition, the District protects student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District provides notice of policy ILD to parents and students at least annually at the start of each school year and after any substantive changes. To the extent known, the District also provides notice at the beginning of the school year, of the specific or approximate dates during the school year when activities requiring notification are scheduled, or expected to be scheduled.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Professional Qualifications

The federal law regarding a parent's right to know about the professional qualifications of their children's teachers can be found below.

[20 U.S.C. 6312\(e\), as amended by P.L. 114-95, Sec 1006.](#)

Sexual Discrimination and Harassment

The Bedford School District's Policy regarding Sexual Discrimination and Harassment can be found below.

[Policy JBAA - Sexual Discrimination and Harassment](#)

Supplemental Materials Selection

The Bedford School District's Policy on Supplemental Materials Selection and Adoption can be found below.

[Policy IJK - Supplemental Materials Selection and Adoption \(Electronic Media\)](#)

Teaching about Human Sexuality

Use of Personal Vehicles for School Business

[*Policy EEAG - Use of Private Vehicles on School Business*](#)

District property and liability insurance coverage does not cover employees that use their personal vehicles for school business, including transporting students to school events. The District does maintain excess liability coverage up to \$500.00 of the personal automobile deductible for employees on official duty, if their personal auto liability limits are exhausted. District insurance coverage does not respond to physical damage to the employee's auto. The employee would have to rely only on their personal auto coverage.