



**BLESSED SACRAMENT
SCHOOL**

**Parent/Student Handbook
2021-2022**

Blessed Sacrament School

808 East Street
Walpole, MA 02081
Phone: 508-668-2336
Fax: 508-668-7944
school.blessedsacrament.org

Fr. Jean Pierre Aubin	Pastor
Mr. Dustin Demers	Principal
Mrs. Nancy Carroll	Assistant Principal

*Blessed Sacrament School is accredited by the
New England Association of Schools and Colleges*

Our Mission

Mission Statement

Blessed Sacrament School is a Catholic, faith-based community dedicated to instilling a love of God and inspiring a commitment to lifelong learning. Our dynamic curriculum develops independent thinking, curiosity and social awareness both locally and globally. Our dedicated faculty and staff are committed to academic excellence and the education of the whole child in an atmosphere of Christian concern and service. The Blessed Sacrament School community provides a safe and nurturing environment for students to grow spiritually, intellectually, socially, physically, and emotionally. We are an integral part of Collaborative parishes, Blessed Sacrament Parish and St. Mary's Parish, and we welcome a diverse student body from a variety of parishes and towns. Together we strive to build the city of God on a foundation of faith and knowledge.

Blessed Sacrament School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Profile of a Blessed Sacrament School Graduate

The mission statement of Blessed Sacrament School asserts that our school strives to develop every child spiritually, intellectually, and socially in an atmosphere of Christian concern and service. Our educational and co-curricular programs, therefore, are dedicated to the promotion of spiritual growth, academic excellence, and social awareness. When students graduate from Blessed Sacrament School, it is our hope that they will be excellent students who are well prepared to thrive academically in a rigorous high school environment. More importantly, however, we hope that they will be well-rounded young men and women—students who love God, care about others, and can confidently make decisions based on the core values of their faith and families.

Spiritual

Graduates of Blessed Sacrament School are expected to...

- Love God, self and others
- Possess an understanding of the Catholic tradition
- Develop the foundations for a lifelong, personal relationship with Jesus
- Feel a sense of belonging to the Catholic Church community
- Know the importance of the “Power of One”
- Share acts of kindness through service to others
- Demonstrate a tolerance for diversity in all its forms
- Be an advocate for social justice
- Display the actions of St. Francis in their everyday lives
- Know how to participate fully in the Catholic Mass
- Willingly participate in spiritual experiences outside of our school community
- Develop a personal prayer style
- Make moral decisions based on the teaching of the Catholic Church
- Demonstrate respect for community and all of God’s creation

Academic

Graduates of Blessed Sacrament School are expected to...

- Be organizationally prepared to succeed in high school
- Acquire the subject matter knowledge necessary to thrive in high school
- Possess the ability to solve problems intelligently, creatively and effectively
- Write legibly and communicate clearly, both orally and through the written word
- Demonstrate academic integrity at all times

- Work collaboratively with others
- Show a desire to reach beyond his or her academic potential
- Think critically
- Use evidence to support their opinions
- View learning as a lifelong process
- Use technology effectively and responsibly
- Recall previous learning and use it in new situations
- Be aware of his or her own strengths and challenges as a learner
- Read for knowledge and enjoyment
- Advocate for one's self

Social

Graduates of Blessed Sacrament School are expected to...

- Show empathy and tolerance for all people at all times
- Respect others
- Value their own personal appearance and physical well-being
- Engage in respectful and meaningful relationships
- Demonstrate a respectful use of technology
- Possess the confidence needed to participate in new experiences in high schools
- Demonstrate confidence in developing their own personality and moral values, based on the values of our faith
- Accept responsibility for their actions and an awareness of consequences for poor choices
- Show good sportsmanship and act as a team player
- Be a confident risk-taker

Policies

Purpose of the Handbook

The success of a student at Blessed Sacrament School depends in great measure upon the cooperation between parents and school personnel. This handbook is intended to promote home/school cooperation by defining policies and procedures and addressing frequently asked questions between home and school. Students should benefit from knowing what is expected of them, especially regarding behavior at school and at home. The Parent/ Student Handbook is intended to be a reference guide, and may not touch upon all contingencies.

Privacy Policy

Blessed Sacrament School maintains academic, attendance, health and personal information about students and their families. This information is limited to what is relevant to the educational needs of the student. Information in these records is made available to appropriate school personnel and is available to the student's parents and/or legal guardian, but the school will otherwise make reasonable efforts to guard confidential information

Blessed Sacrament School is not just a school, but also a community. As such, we do make the names, addresses, e-mail addresses and phone numbers of each family available to other members of this community by means of annual publication of the Blessed Sacrament School Digital Directory each autumn. Any family may choose to be omitted from the Digital Directory by providing a written request to the office no later than the second week of school.

We also publish an annual yearbook and periodic newsletters, both of which will include names and pictures of the students. We may publish student photographs on our website and Facebook page, but we will make reasonable efforts to avoid publishing student names with those photographs. In addition, from time to time we may provide information to reporters for use in newspaper articles about our school, and may allow or provide pictures of students in a school setting. If you do not wish your child's name or picture to be included in the yearbook, newsletter, website or newspaper articles, you should provide written notice to the office no later than mid-September each school year, and we will make reasonable efforts to accommodate your request.

All parents and volunteers are expected to keep confidential all personally identifiable student information, whether written, oral or electronic, including matters that the parent/volunteer has observed while on school premises.

Equal Rights Policy

The philosophy of learning at BSS is based on the Christian social principles of the Gospel message – to love and respect all people.

It is the policy of this school to operate in accordance with non-discriminatory guidelines. No student, parent, faculty member, staff member, applicant or employee shall be discriminated against on the basis of race, color, sex, religion, nationality or ethnic origin.

Equal Opportunity for Students

Any function, event, program, club, team, project, etc. that:

1. is sponsored by BSS or its affiliated organizations, or
2. is promoted to BSS students, or
3. is using BSS facilities

Must adhere to the following:

1. be approved by the administration
2. be equally publicized to all BSS students and parents, and
3. provide for equal participation opportunity for all BSS students providing they meet age requirements

Unauthorized Use of School Name

No student, or student’s parent or guardian, without the express prior written authorization of the school principal (administrative head), may utilize the school’s name, or identifying logo, for any inappropriate purpose, including but not limited to the use of the school name:

- o to open any bank account
- o to solicit funds on behalf of the school
- o to collect money on behalf of the school
- o to sell products on behalf of the school
- o to schedule any field trip, vacation or other accommodations
- o to post on any website for any purpose including, but not limited to support of a particular social or political agenda

Any such unauthorized use of the school’s name or identifying logo, if committed by a student may subject the student to disciplinary action up to and including expulsion. Any such unauthorized use of the school’s name or identifying logo, may result in legal action.

Use of Digital Directory Information

Just as Blessed Sacrament School administration and teachers have an obligation to respect the confidentiality of student information, so, too, do the members of the school community. The Digital Directory is provided so that students and families may contact each other for school-related purposes and must not be used for commercial, political or other non-school related purposes. We will not, and you must not, sell or give away Digital Directory information to anyone outside the school community.

Please refer to the chart below for guidance as to usage of information contained in the Directory.

Type of Communication Using Directory

Protocol

Personal communications (e.g. birthday party invitations, calling for homework assignments, etc.)

Directory information may be used without pre-clearance

School-related communications (e.g. school functions, school fundraising events, etc.)

Directory information may be used only with permission of BSS administration

Non-school related, non-personal communications (political or commercial advertising, lobbying, etc.)

Directory information **may not be used for these purposes**

Organization of the School

Early Childhood Level

The Early Childhood classes include the preschool, pre-kindergarten and kindergarten classes.

The preschool program operates five mornings a week with a full day option. Half-day dismissal is at 12:00pm., and full-day students dismiss at 2:20pm.

The pre-kindergarten program operates five mornings a week with a full day option. Half-day dismissal is at 12:00pm., and full-day students dismiss at 2:20pm.

Kindergarten is a full-day program. Lunch is from 11:10 to 11:30am, followed by outdoor recess, weather permitting.

Elementary Level

The Elementary Level consists of grades one, two, and three. Lunch is from 11:35am-12:00pm, preceded by outdoor recess, weather permitting. Subject to change due to any COVID Restrictions.

Intermediate Level

The Intermediate Level consists of grades four and five. Lunch is from 12:05-12:30pm, followed by outdoor recess, weather permitting. Subject to change due to any COVID Restrictions.

Middle School Level

The Middle School Level consists of grades six, seven, and eight. Lunch is from 12:35 to 1:05pm, with some time for a brief outdoor recess. Subject to change due to any COVID Restrictions.

Academic Program

Curriculum

Copies of the current curriculum guidelines are available on the school website. All curriculums are endorsed by the Catholic Schools Office, the New England Association of Schools and Colleges, and the BSS administration; therefore, all students are required to participate in all prescribed coursework.

Field Trips

Parents are required to sign a field trip permission slip and medical form in order for their child to go on the trip. Children may be asked to bring in a small fee to help defray the cost of their trip. All school trips must have the approval of the principal. Parents wishing to chaperone a field trip should contact their child's teacher.

Field trips are optional learning experiences. Please contact the principal if the affordability of a field trip is an issue. A student must be in good academic and disciplinary standing in order to participate in field trips.

Homework

Homework is work that a teacher assigns to a student for completion outside of the classroom for the purpose of reinforcing classroom skills, developing self-discipline and responsibility.

Parents should offer a positive attitude toward homework, encourage the work to be done properly, provide a suitable environment for study, and lend assistance when necessary. Parents should not do homework on behalf of their child. The length of homework time varies at individual grade levels and may vary as the teacher sees fit. In the case of projects, teachers will give the children ample time to complete the project. The student should plan properly and divide the work up accordingly.

If a student has several teachers, the teachers will strive to coordinate the work so that large amounts of homework are not given on the same night. This includes no more than two core subjects having an exam on the same day.

Daily, parents can expect approximately 15-30 minutes of homework for students in grades 1-3, 40-50 minutes for students in grades 4-5, and 60-90 minutes for students in middle school.

Missing Assignments

Students failing to complete homework or arriving to class without assignments may be subject to disciplinary action. Each teacher's homework policy will be communicated at the beginning of the school year at all grade levels. Students are expected to show respect to their teachers and to the policy by completing homework and arriving prepared for each class. Teachers will notify parents of any child who regularly arrives to class unprepared.

Parent/Teacher Conferences

Parent/Teacher conferences are scheduled with teachers in the fall and the spring. Notices are sent home in advance to inform parents of the conference schedule. Teachers will also meet with parents at additional times during the course of the year, if concerns arise. Parents should always feel free to contact teachers directly via email to discuss issues or to arrange a conference. Email, however, is not the best medium for constructive dialogue about classroom concerns. It is our hope that an initial email will lead to an in-person or phone conversation between the parents and teacher when necessary. For obvious reasons, please do not interrupt a class or attempt to hold an extended conference prior to the school day or at dismissal. On such occasions there is neither the time for preparation nor the privacy necessary to discuss individual students.

Religious Life

- Students attend school Mass on a monthly basis. Different grades prepare the liturgy for these Masses. Families are always welcome to attend these celebrations. Subject to change due to any COVID restrictions.
- Advent Prayer Services occur at morning assembly every Monday during Advent.
- All grades, on a rotating basis, attend daily Mass during Lent.
- In May, "Mary Day" is celebrated to pay tribute to the Blessed Virgin.
- All students in grades 2-8 attend a retreat. Graduating 8th graders attend an overnight retreat in June.
- Lenten Stations of the Cross are done weekly as part of morning assembly.
- Reconciliation services are offered during Advent and Lent for students in grades 3-8.
- Students are regularly encouraged to engage in direct and indirect service to those in need.

Sacramental Preparation

Special preparation is given during the school day to those second graders receiving the Sacrament of Holy Eucharist and Penance. Parent meetings are scheduled to enable the parents to participate in these programs for their child. Notices are sent home during the course of the year listing dates of meetings, retreats, prayer services, and when the Sacraments will be received. Although students prepare for these sacraments at school, the sacramental programs are coordinated through Blessed Sacrament Parish. As such, any questions or concerns should be directed to the members of the parish staff charged with coordinating these programs.

Report Cards and Progress Reports

Report cards and Progress Reports are issued for each of the three terms of the school year to inform the student and parent about the academic progress, effort, and conduct of the student.

Markings are as follows:

Grades 1-3

- E – Achieving Mastery
- P – Proficient
- M - Meets Expectations
- I - Improvement Needed
- L - Limited Understanding
- NA - Not Evaluated at this Time

Grades 4 – 8

A+ =	97-99	C =	74-76
A =	94-96	C- =	70-73
A- =	90-93	D+ =	67-69
B+ =	87-89	D =	64-66
B =	84-86	D- =	60-63
B- =	80-83	F =	Failure
C+ =	77-79		

Retention of a Student

If it is determined that a student is not ready for promotion, the issue will be discussed among administrators, parents and the teachers. The decision will be based on what is best for the individual student. Consideration will be given to the student’s intellectual development, academic ability, and physical and social maturity.

The following protocol will be followed:

- o Retention will not be discussed prior to the end of January due to unpredictable growth and academic spurts that may occur. It is our hope that most decisions will be made final by March 31st.
- o The teacher must consult the principal with written evidence of less than adequate performance.
- o An appointment will be scheduled with parents to discuss the pros and cons of retention.
- o The ultimate decision lies with the principal per the Catholic Schools handbook.

Testing Program

Students in grades K-8 are tested three times yearly using the NWEA MAP Assessment Tool. Testing is not done to measure one school against another or solely to identify a student’s strengths or weaknesses. Test results are evaluated by teachers to assure that individual academic growth occurs and that the flow of curriculum avoids repetition and allows for the curriculum to fully benefit each child. The administration is available to meet with any parent for clarification and/or interpretation of test results.

Admissions

Admissions

All applicants for admission will be considered as long as academic criteria are met and space is available, regardless of ethnic, cultural, or religious background. Class size will be determined in accordance with the guidelines established by the Catholic Schools Office of the Archdiocese of Boston.

The order of priority for admission is:

- o Sibling- Contributing Parishioner/Collaborative Parish*
- o Sibling- Non-Parishioner
- o New- Contributing Parishioner/Collaborative Parish*
- o New- Non-Parishioner

* Collaborative parishes have been designated by the Archdiocese to include Blessed Sacrament, Walpole & St. Mary’s, East Walpole

Placement testing is mandatory for all applicants in Kindergarten-Grade 8. Students with special needs, whether intellectual, physical, or emotional, will be considered based on the school's ability to fulfill the needs of the students. In cases where the public school assessment recommends that the child would benefit most from services delivered wholly by the public school, and furthermore, when the administration, in consultation with the child's classroom teacher(s), also agree with such findings, re-registration may be denied for the upcoming year. This decision will be made for the benefit of the student when services offered by BSS are not sufficient for the individual student's educational needs.

Non-Discrimination Policy

Blessed Sacrament School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Preschool Diaper & Training Pants Policy

Children entering the BSS preschool program should be potty trained or working on being fully potty trained within the first 2 months of the start of school. The school's expectation is that children entering preschool will be familiar and comfortable with using the restroom facilities and not rely solely, if at all, on the use of diapers or training pants (Pull-Ups). We encourage you to consult your pediatrician regarding potty-training methods.

Attendance

Absence

If your child is going to be absent from school for any reason, please contact the school by 7:45 am the morning he or she will be absent. Absences should be reported to your student's teacher AND the Main Office via email at office@blessedsacrament.org or phone at 508-668-2336. When you email or call, be sure to state your child's name, class, and the reason for absence. **Excessive absenteeism, without sufficient medical documentation, will be addressed by the principal and could result in the dismissal of the student.**

General Law c 76, p.1: States that every child between the minimum and maximum ages as established by the Board of Education shall attend a public day school or some other school approved by the school committee for the number of days required by the Board of Education.

General Law c 76, p.2: States that every person having control of a child shall ensure their attendance. If a child misses seven (7) days the Supervisor of Attendance may criminally prosecute the parent or guardian on complaint.

Dismissal

Notes or electronic messages for early dismissal must be sent to the office by 9:00am on the day of dismissal. Students will be released only to a parent or a person specified to pick up the child in the note. Student release will occur at the Main Office. If a child is to be dismissed due to illness, the child will be released to a parent or other adult listed on the child's Emergency Contact form.

School Hours

No student is allowed to be dropped off on the school premises prior to 7:45am, unless they report directly to the morning extended day program, where appropriate supervision is provided. Families using the morning extended day program will be charged \$5/day, per student.

7:45	Doors open. Students Grades 1-8 arrive through gymnasium doors and go directly to classrooms. PK and Kindergarten students arrive through side door on Debbie's Way
8:00-8:15	Preschool students may be dropped off at the PS door on Debbie's Way during this time
8:00	Homeroom begins for Grades 1-8. Doors are locked at 8:00. Tardy students must enter via the Main Office.
8:05	Morning Announcements begin
8:15	Classes begin
12:00	Dismissal for the AM session of PS and PK
2:20	PS and PK afternoon dismissal
2:25	Kindergarten Dismissal
2:30	Grades 1 - 3 Dismissal
2:35	Grades 4 - 5 Dismissal
2:40	Grades 6 - 8 Dismissal

On early release days, dismissal takes place according to the following schedule, unless otherwise specified.

11:45	- PS, PreK and K Dismissal
11:50	- Grade 1-3 Dismissal
11:55	- Grade 4-5 Dismissal
12:00	- Grade 6-8 Dismissal

Tardiness-

All doors will be secured at 8:00am. Students arriving after 8:00am will be considered tardy and must enter the building through the main entrance on East Street, where they should check in with the Office Manager in the Main Office before proceeding to their classroom. Students who are regularly tardy will receive a parent phone call, followed by a letter from the BSS Administration. Students receiving academic services outside of Blessed Sacrament School are not considered tardy, but do need to check in at the Main Office for reasons of safety and security. Once checked in, these students may proceed to class without a tardy pass. The principal will reach out to families that have accrued 10 tardies in a trimester to set up a meeting to assess why these tardies continue to happen.

Vacation during School Session

Parents should avoid taking students on vacation when school is in session to ensure that instructional time is not missed. If this circumstance occurs and your student must be absent, make-up work will be given upon the child's return unless otherwise specified by the teacher. It is the responsibility of the child, with the parents' supervision, to make up the work as soon as possible.

Teachers are not obliged to provide work ahead of time for students violating this policy.

Communication

Assignment Books

Assignment books or homework folders are required for each student. These remind the student of assignments and keep the parent aware of the work being done by the child. Some teachers may require daily parent signatures on these books.

Email

All teachers have been assigned an email address. Teachers check their email at various times throughout the day; therefore, this is a quick and efficient means for communication. Email addresses may be obtained in the Parent Portal or by accessing the school website. Teachers have 24 hours to respond to a parent email per the guidelines shared with faculty.

The school sends out a weekly newsletter blast to all parents, detailing important upcoming events, and highlighting the accomplishments of members of our community.

Grievance Policy

Parents wishing to bring disciplinary issues, faculty problems or other matters directly to the attention of the school administration may do so by contacting the principal via phone or email.

Family Portal (FACTS SIS\RENWEB)

All BSS families have access to the Family Portal. This school management system is designed to promote communication between students, parents, teachers and administrators, and to establish a greater sense of transparency regarding the academic, spiritual and social life of our school community. Through this system, parents will be updated more frequently about their child's academic progress. These updates will give parents and teachers a better opportunity to work together collaboratively when particular academic concerns arise. Parents of students in grades 4-8 can expect academic grades to be posted regularly by our teachers to the parent portal. Grades will not be posted online for students in grades K-3.

Open Door Policy

The principal, assistant principal, teachers and resource room staff are accessible and available for conferences by appointment.

Respect

As teachers and parents are role models for the students, it is expected that mutual respect be evident in all forms of communication. While email can certainly be a helpful and convenient means of communication, it can sometimes be difficult to gauge one's tone or true intent through the words written in an email. Thus, all parties must be aware of the challenges and limitations of electronic communication and work diligently to ensure that the proper message is being communicated. Whenever possible, a face-to-face or phone conversation is preferable to email communication, when discussing important issues related to school life.

Discipline

General Standards of Conduct

At BSS we take the position that there are certain core values that nearly all people in our society agree upon. These include, but are not limited to: respect for others, helpfulness, honesty, responsibility, and fairness. As members of a loving community, we must all recognize the impact of our choices and actions, knowing that our entire community is enhanced when the core values listed above are internalized and implemented.

Appropriate behavior is an external demonstration of good manners and is expected at all times. Students must conduct themselves in an orderly fashion in the classroom, at recess, during lunch periods, in the lavatories, and going to and from school. Respect for the rights of others is of paramount importance.

While Blessed Sacrament School's standards are primarily applicable to the conduct of students while they are at school or participating in school-sponsored activities, we at BSS expect our students to live by the following basic standards at all times:

- **Students must show respect at all times in their words and actions for each other, faculty, staff members and parents.**
- **Students must display honesty in their daily interactions with each other, faculty, staff members and parents.**
- **Private and public property is to be treated with care and respect.**

Progressive Discipline

Blessed Sacrament School, in our quest for educational excellence, implements a progressive disciplinary process designed to teach our students right from wrong. As part of the process, we strive for constant communication between students, school and parents/guardians about the consequences of improper behavior. This process will enable our students to gauge their behavior as we promote positive values and individual responsibility.

The following chronicles the progression of our disciplinary process:

Stage One

Violation of infractions, as outlined in the *Infractions* section of this handbook, will be handled by the classroom teacher and may result in the following progression of disciplinary action:

- Verbal warning from classroom teacher to student.
- Verbal warning with a communication to parent/guardian/incident is documented by the teacher.
- Written notice sent home to parent/guardian, disciplinary consequences assessed/incident entered into
 - Consequences could include temporary separation from the class, temporary loss of recess privileges, written apology, etc.
- Meeting between teacher and parent/guardian

More serious violations may lead the teacher or administrator to skip certain stages in this initial progression. Further violation of our standards for conduct will result in **Stage Two** disciplinary procedures and be handled by the administration.

Stage Two

Students, who demonstrate consistent disregard for the rules, regulations and standards of conduct of the Blessed Sacrament School Community, or have committed a serious infraction will be subject to Stage Two disciplinary procedures to be handled by the principal or vice principal.

- Meeting between administrator and student, written notice to parent/guardian, conduct referral, detention, and/or loss of other privileges.
- Meeting between administrator, student and parent/guardian
- Meeting between principal, student, and parent/guardian, suspension.
- Meeting between principal, student, parent/guardian and teacher, loss of privileges, suspension and formal probation
- Meeting between principal, and parent/guardian, recommendation to pastor for expulsion.

Once again, more serious violations may lead the administration to skip certain stages in this progression.

Stage Three

Students who have progressed through Stage Two of our Progressive Discipline process, or have grossly violated a general standard of conduct may be recommended for expulsion. Stage Three consists of the following:

- Meeting between the pastor, principal, and parent/guardian with a recommendation from the School Administration for expulsion
- Expulsion

Infractions:

As it is impossible to anticipate every possible occurrence, this list is intended to act as a guideline of infractions that warrant disciplinary action.

The School Administration reserves the right to impose any level of discipline depending on the nature or severity of the infraction.

- Bullying
- Any sort of physical, verbal, or sexual harassment
- Temper tantrums, hitting, spitting, swearing or fighting
- Possession of alcohol or illegal drugs
- Drug or alcohol use/abuse
- Stealing
- Cigarette smoking or possession of smoking materials, including matches, while on school grounds
- Possession of weapons: (knives, guns, slingshots, etc.)
- Vandalism of any kind
- Not adhering to the guidelines as outlined in the BSS Technology Contract
- Tampering with any school computer or computer program
- Disobedience or disrespect to faculty or staff (including volunteer staff)
- Dishonesty or deliberate lying

- Violations of Academic Integrity—cheating, copying, plagiarism, etc.
- Leaving a classroom or the school yard for any reason without permission
- Loitering in the bathrooms or hallways
- Being in the school gym without the supervision of a coach or other adult
- Damaging a textbook that has been issued for use during the school year
 - When a student receives a book at the beginning of the year, the student has the opportunity to report any damage already incurred to the textbook for which that child is now responsible. School issued textbooks must be covered.
- Inappropriate use of personal electronics in school or on school grounds
 - The use of personal electronics (iPods, video games, etc.) is prohibited at all times during the school day. The official school day lasts from 8:00am until dismissal time.
 - **Please note that starting with the 2021-2022 school year the use of Apple watches or any such “smart” watch is prohibited while in the building, they may be kept in a student’s locker or backpack.**
 - **AirPods may only be worn when a teacher gives permission in the classroom. If AirPods are found to be worn without permission disciplinary action will be taken.**
- Possession of a cell phone during the school day
 - Students in the middle school grades must turn off their phone and place it in their locker at the start of the school day. The phone should remain in their locker until dismissal.
 - Students who own a cell phone in Grades 5 and below may keep them in their backpacks during the school day, but the phone must always remain turned off.
- Inappropriate use of an iPad or any smart devices
- Chewing gum
- Disruptive behavior (speaking out of turn, passing notes, etc.) during class time
- Running through the corridors
- Failure to return required school notes, progress reports or parent-signed papers on time
- Forgery of a parent/guardian signature
- Littering
- Failure to comply with the uniform policy
- Playing on unauthorized areas of grass/grounds
- Failure to abide by the General Standards of Conduct as outlined in the handbook.

Bullying

In accordance with the guidelines established by the state of Massachusetts and the Archdiocese of Boston, Blessed Sacrament School has developed a Bullying Prevention and Intervention Plan. The full plan can be accessed by visiting our website, and is also available in Appendix II of this handbook.

Bullying is the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at the school;
- materially and substantially disrupts the education process or the orderly operation of the school

By way of example only, Bullying may involve, but is not limited to:

- unwanted teasing
- threatening
- intimidating
- stalking
- Cyber-Stalking
- physical violence
- theft
- sexual, religious, racial or any other type of harassment
- public humiliation
- destruction of school or personal property
- social exclusion, including incitement and/or coercion
- rumor or spreading of falsehoods

Cyber-Bullying means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a: wire, radio, photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

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

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

Blessed Sacrament School will not tolerate bullying behavior. We expect all students to assist us in our crusade to identify and eliminate bullying from our classrooms, playground and lunchroom by reporting incidents to teachers and/or administrators. Through activities, speakers, and classes, students will be taught ways in which they can help to create an anti-bullying climate in our school.

Any student who is found to exhibit bullying behavior will be subject to disciplinary action as outlined in our Progressive Discipline Code.

Fidget Toy Policy

Fidget toys (spinners, cubes, etc.) may not be used during the school day, unless their use has been approved by an administrator, after consultation with the child's teacher. Families requesting the use of a fidget toy for their child should reach out directly to the principal to discuss the reasons for its use. In general, students must have a doctor's letter on file and dated within the last 12 months for the use of a fidget toy to be considered.

Academic Integrity

All members of the Blessed Sacrament School community – students, parents, teachers, administration – have a responsibility to support and uphold the fundamental principles of academic integrity while fostering an atmosphere of honesty and mutual respect. Our school's mission statement clearly states our hope to cultivate independent thinking and foster intellectual curiosity amongst our students. This can only be done in a learning environment that promotes responsibility, humility and integrity. Students who do not pursue virtuous study must be held accountable for their errors – as a matter of justice, character formation, self respect, and respect for the educational community.

Academic Integrity Procedures

In order to promote academic integrity at Blessed Sacrament School, we understand that students need direction and affirmation as they develop the skills of virtuous scholarship. Therefore, much effort will be made by our teachers each year to educate and enlighten students about the importance of academic integrity and personal responsibility.

Students who violate the academic integrity policy will face academic and disciplinary sanctions. The school has developed the following procedures to address violations.

Violations of academic integrity include, but are not limited to:

- Copying homework
- Sharing homework with another student
- Sharing quiz/test questions with other students in any way
- Plagiarism (taking someone else's work or ideas and passing them off as one's own)
- Forging a signature

- Cheating on a quiz/test
- Stealing tests, quizzes, or answer keys
- Using unauthorized materials (Cliff Notes, Spark Notes, etc.) in lieu of reading a text

When it is suspected a violation has occurred, the teacher will first meet with the student to determine the facts of the situation and the intent of the student. If it is determined that the student's behavior did violate the academic integrity policy, then the teacher will report the incident to the BSS administration. The teacher and administrator will then work together to determine an appropriate academic and disciplinary penalty, while also establishing a plan for communicating the details of the incident with the student's parents.

Based on the severity of the violation, possible academic penalties include:

- Receiving a zero grade for the assignment, quiz or test
- An opportunity to resubmit the work or retake a quiz/test for reduced credit
- Exclusion from the middle school honor roll, regardless of final grade averages
- Dismissal or exclusion from the National Junior Honor Society

Possible disciplinary penalties include:

- Detention for one or more hours
- Loss of student privileges
- Suspension, in the event of multiple violations of academic integrity

Note that both the student who copies homework/receives answers and the student who shares homework/provides answers will be held accountable for their actions. Although it takes great courage and a strong will to reject a peer who is seeking answers or inappropriate assistance in completing an assignment, it is our school's expectation that all students will demonstrate this high level of honor and integrity at all times.

Detention

When a student has progressed through the disciplinary process to the point of detention, his/her detention must be served on the next available detention day. A student who is serves a detention should be picked up at 3:45pm or else they will be sent to extended day for safety purposes. An email will be sent home to notify parents that a detention has been given and the reasons why.

Suspension

There are two types of suspension:

- (1) Internal suspension: A student who receives an internal suspension shall come to school, but remain in a supervised and isolated room for the entire school day. The student will be allowed to complete all the assigned class work for the day during his/her suspension, but will receive reduced credit (up to 80% of grade earned).
- (2) External suspension: A student who receives an external suspension will not be allowed in school for the duration of his/her suspension. The student will also not be allowed to participate in any school-related activities, and will receive reduced credit (up to 80% of grade earned) for any missed work.

Dress Code/Uniform

The current BSS logo is required on all polos, sweaters, and gym t-shirts.

Students are allowed to wear the uniform items listed below as part of their in building school attire. Any logoed items not listed below may be worn as outdoor attire only. eg. Nylon or Fleece Jackets

BSS Early Childhood Dress Code (Preschool & Pre-Kindergarten)

<p><u>Boys</u></p> <p>Pants</p> <ul style="list-style-type: none"> • Wine Colored Sweatpants <p>Shirt</p> <ul style="list-style-type: none"> • Wine Colored Short Sleeve T-Shirt • Wine Colored or Gray Long Sleeve T-Shirt • Wine Colored Sweatshirt <p>Summer Option</p> <ul style="list-style-type: none"> • Wine Colored Mesh Shorts • All T-shirt Options 	<p><u>Girls</u></p> <p>Pants</p> <ul style="list-style-type: none"> • Wine Colored Sweatpants • Wine Colored Short Sleeved Knit Dress (with bike shorts or tights) <p>Shirt</p> <ul style="list-style-type: none"> • Wine Colored or Gray Long Sleeve T-Shirt • Wine Colored Short Sleeve T-Shirt • Wine Colored Sweatshirt <p>Summer Option</p> <ul style="list-style-type: none"> • Wine Colored Mesh Shorts • All T-Shirt Options
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Boys Kindergarten through Grade 8

<p><u>Kindergarten through Grade 5</u></p> <p>Shirt</p> <ul style="list-style-type: none"> • Long or short sleeve maroon collared polo shirt with BSS Logo (Must be tucked in at all times) • Shirts worn under the uniform shirt must be solid white • Maroon pullover school sweater (optional) • BSS 1/4 Zip Fleece (JB Pride Uniform) (optional) • No BSS Spirit hooded sweatshirts allowed except on spirit days or gym days <p>Pants</p> <ul style="list-style-type: none"> • Gray twill dress pants with black belt (No belt allowed for kindergarten) <p>Summer Option</p> <ul style="list-style-type: none"> • Gray uniform shorts with black belt instead of pants (No belt allowed for Kindergarten) 	<p><u>Boys Grade 6 through Grade 8</u></p> <p>Shirt</p> <ul style="list-style-type: none"> • Long or short sleeve white collared polo shirt with BSS Logo (Must be tucked in at all times) • Shirts worn under the uniform shirt must be solid white • Maroon or gray pullover school sweater (optional) • BSS 1/4 Zip Fleece (JB Pride Uniform) (optional) • No BSS Spirit hooded sweatshirts allowed except on spirit days or gym days <p>Pants</p> <ul style="list-style-type: none"> • Gray twill dress pants with Black belt <p>Summer Option</p> <ul style="list-style-type: none"> • Gray uniform shorts with black belt instead of pants
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All Boys K-8

Shoes & Socks

- Black or brown dress shoes (No slippers, sneakers, moccasins, platform shoes, clogs, or boots of any type)
- Crew length socks in gray, black, or white with no logos, stripes or designs.

Hair

- No shaved configurations or “tails”
- No extreme lengths of hair
- Hair length shall not be allowed below the top of the collar
- No facial hair
- No unnatural coloring or highlighting

Miscellaneous

- No hats
- No earrings worn in school
- No body piercing
- Necklaces must not be visible, however, religious medals are permitted providing they are of reasonable size (the homeroom teacher will have the final discretion)
- No tattoos
-

Girls Kindergarten through Grade 8

<u>Girls Kindergarten through Grade 5</u>	<u>Girls Grade 6 through Grade 8</u>
<p>Jumper</p> <ul style="list-style-type: none"> • Maroon BSS plaid • Tights or bike shorts are required under the jumper for Kindergarten <p>Blouse</p> <ul style="list-style-type: none"> • Long or short sleeve white peter-pan collar blouse • Maroon pullover or cardigan sweater (optional) • BSS 1/4 Zip Fleece (JB Pride Uniform) (optional) • No BSS Spirit hooded sweatshirts allowed except on spirit days or gym days <p>Summer Option</p> <ul style="list-style-type: none"> • Gray uniform shorts with black belt No belt allowed for Kindergarten • Pink short-sleeve polo top with BSS Logo 	<p>Kilt</p> <ul style="list-style-type: none"> • Gray BSS kilt – worn no more than 3” above the knee; rolling and/or pinning the kilt is not allowed <p>Shirt/Blouse</p> <ul style="list-style-type: none"> • Long or short sleeve white button down oxford (Must be tucked in at all times.) • Long or short sleeve white collared polo shirt with BSS Logo (Must be tucked in at all times.) • No colored undergarments worn under the blouse (cream or white camisole and bra) • Maroon pullover sweater or cardigan sweater (optional) • Vest (optional) • BSS 1/4 Zip Fleece (JB Pride Uniform) (optional) • No BSS Spirit hooded sweatshirts allowed except on spirit days or gym days <p>Summer Option</p> <ul style="list-style-type: none"> • Gray uniform shorts with black belt

All Girls K-8

Pants (Winter/Cold Weather Option—from after Columbus Day until the first day of spring)

- Gray uniform pants with black belt
- Jumper or Kilt with black leggings

Shoes

- Black or brown dress shoes
- No slippers, sneakers, moccasins, platform shoes, clogs, or boots of any type
- Maroon knee-hi socks worn to the knee or tights

Hair

- No shaved configurations
- No extreme height
- No unnatural coloring, no highlighting

Miscellaneous

- No hats
- Minimal nail polish is allowed (distracting colors/patterns are at the discretion of teachers and administration)
- No body piercing (except ears)
- One pair of earrings is permitted. No dangling earrings or hoops
- No makeup or lip gloss
- Necklaces must not be visible, however, religious medals are permitted providing they are of reasonable size. (The homeroom teacher will have final discretion)
- No tattoos

Physical Education Uniform – Kindergarten through Grade 8

All items that are part of the physical education uniform may only be worn on the student's physical education day.

Pants/Shorts

- Gray long elastic-bottom or open-bottom sweatpants (sweatshirt material)
 - Must be worn at the waist
 - BSS logo optional, If no BSS logo, then sweatpants must be plain gray, without markings or lettering
- BSS logo gym shorts
 - May be worn during summer uniform time period only
 - BSS logo optional, If no BSS logo, then shorts must be plain gray or maroon and without markings or lettering
- BSS Logo Warm-up Pants

Tops

- Long or Short-sleeve T-shirt with BSS logo (white, maroon or gray)
- Long-sleeve Sweatshirt with BSS logo (white, maroon or gray)
- Hooded Spirit wear Sweatshirt with Logo allowed

Footwear

- Sneakers are allowed on physical education day only
- Sneakers must be flat, rubber sole type
- No platforms, wheels, distracting lights or sounds are permitted
- Sneakers must be lace tied or velcro
- White socks with no logos or designs

T.A.G Day (Tastefully Approved Garments)

Several times throughout the course of the school year students are permitted to dress in casual attire. These casual days will appear on the monthly calendar. Students and their parents/guardians are asked to exercise good judgment when making their clothing choices.

T.A.G Day Dress Code:

- Slacks or jeans are permitted with no cutoffs, holes, patches or excessive bagginess – worn at the waist.
- Shorts are permitted (during summer uniform months) but they should be of an appropriate length
- Skirts, dresses and jumpers are permitted with no cutoffs, holes, patches or excessive bagginess
- Sweatshirts and tee shirts are permitted providing they contain no slogans or advertisements that are offensive
- Girls may wear only one pair of earrings
- Boys are not permitted to wear earrings

T.A.G Day attire that is not appropriate for boys or girls:

- No sleeveless shirts or sweatshirts
- No backless shirts
- No tank tops or thin strapped tops
- No bare shoulders
- No short shorts
- No visible or bare midriffs
- No extreme length of nails or colors
- No hair color or tint
- No makeup
- No tattoos
- No Yoga Pants unless covered with a long tunic/sweatshirt

The administration and teachers will have final judgment on matters related to dress code and may require a student to modify his or her attire on uniform days and casual days

Summer Uniform Dates

Summer uniform options apply from September through Columbus/Indigenous Peoples Day and immediately following April vacation until the end of the school year.

Purchasing Uniforms

Parents may order uniform options through:

J. B. Pride Uniform	Land's End Kids Uniform Catalog
28 Corey Street	1-800-469-2222
West Roxbury, MA 02132	www.landsend.com
(617) 323-8832	BSS code: 9000 4842-2
www.jbprideuniforms.com	
BSS School Code: 006	

Parents have the choice of purchasing certain uniform items through the Land's End School Uniform program. Items available include white long-sleeve shirts and blouses, gray slacks, embroidery-monogrammed burgundy v-neck sweaters, burgundy short sleeve polo shirts, boys' gray shorts, and monogrammed gym sweatshirts.

Using the BSS order number will ensure that the School receives partial credit for the sale at no added cost to the purchaser. All credits earned will defray the cost of a designated academic program.

Extracurricular Activities**Athletics****Philosophy of the Athletic Program**

The objective of Blessed Sacrament School's athletic program is to provide the opportunity for students to participate in athletic activities while developing individual skills and an appreciation for fitness, teamwork and sportsmanship.

The athletic program is open to all students and we encourage participation. Each student who signs up for a sport will be placed on a team and be allowed to compete. Coaches will make every effort to give each player an equitable amount of playing time over the course of a season; however, this may vary from game to game.

The underlying philosophy of the BSS athletic program is to provide an atmosphere of encouragement and good sportsmanship wherein students can learn and play sports. In that spirit, all teams, coaches, parents, and players participating in the athletic program are required to conduct themselves in a sportsman-like manner. Failure to do so will result in disciplinary action up to and including removal from the program.

Participation in the athletic program, as a coach or an athlete, is a privilege. The school's policy of progressive discipline may prohibit student participation in the athletic program. Improper behavior of an athlete during a sporting event can lead to benching or even disciplinary action at school. Correspondingly, improper behavior of a student at school may lead to exclusion from a sporting event. Improper behavior of a coach as determined by the Athletic Director and principal will result in disciplinary action, up to and including removal from the coaching position.

Blessed Sacrament School is committed to offering equal opportunities for participation to male and female students of all ages. As our coaches are volunteers, we may not always be able to offer exactly the same opportunities to all students.

Sports Offered:

- Soccer
- Basketball
- Tennis (grades 6-8)
- Cross Country (grades 4-8)

Soccer

Level Placement

Placement on soccer teams is based on a child's birthdate, not their grade. As a result, teams will include players from multiple grade levels. BSS teams follow the placement guidelines established by Forekicks in Norfolk.

Basketball

In the middle school basketball program, we intend to have both intramural and extramural games. Playing time for the *extramural* basketball teams may not be equitable, as coaches will be allowed broad discretion with regard to playing times for these games. This latitude is intended to (a) provide our more advanced athletes an opportunity for higher levels of competition and (b) allow us to field a reasonably competitive team against some of the more advanced teams we may face. Coaches will attempt to calibrate playing time in the *intramural* games so that, viewing the extramural and intramural games together, playing time will be roughly equitable over the course of the season.

More information about the basketball program can be found on the school website, and will be updated each October.

Clubs

Blessed Sacrament School strives to educate the whole child. To that end, we offer a variety of extracurricular activities and athletic programs. Parent and faculty facilitated clubs are offered in two sessions: September through November and January through April. Information about the clubs being offered each session, including any required fees can be found on our school website before each session begins. Over the past three years, the following clubs have been offered during either the fall or spring session. Not all clubs are offered each session:

Extended Day Program

Extended Day will be offered both in the morning and after school for the 2021-2022 school year. Times, policy for signing up, and pricing will be announced closer to the start of the school year given the uncertainty of possible COVID protocols.

All billing for Extended Day takes place through the FACTS incidental billing program. For further information, contact the school office or the Extended Day personnel at (617) 678-1345.

Finances and Fees

Important Tuition Facts

- Your child's enrollment is dependent upon a tuition account in good standing
- Non-payment of tuition or non-enrollment in FACTS will result in the loss of your child's seat at Blessed Sacrament School
- If a payment problem exists, it is crucial that the parent or guardian contact the principal or bookkeeper to notify the school of the issue as soon as possible

About FACTS Management Company

Blessed Sacrament School will again partner with FACTS Management Company to help manage our tuition payments for the 2021-2022 school year. FACTS serves over 4,000 schools nationwide in tuition management for private and faith-based schools. FACTS is not a loan program, so no debt is incurred and no credit check is conducted. Everyone is eligible. The FACTS Automatic Tuition Payment Plan uses ACH payments, which are bank-to-bank payments authorized by the parent, guardian, or responsible party, that allow FACTS to proceed directly through your bank or by credit card.. These payments will be automatically deducted from a designated checking or savings account of your choice on the 1st of the month. Re Enrollment in FACTS is required for each new academic year. Changes to your FACTS account must be made directly through FACTS (e.g. financial account information).

Payment Options

There are three options available for payment of tuition at Blessed Sacrament School:

Option 1—Payment in full through FACTS Automatic Payment Plan due by July 1, 2021.

- There is no charge by FACTS for this option.

Option 2—Two payments through FACTS Automatic Payment Plan

- Two payments made on July 1, 2021 and December 1, 2021
- There is a charge by FACTS for this option

Option 3—Ten payments through FACTS Automatic Payment Plan

- Ten monthly payments paid on the 1st of each month from July through April
- There is a charge by FACTS for this option

Option 4 ----- Twelve payments through FACTS Automatic Payment Plan

- Twelve monthly payments paid through FACTS Automatic Payment Plan paid on the 1st of each month from June through May
- There is a charge by FACTS for this option

Payments Returned to FACTS

If your payment is returned to FACTS because of insufficient funds, FACTS will attempt to take your payment up to two (2) more times on the next available payment date. For every time your payment is returned, you will be charged a missed payment fee by FACTS. FACTS will notify you when they will reattempt the payment along with the missed payment fee. For example, a missed July 1st payment will reattempt on August 16th; if not collected, it will attempt again on August stth.

If a payment is returned to FACTS three (3) times, FACTS will return the collections to Blessed Sacrament School. At that point, payment (in the form of a check, cash, or money order) must be brought to the Blessed Sacrament School office within ten days.

Non-Admission of Students Due to Tuition Delinquency

According to this policy, families failing to pay tuition or who have been unwilling to make suitable alternative arrangements (through communication with the school) will be informed that their child/children will not be allowed to attend Blessed Sacrament School. All families must be re-registered and up to date in their payment of tuition before a student can return to the school or continue the following school year.

If tuition delinquencies exist they will be dealt with by the Business Manager and the Principal.

School Fee

The annual \$300 fee is due immediately upon acceptance or re-registration and is non-refundable.

All registration and re-registration fees are non-refundable.

Technology Fee

A \$100 Technology Fee will be collected annually for students in Grades K-8. This fee supports the school's technology infrastructure, the regular upgrade of existing technology, and the purchase of new instructional technology.

Financial Assistance

A financial aid program has been established in the school. Families requiring assistance are encouraged to apply online through FACTS Grant and Aid. In order to receive financial assistance, families must enroll and submit the proper documentation to FACTS. You are assured that all information required to determine need shall be held in strict confidence.

The Janice M. Smith Tuition Forgiveness Policy

The following policy was approved as a memorial to Janice M. Smith, a loving and devoted Blessed Sacrament School parent who passed away in 2006. The goal of the policy is to enable all families who suffer loss as the result of a death, to remain at Blessed Sacrament School during a period of tremendous upheaval.

Upon the death of a parent or guardian, the next set of the family's tuition payments (1 payment, 2 payments, or 10 payments) will be credited and paid for from the school's reserve account.

Parish Partnership Support

Recognizing the important partnership that exists between school, home and church, Blessed Sacrament School seeks to support families that are active in the life of their home parish community. Families that submit the "Parish Partnership Support - Family Form" are eligible for financial assistance from the "school tax" fund that BSS has received from several local Catholic parishes. Families must also share the "Parish Partnership Support- Pastor Form" with their pastor, so that he can complete it and send it back to BSS. This process replaces the parish sponsorship program that had previously been used at BSS, in response to changes to the school tax policy at the Archdiocesan level.

Parish Partnership Support forms are available on the school website, visit school.blessedsacrament.org/parish-partnership

Refund Policy

Tuition payments are annual seat charges. The ability of the administration to fill a seat after a student withdraws diminishes rapidly after September 1st. As such, refunds take away from the school's ability to maintain a balanced budget.

All fees are non-refundable. Partial tuition refunds may be offered, based on the date of a student's withdrawal. It is important that the school receives written notice of withdrawal, preferably 30 or more days prior to the withdrawal date.

The following is a schedule showing the amount available as a refund to each student who withdraws from BSS. Transcripts will be forwarded to a child's new school only after a family's financial obligations have been met. This policy is subject to review and changes annually.

Percent of Annual Tuition Due and Not Refundable:

<u>Date</u>	<u>Percent</u>
July 1, 2021	25%
September 1, 2021	50%
November 30, 2021	100%

Service Hours Program

Philosophy

The twin goals of the Service Hours Program are to keep the costs of tuition down and to use the talents of the parent community to improve our children's Catholic educational experience. One objective of the Service Hours Program is to encourage participation by parents as well as students in school programs. Several opportunities will be available throughout the school year during class hours, evenings and weekends when we will need your skills, talent, time and energy. On behalf of all of our children, we thank you for your continued support of the Service Hours Program.

Each family with students in grades Pre-K through 8 is required to give a minimum of 15 hours of service during each school year.

It is your responsibility to volunteer for the activities of your choice. Families are encouraged to become involved in the BSS community according to their interests and talents. Only service hours that directly benefit the school will count towards the 15-hour requirement. Persons who qualify to serve are parents, grandparents or other adult family members. Community service hours to other non-profit organizations outside of BSS, while charitable, do not count toward family service hours.

There are many opportunities to fulfill your service hours. Examples include:

- Major school fundraisers such as the Under the Stars Gala and the Christmas Bazaar.
- Cafeteria lunch duty
- Soccer, basketball or another athletic team coach
- New Family Mentor program
- Enrichment and community activities such as Grandparents Day
- Advisory committees such as school board, Parent Collaborative Executive Committee, and Spiritual Life Committee.
- Ongoing programs such as Green Team, elementary yearbook team, and used uniform sale.

Documenting Hours

All service hours must be logged and recorded within your individual RenWeb account under "Family". If you volunteer at an **event**, your hours must be submitted **within one month** of service in order to be credited for them. For example, you will not be able to submit hours in February for an event held in October. If you volunteer as an **athletic team or activity coach**, you should log hours within one month of the season's end.

Cash Payment and Donation Options

If you are unable to fulfill 15 service hours, you can choose to pay the annual service hour fee of \$450.00 annually or \$30.00 for each hour not served. Families may also donate items and/or in-kind professional services that are of general benefit to the school to satisfy service hours. This includes donations of raffle items for various events. If a parent's business or profession provides services that school would normally pay for, these donations can also fulfill the annual service hours requirement. **You must contact the office to qualify your in-kind donation in advance.**

Any remaining unserved hours will be billed via FACTS at the end of the school year.

Service hours are not required of families whose only child is in the BSS 3-year old Preschool program.

All parents who volunteer with any program involving BSS students must complete a CORI background check (every school year) and the *VIRTUS - Protecting God's Children* training program (one time only). VIRTUS training sessions will be offered to parent volunteers several times during each school year.

Health and Medical

Emergency Contact Information

Emergency contact forms are to be completed every September for each student to provide contact information in the event of a medical emergency. It is very important that this contact information remains current. Should parents be needed, proper names, addresses, and telephone numbers are essential. It is especially important for parents who work outside the home to provide their work telephone numbers.

In the event of an accident or emergency, the school will attempt to reach a parent/guardian by phone so that he/she can help decide what action or treatment is appropriate for the student. In the event of a serious emergency, 911 will be activated and transportation to the hospital will be provided. It is very important that the pediatrician's phone number is on this form.

In the event you cannot be reached, please make sure that the additional contact people named are available during school hours. If address, telephone numbers or insurance changes are made during the course of the school year, it is expected that the school will be notified promptly.

Physical Examination Requirements

State law requires that all newly enrolled students and those entering Pre-K, Kindergarten, 4th grade and 7th grade provide the school with a copy of a physical examination. The physical should be submitted prior to the first day of school and must be dated within the past year or within 30 days of entry. Mailed copies should be marked "Attention: School Nurse".

Immunization Laws

Chapter 76, Section 15 of the General Laws of Massachusetts lists diseases that require immunizations and/or a doctor's certificate of disease. All students must comply with this Law.

Postural Screening

All students (grades 5-8) will be screened for Scoliosis as mandated by Massachusetts State Law.

Vision and Hearing Testing

Students in grades K-6 are tested annually for vision and hearing problems as mandated by Massachusetts State Law. Parents are only notified if follow up is required.

Administration of Prescription & Non-Prescription Medication

Medication may be administered to students after obtaining permission from the school nurse/principal and in accordance with the following procedures:

- The physician completes and signs a medication administration form, which indicates the child's name, the medication, the amount of medication to be given, the route of administration, and the time that it is to be given.
- The parent/guardian also signs the medication administration form.
- The medication must be provided in a properly labeled container with directions for administering it. Pharmacy label for prescription medication and original packaging for over the counter medication.
- The medication must be accompanied by appropriate dispensing equipment as indicated (e.g., measuring spoon or syringe).
- The medication must be delivered to the school nurse by the parent/guardian or other designated responsible adult. Children are not allowed to deliver medication to the nurse.
- The parent or guardian must collect any unused medication at the end of each school year. Expired medication must be picked up and replaced upon request.
- Medication will be stored properly at school in accordance with state laws.

Medical Release from Physical Education

In the event that a student is unable to participate in the physical education program, a doctor's note stating the reason and when the student may resume full activity must be submitted to the school. Parents of students with injuries of this nature should always contact the School Nurse to make her aware of the injury.

Illness Policy

Parents are requested to keep their student home from school if he/she has a fever or contagious illness. This is not only for the benefit of the sick child but also for the safety of the other children and staff at school who come in contact with him/her. A student who reports to the nurse's office with a fever or other medical complaint (e.g., vomiting, diarrhea, coughing spasms, or signs of conjunctivitis or other contagious disease) will remain there until plans are made to pick the child up from school. Any child with the above symptoms should remain at home until they have been symptom free for 24 hours.

Medical Insurance

Every student must have some form of insurance in order to be enrolled at BSS. The parents are responsible to contact the school if at any time insurance is cancelled or changed.

Backpack Policy

The American Academy of Pediatrics recommends that children carry no more than 10-15% of their body weight in the backpacks. Over half of back related injuries in school age children are attributable to use and misuse of backpacks. In an effort to minimize potential injury from backpacks, we adopt the following policy guidelines.

- It is highly recommended that all backpacks have two shoulder straps and a waist support. Both straps should be used.
- For students in Grades 4-8, we recommend a properly fitting backpack with multiple compartments. Weight should be centered in the backpack and on the back.
- Backpacks on wheels are allowed for students in Grades 4-8. Students in these grades may occasionally have a need to take home heavier textbooks, therefore, a rolling backpack may be beneficial. However, we do not recommend them universally.
- The principal or school nurse may grant exceptions to these guidelines for individual students needs (existing back injuries, disabled students, etc.). The nurse's office also has information regarding backpack safety for anyone who needs assistance in selecting a backpack.

Medical Forms

Medical forms can be obtained from the school nurse or from the school website.

Lunch Program

Lunch Program/Milk Program

Blessed Sacrament School has a lunch for purchase program in the cafeteria every full day of school. A lunch calendar with the daily menu is available on the school website, and is also sent home monthly in the monthly packet. Students may also bring lunch from home if they have other preferences or dietary restrictions. The cost for daily lunch is \$5.00 per day. A half-year card is available at a price of \$360. These cards allow a student to eat five days per week during the designated time period. A form to participate in the milk program will be sent to all parents at the start of each school year detailing current costs and policies.

Please note that the availability of a half year lunch card for 2021-2022 will be dependent on any COVID restrictions for the lunch program.

All billing for the lunch and milk programs will be processed through the FACTS incidental billing system.

Parental Partnership

Our Parents' Role in Education

At Blessed Sacrament School, we believe parents are the primary educators of their children, and consider it a privilege to work with parents in the education of children. Therefore, it is your right and your duty to become the primary role models for the development of your child's life-physically, mentally, spiritually, emotionally, and psychologically. Your choice of Blessed Sacrament School involves a commitment to helping your child recognize God as the greatest good in his/her life.

Good example is the strongest teacher. Your personal relationship with God, with each other, and with the Church community will affect the way your child relates to God and others. Ideals taught in school are not well rooted in the child unless these are nurtured by the example of good Catholic/Christian morality and by an honest personal relationship with God in your family life.

Once you have chosen to enter into a partnership with us at Blessed Sacrament School, we trust you will be loyal to this commitment. During these formative years (Preschool - Grade 8) your child needs constant support from both parents and faculty in order to develop his/her moral, intellectual, social, cultural, and physical endowment. Neither parents nor teachers can afford to doubt the sincerity of the efforts of their educational partner in the quest of challenging, yet nourishing, the student to reach his/her potential. It is vital that both parents and teachers remember that allowing oneself to be caught between the student and the other partner will never have positive results. To divide authority between school and home or within the home will only teach disrespect of all authority. If there is an incident at school, you as parents must make investigation of the complete story your first step. Evidence of mutual respect between parents and teachers will model good, mature behavior and relationships.

Students are naturally eager to grow and learn. However, sometimes in the process of maturation new interests may cause them to lose focus. As this natural process occurs, the student needs both understanding and discipline. At times, your child may perceive discipline as restrictive. However, it is boundaries and limits which provide a young person with both guidance and security. It is essential that a child take responsibility for grades he/she has earned and be accountable for homework, long-term assignments, major tests, service projects, and all other assignments. This responsibility also extends to times of absence.

Together, let us begin this year with a commitment to partnership as we support one another in helping your child to become the best person he/she is capable of becoming.

Parents as Partners

As partners in the educational process at Blessed Sacrament School, we ask parents to set rules, times, and limits so that your child:

- Gets to bed early on school nights
- Arrives to school on time and is picked up on time at the end of the day
- Is dressed according to the school dress code
- Completes assignments on time
- Has a lunch card or a nutritional lunch/snack every day

We also ask parents to:

- Actively participate in school activities such as Parent/Teacher Conferences
- See that the student pays for any damage to school books or property due to carelessness or neglect on the part of the student
- Notify the school with a written note and a phone call when the student is absent
- Notify the school office of any changes of address or important phone numbers
- Meet all financial obligations to the school
- Inform the school of any special situation regarding the student's well-being, safety and health
- Complete and promptly return to school any requested information
- Read school notes and newsletters and to show interest in the student's total education
- Support the religious and educational goals of the school
- Support and cooperate with the discipline policy of the school
- Treat teachers with respect and courtesy in discussing student problems

Morning Assembly

Due to possible COVID protocols for 2021-2022 Morning Assembly will not be used to begin the school year. Once vaccinations are readily available for all students, Morning Assembly will be slowly eased back into the day at BSS.

PC - Parent Collaborative

Parent Collaborative (PC)

The purpose of the PC (formerly known as the PTO) is to foster spiritual growth and community development, to serve as a vehicle for support and communication among parents, teachers and school administrators, and to develop, organize and carry out family enrichment and social activities.

Parent Collaborative Mission Statement:

Empowered by the Holy Spirit, the Parent Collaborative serves our students and community using our time, talents and resources.

Serving as role models for our children, we foster open communication, create fellowship in the community, and facilitate enriching activities.

Guided by the mission of Blessed Sacrament School, we inspire inclusivity and promote harmonious relationships among our school, homes and community.

All families ARE the Parent Collaborative.

Resource Services

Chapter 766

In September 1974 a law called “Chapter 766” went into effect in Massachusetts. It requires that any child with special needs be given an Individual Educational Plan (IEP) to meet his or her educational needs. When a child is suspected of having a special educational need by a parent or teacher, a referral is made and a team of specialists evaluates him or her in the local public school system. The specialists (the Team) may include a teacher, counselor, nurse, psychologist, administrative representative, speech therapist, consultants hired by the family, and most importantly, parent(s).

The team determines the areas in which the child has special needs and an IEP is then developed to maximize the child’s learning in school. The IEP will be developed according to the recommendations of the team, and implemented by the student’s teacher and resource teacher. Blessed Sacrament School will do its best to meet the accommodations outlined by the plan, but may not be able to meet all recommended accommodations.

Resource Services

Time permitting, the resource teachers work individually or in small groups with those children in Grades K through 8 who have been identified as having special needs or who are having substantial difficulty in a core subject.

It is generally believed that the early identification, assessment and management of a pupil’s learning difficulties can usually prevent more serious learning problems. BSS may not always be able to provide all services a child requires. The school administration and teachers will be honest with parents about any limitations to the resource services that the school is able to provide.

Safety

School Building Visits

Should you need to visit the school building please reach out to the office manager. The school administration will work with you on finding a time for you to enter the building adhering to all protocols.

School Security

For the safety of the children, doors will be locked at 8:00am. To gain entry, all persons must enter through the main entrance on East St. This policy will be strictly enforced. To pick up children from extended day, the side doors near the auditorium will be open. All locked doors can be opened from the inside for easy exit in case of an emergency.

Fire and Emergency Drills

Regular Fire and Emergency (lockdown, shelter in place) Drills are scheduled for students and staff. Students are taught proper fire safety, discipline in an emergency, and location of regular and alternate exits. Students are expected to take these drills very seriously since there is always the possibility of an emergency.

School Yard Safety

The following rules have been made for the safety of the children:

- The children must stay in the schoolyard. Diamond Street and the convent driveway are off limits.
- There are to be no body contact sports other than tag type games.
- Unnecessary roughness, teasing, harassment, or bullying are forbidden and will result in disciplinary action as outlined in the Discipline section.
- Proper use of playground equipment is expected.
- No objects other than proper play equipment (i.e., jump ropes, balls, and cones) are to be used on the playground.
- No child may leave the playground without the permission of the teacher on recess duty.
- Any infraction of these rules will result in disciplinary action.

Parking Rules

For the safety of our students, BSS enforces specific rules for parking, drop-off, and dismissal. We ask all families to consistently abide by these rules at all times.

- Parents receive a map and directions at the beginning of the school year outlining proper drop-off procedures. All parents are to enter the parking lot at the entrance furthest away from the school. Parents are to proceed toward the playground end of the parking lot and loop around so the car is parallel to the curb alongside the school. Students should exit on the right side of the car.
- Parents wishing to volunteer in the school should park in a designated spot in the main lot during regular school hours. Any volunteer who plans to be in the school as dismissal time approaches is required to re-park the car according to the dismissal procedures.
- Parents who need to conduct “quick” business at the office or retrieve a child from the nurse, may park in one of the two “Fifteen Minute” parking spots located on the convent driveway near the East Street entrance to the school.
- No parent is permitted to park along Diamond Street for dismissal, unless approved by the principal.
- For a full description of the school’s parking procedures, visit the school website and click on the link entitled “Parking Expectations.”

School Closing

There are two primary ways in which the school communicates its intent to close in the event of inclement weather or emergency.

- 1) **Phone/Text/Email Blast** – The school utilizes their mystudentsprogress.com database system to inform parents of school closings, emergencies, special notices, and other important information. The system allows the office to communicate with ALL parents simultaneously via voicemail and text.
- 2) **Television** – The school will communicate closing due to inclement weather via local radio and television stations. These include radio stations WBZ 1030 AM and television stations 4, 5, and 7. The school closes only when Walpole public schools close. **Do not expect to see or hear “Blessed Sacrament School in Walpole” announced in severe weather closings report. Listen and look for “Walpole Public Schools.”** Parents are advised to use their own discretion in keeping their

child home from school or school events during inclement weather. It is not the general policy of BSS to close school during the school day due to snow or other inclement weather. Please use your judgment in dropping off/picking up children during inclement weather.

In the event of a delayed opening or early dismissal, Blessed Sacrament School may begin or end the school day at a different time than the time announced by the Walpole Public Schools. When these delays or early releases occur, a phone blast will be sent out to all families with detailed information about starting and dismissal times.

In the rare event of a weather-related early dismissal, there will be no after school activities of any kind, including our extended day program. In fairness to our faculty and administration, we ask all parents to pick up their children from school as soon as possible when these early dismissals are announced.

School Board

Blessed Sacrament School Board

The Blessed Sacrament School Board consists of Pastor, Principal, appointed Finance Chairperson, PTO liaison and additional members. The purpose of the School Board is to aid in the development and definition of policies that govern the operation of the school, and to promote implementation of these policies. The Board also provides counsel and advice in the operation of the school as well as planning for the future.

Each year, in or around the month of April, a letter will be distributed to the BSS community requesting that interested school board candidates complete a form/questionnaire. All interested candidates who have submitted a form/questionnaire will be invited to attend a mandatory information session conducted by current BSS School Board members.

Parents and teachers are encouraged to contact a Board member with any concerns or comments with regard to any policies of the school. Confidentiality in such matters is assured.

The School Board has the following standing committees:

- Advancement
- Facilities
- Finance
- Mission
- Student Life
- Technology

Additional ad-hoc committees may be formed as needs arise. Parents interested in serving on any of these committees should contact the School Board Chair.

Transportation

Bus Transportation

The Walpole School Committee has approved the following transportation policy: The Walpole Public School Department shall provide transportation to students in **Grades K-8 who live in excess of 1 1/4 mile from their assigned school** for a fee established each year by the Town of Walpole. Students in grades K-12 have the option to purchase a bus pass through **the Fee Based Busing Program** and will be accepted on a space available basis. This policy will also affect students who attend non-public schools and are transported to school via Walpole Public School Buses.

Applications are available at the Office of the Assistant Superintendent of Schools, 135 School Street, Town Hall, Second Floor, Walpole, MA 02081 and must be submitted by mid June for the following school year. The phone number for the Walpole Schools Office is (508) 660-7200.

Bus Conduct

Bus riders must read and abide by rules and regulations published by their respective bus service authorities. The administration of BSS strongly supports the rules set forth by the Walpole bus committee. However, the school is not directly responsible for any behavioral violations. Termination of bus service for conduct violations is at the discretion of the bus service, not BSS.

Late Pickup Fee for Car Riders

Children who are left beyond dismissal time, regardless of age or grade, will be sent to the extended day program for legal and supervisory reasons. There will be a charge for any student picked up after 2:50pm.

Specifics of Middle School

Locker Policy

Students in sixth, seventh, and eighth grade will be given a locker for the storage of books and coats. These lockers are the property of Blessed Sacrament School and are made available for the convenience of the students. Lockers may or may not be used at certain times due to possible COVID protocols.

At the beginning of the school year, each student will be issued a lock with a combination. Each locker assignment will be documented. Students are not to share this combination with anyone. Lockers must be kept locked. Only the school issued lock is to be used. The school reserves the right to have any other lock cut off the locker without prior notice to the student.

Students will visit their lockers at the start of school, at dismissal, and at times specified in the daily schedule. Permission must be obtained to go to one's locker at any other time.

Lockers should not be written on. Nothing should be placed on the outside or inside of the locker. The student is held responsible for the condition of the locker. Any problems with the locker should be reported immediately to the homeroom teacher.

Students should not expect the contents of their lockers to remain private from school personnel. All student lockers are subject to inspection by school personnel at any time without prior notice. School personnel may search lockers periodically, randomly, or in response to a particular concern.

Students will be held accountable for the contents of their lockers, and should never use their lockers to store illegal substances, weapons, or other inappropriate materials.

Any student who violates this Locker Policy will be subject to disciplinary action.

Middle School Honor Roll

Middle school students who meet certain academic benchmarks will be eligible for Honor Roll. The benchmarks are currently being re-evaluated and will be communicated to the middle school in the fall.

Transfer and Recommendation Request Policy

Students transferring from Blessed Sacrament School to other Catholic or Independent schools should request a transfer processing application form from the office. The form should be completed by a parent/guardian and returned to the office with applicable fees. All recommendation forms and transfers should be turned into the school office where they are logged and distributed.

Class Night

Class Night is a ceremony for the graduating eighth grade students and their parents where students' academic accomplishments are recognized.

Graduation

Eighth grade graduation is celebrated during a mass at the Church of the Blessed Sacrament. A graduation fee is assessed to cover the cost of the caps and gowns, graduation pins, and yearbooks.

Dances/Middle School Activities

Middle school dances are held in the auditorium three times during the course of the school year. The dances are only open to Blessed Sacrament School students and chaperoned by Blessed Sacrament faculty members. Proper dress and conduct are expected. Dances will take place as long as possible COVID protocols are not present.

MISSING ASSIGNMENTS (CLASSWORK, HOMEWORK, ASSESSMENTS) DUE TO ABSENCE

1. For an **excused absence** a student receives a **grade of incomplete** from the teacher for classwork, homework, and/or assessments. Upon return to school, if the student does not have assignments (classwork or homework) completed for classes, the student has as many days to complete them as he/she was absent. Assignments are recorded in Google Classroom, and it is the responsibility of the student to compile a missing assignment list and complete the work. Any exceptions must be approved by the teacher.

MAKE-UP ASSESSMENTS (TESTS/QUIZZES/PROJECTS)

1. For an excused absence a student receives a grade of incomplete from the teacher for a missing assessment (test, quiz, or project). Upon return to school from an absence, the student is not prepared to make up any assessments, i.e, tests, quizzes, or projects, but on the day that the student returns, he/she needs to speak with each teacher in order to arrange a time to make up any assessments. It is the student's responsibility to do this. The student has one week (seven days including a weekend, a holiday, and additional days absent) from the day the student returns to school to make up assessments. Any exceptions must be approved by the teacher.
 - a. If there are multiple assessments to be made up, the teachers will work with the student to prioritize and schedule the make-up work within the allotted **seven days**. Any exceptions must be approved by the teacher.
 - b. If the student does not schedule a time for the make-up assessment on the day of his/her return to school, the student's **grade will drop** one letter grade per day until the assessment is scheduled.
 - c. If the student does not come on the scheduled day and at the scheduled time for the make-up assessment, the student's **grade will drop** one letter grade per day until the assessment is taken.

Appendix I

Blessed Sacrament School Instructional Technology Network Acceptable Use Policy Agreement

We agree to follow all of the rules for using the instructional technology network at Blessed Sacrament School. The network includes laptops, PCs, printers, digital cameras and other hardware and software used at Blessed Sacrament School.

We understand that:

- Technology at school is to be used for educational purposes only.
- The use of the BSS network is a privilege, not a right. Therefore, we will use appropriate language and behavior when using the network.
- The BSS network should not be used to send or receive any illegal or inappropriate materials.
- We should not interfere with another student's work saved on a device or in the cloud.
- We should not use the Internet without a teacher present in the room.
- If we do not follow the rules, we will not be allowed to use the BSS technology network.
- If we use the network for illegal or inappropriate activities, Blessed Sacrament School has the right to report these activities to the police.

Appendix II

BULLYING PREVENTION AND INTERVENTION PLAN

I. Introduction.

Blessed Sacrament School (the "School") acknowledges that its purpose for existence is rooted in the mission of the Church. In fulfilling its role within the educational mission of the Church, the School must share and live out, through Catholic Christian tradition, the message of Jesus Christ and be committed to providing an integrated Catholic educational environment that permeates all aspects of its daily life and operations. Each child must be challenged to reach his/her full potential by fostering in each child a love of learning and by providing an environment that also fosters respect and understanding of one another. In this regard, it is essential that a safe, positive and productive educational environment be established where students can attain the highest academic achievement and where no student shall be subjected to Bullying, Cyber-Bullying or Retaliation. Bullying, Cyber-Bullying or Retaliation or other similar disruptive or violent behaviors constitute conduct that disrupts both a student's ability to learn and the School's ability to educate its students in a safe and embracing environment. The School's Staff is expected to demand that all students behave appropriately and treat others with civility and respect. Bullying, Cyber-Bullying and Retaliation are not to be tolerated.

Accordingly, the School hereby promulgates this Bullying Prevention and Intervention Plan (the "Plan") as required by the Archdiocese of Boston Bullying Prevention Policy (the "RCAB Bullying Prevention Policy").

II. Definitions. For purposes of this Plan, the following definitions shall apply:

“Aggressor”, means a student who engages in Bullying or Retaliation.

“Bullying” is the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a Target that:

- causes physical or emotional harm to the Target or damage to the Target’s property;
- places the Target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a Hostile Environment at School for the Target;
- infringes on the rights of the Target at the School; or
- materially and substantially disrupts the education process or the orderly operation of the School.

By way of example only, Bullying may involve, but is not limited to:

- unwanted teasing
- threatening
- intimidating
- stalking
- Cyber-Stalking
- physical violence
- theft
- sexual, religious, racial or any other type of harassment
- public humiliation
- destruction of School or personal property
- social exclusion, including incitement and/or coercion
- rumor or spreading of falsehoods

For the purpose of this Plan, whenever the term “Bullying” is used it is to denote either Bullying or Cyber-Bullying (as defined below).

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

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

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

“Hostile Environment” means a situation in which Bullying causes the School environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

“Retaliation” means any form of intimidation, reprisal, or harassment directed against a student who reports Bullying, provides information during an investigation of Bullying, or witnesses or has reliable information about Bullying.

“School Grounds” mean property on which a School building or facility is located or property that is owned, leased or used by a School for a School-sponsored activity, function, program, instruction or training.

“Staff” includes, but is not limited to, educators, faculty, administrators, counselors, School nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

“Target”, means a student against whom Bullying or Retaliation has been perpetrated.

III. Leadership

Leadership at all levels of the School community has played a critical role in developing and implementing this Plan in the context of other School and community efforts to promote a positive School climate. The Plan has been developed in consultation with the Pastor, School administration and staff, students, parents, and guardians. Notice and a public comment period by families of students currently attending the School was provided before the Plan was adopted by the School.

We all have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. The Principal and designated members of the Staff, working under the oversight of the Pastor, are collectively responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to Bullying. It is also the responsibility of the Principal and such designees to involve representatives from the greater School and local community in developing, implementing and periodically reviewing the Plan.

A. Assessing needs and resources. The Plan is intended to be the School's blueprint for enhancing capacity to prevent and respond to issues of Bullying within the context of other healthy School climate initiatives. As part of the planning process, School leaders, with input from families and the Staff, have assessed the adequacy of current programs; reviewed current policies and procedures; reviewed available data on Bullying and behavioral incidents; and assessed available resources including curricula, training programs, and behavioral health services. This “mapping” process has assisted the School in identifying resource gaps and the most significant areas of need. Based on these findings, the School has revised policies and procedures; continued partnerships with community agencies, including law enforcement; and set priorities.

In order to identify patterns of behavior and areas of concern, the administration of Blessed Sacrament School has met with representative groups of faculty, parents, and students to gather information and complete this plan. As needed, the administration is prepared to conduct surveys of these constituents and analyze the data to inform decision-making about prevention strategies, professional development, age-appropriate curricula, and support services.

B. Planning and oversight.

The administration in consultation with faculty, parents, and students has developed procedures to:

- receive reports on Bullying;
- collect and analyze building- and/or School-wide data on Bullying to assess the present problem and to measure improved outcomes;
- create a process for recording and tracking incident reports, and for accessing information related to Targets and Aggressors;
- plan for ongoing professional development;
- plan supports that respond to the needs of Targets and Aggressors;
- choose and implement the curricula that the School will use;
- revise current policies and protocols under the Plan, including an Internet safety policy, and designating key Staff to be in charge of implementation of them;
- amend student and Staff handbooks and codes of conduct;
- lead the parent or family engagement efforts and drafting parent information materials; and
- review and update the Plan each year, or as needed.

C. Priorities.

Blessed Sacrament School is committed to providing all students with a safe learning environment that is free from Bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of Bullying and other harmful and disruptive behavior that can impede the learning process.

This Plan is a comprehensive approach to addressing Bullying, and the School is committed to working with students, Staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have

established this Plan for preventing, intervening, and responding to incidents of Bullying and Retaliation. The Principal, working under the oversight of the Pastor, is responsible for the implementation and oversight of the Plan.

IV. Prohibition Against Bullying and Retaliation

Bullying is prohibited:

- On School Grounds owned, leased or used by a School;
- On property immediately adjacent to School Grounds;
- At any School-sponsored or School-related activity, function or program whether on or off School Grounds;
- At a School bus stop;
- On a School bus or any other vehicle owned, leased or used by the School; or,
- Through the use of technology or an electronic device owned, leased or used by the School;

Bullying is also prohibited at a location, activity, function or program that is not School-related or through the use of technology or an electronic device that is not owned, leased or used by the School if the act or acts in question:

- create a Hostile Environment at School for the Target;
- infringe on the rights of the Target at School; or
- materially and substantially disrupt the education process or the orderly operation of the School.

Retaliation against any person who reports Bullying or Retaliation, provides information during an investigation of Bullying or Retaliation, or witnesses or has reliable information about Bullying or Retaliation is also prohibited.

V. Training and Professional Development

A. Annual Staff Training on the Plan . Annual training on the Plan for all School Staff, and, at the discretion of the Principal, volunteers who have significant contact with students, will include Staff duties under the Plan, an overview of the steps that the administration will follow upon receipt of a report of Bullying or Retaliation, and an overview of any Bullying prevention curricula to be offered at the School. Staff members hired after the start of the School year are required to participate in School-based training during the School year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Written Notice to Staff. At the beginning of each School year, the administration shall provide written notice to the School Staff of the RCAB Policy and the Plan.

Relevant sections of the RCAB Policy and the Plan relating to the duties of School Staff shall be included in the School employee handbook.

C. On-going Professional Development. The goal of professional development is to establish a common understanding of tools necessary for Staff to create a School climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of Staff members to prevent, identify, and respond to Bullying. Professional development will be informed by research and may include information on:

- age-appropriate strategies to prevent Bullying;
- age-appropriate strategies for immediate, effective interventions to stop Bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an Aggressor, Target, and witnesses to the Bullying;
- research findings on Bullying, including information about specific categories of students who have been shown to be particularly at risk for Bullying in the School environment;
- information on the incidence and nature of Cyber-Bullying; and
- Internet safety issues as they relate to Cyber-Bullying.

Professional development will also address ways to prevent and respond to Bullying or Retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students whose disability affects social skills development.

Additional areas identified by the School for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in School or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

VI. Access to Resources and Services

A. Identifying resources. The School will continuously work to identify its capacity to provide counseling and other services for Targets, Aggressors, and their families. This will include a review of staffing and programs that support the creation of positive School environments by focusing on early interventions and intensive services. Once this mapping of resources is complete, the School can develop recommendations and action steps to fill resource and service gaps. This may include adopting new curricula, reorganizing Staff, establishing safety planning teams, and identifying other agencies that can provide services.

B. Counseling and other services. Appropriate resources exist within the School at this time. If resources need to be developed, Blessed Sacrament School will partner with community based organizations, including Community Service Agencies (CSAs) for Medicaid eligible students. In addition, service providers who assist Schools in developing safety plans for students who have been Targets of Bullying or Retaliation, provide social skills programs to prevent Bullying, and offer education and/or intervention services for students exhibiting Bullying behaviors will be accessed. The School may consider behavioral intervention plans, social skills groups, and individually focused curricula, as well.

C. Students with disabilities. When it is determined that the student has a disability that affects social skills development or that the student may participate in or is vulnerable to Bullying, harassment, or teasing because of his/her disability, the School will consider what reasonable accommodations should be undertaken with a view toward developing the student's skills and proficiencies so as to avoid and respond to Bullying.

D. Referral to outside services. The School has established a referral protocol for referring students and families to outside services. Through contact with a psychiatrist on staff who is available to consult with faculty, parents, and students, families are made aware of the appropriate means for accessing services not available at the School.

VII. Policies and Procedures for Reporting and Responding to Bullying and Retaliation

A. Reporting Bullying or Retaliation. Reports of Bullying or Retaliation may be made by Staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a Staff member shall be recorded in writing. A School Staff member is required to report immediately to the Principal or designee any instance of Bullying or Retaliation the Staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not School Staff members, may be made anonymously. The School will make reporting resources available to the School community including an Incident Reporting Form (a copy of which is attached to this Plan as Exhibit A). Use of an Incident Reporting Form is not required as a condition of making a report. The School will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the School's main office and other locations determined by the Principal or designee; and 3) post it on the School's website.

At the beginning of each School year, the School will provide the School community, including administrators, Staff, students, and parents or guardians, with written notice of its policies for reporting acts of Bullying and Retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal or designee, will be incorporated in student and Staff handbooks, on the School website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A Staff member will report immediately to the Principal or designee when he/she witnesses or becomes aware of conduct that may be Bullying or Retaliation. The requirement to report to the Principal or designee does not limit the authority of the Staff member to

respond to behavioral or disciplinary incidents consistent with School policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The School expects students, parents or guardians, and others who witness or become aware of an instance of Bullying or Retaliation involving a student to report it to the Principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged Aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a Staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of Bullying with a Staff member, or with the Principal or designee.

B. Responding to a report of Bullying or Retaliation.

1. Safety

Before fully investigating the allegations of Bullying or Retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged Target and/or to protect the alleged Target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the Target and/or the Aggressor in the classroom, at lunch, or on the bus; identifying a Staff member who will act as a “safe person” for the Target; and altering the Aggressor’s schedule and access to the Target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal or designee will implement appropriate strategies for protecting from Bullying or Retaliation a student who has reported Bullying or Retaliation, a student who has witnessed Bullying or Retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of Bullying or Retaliation.

2. Obligations to Notify Others

- a. Notice to parents or guardians upon determining that Bullying or Retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the Target and the Aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School If the reported incident involves students from more than one School district, charter School, non-public School, approved private special education day or residential School, or collaborative School, the Principal or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other School(s) of the incident so that each School may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of Bullying or Retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the Aggressor, the Principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on School grounds and involves a former student under the age of 21 who is no longer enrolled in School, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the Aggressor.

In making this determination, the Principal will, consistent with the Plan and with applicable School policies and procedures, consult with the School resource officer, if any, and other individuals the Principal or designee deems appropriate (including, but not limited to, the Office of the General Counsel of the Archdiocese).

C. Investigation. The Principal or designee will investigate promptly all reports of Bullying or Retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Principal or designee will, among other things, interview students, Staff, witnesses, parents or guardians, and others as necessary. The Principal or designee (or whoever is conducting the investigation) will remind the alleged Aggressor, Target, and witnesses that Retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Principal or designee, other Staff members as determined by the Principal or designee, and outside consultation, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process. The Principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of Bullying and Retaliation will be consistent with School policies and procedures for investigations. If necessary, the Principal or designee will consult with the Office of the General Counsel of the Archdiocese about the investigation.

D. Determinations. The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, Bullying or Retaliation is substantiated, the Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the Target is not restricted in participating in School or in benefiting from School activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s), and the Target's or Aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the Bullying behavior and to assess the level of need for additional social skills development.

The Principal or designee will promptly notify the parents or guardians of the Target and the Aggressor about the results of the investigation and, if Bullying or Retaliation is found, what action is being taken to prevent further acts of Bullying or Retaliation. All notice to parents must comply with applicable Massachusetts and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the Target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the Target must be aware of in order to report violations.

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the Principal or designee determining that Bullying or Retaliation has occurred, the law requires that the School use a range of responses that balance the need for accountability with the need to teach appropriate behavior. Mass. Gen. Laws. Ch. 71, Section 370 (d)(v). Skill-building approaches that the Principal or designee may consider include:

- offering individualized skill-building sessions based on the School's anti-Bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with other appropriate School personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-Bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

2. Taking Disciplinary Action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the School's code of conduct.

Discipline procedures for students with disabilities may be governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with Massachusetts laws regarding student discipline.

If the Principal or designee determines that a student knowingly made a false allegation of Bullying or Retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The Principal or designee will consider what adjustments, if any, are needed in the School environment to enhance the Target's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase adult supervision at transition times and in locations where Bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the Target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate School Staff to implement them immediately.

VIII. Collaboration with Families

As needed, the School will provide a parent night to address:

- (i) how parents and guardians can reinforce the curricula at home and support the School Plan;
 - (ii) the dynamics of Bullying; and
 - (iii) online safety and Cyber-Bullying.
 - (iv) the student-related sections of the Plan
 - (v) the parent resource and information networks that the School will collaborate with in working with parents and guardians.
- A. Parent education and resources. The School will offer education programs for parents and guardians that are focused on the parental components of anti-Bullying curricula and any social competency curricula used by the School. The programs will be offered in collaboration with the PTO or similar organizations. The School will also work to make parents and students aware of community-based programs.
 - B. Notification requirements. Each year the School will inform parents or guardians of enrolled students about the anti-Bullying curricula that are being used. This notice will include information about the dynamics of Bullying, including Cyber-Bullying and online safety. The School will send parents written notice each year about the student-related sections of the Plan and the School's Internet safety policy via the School Handbook. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The School will post the Plan and related information on its website.

IX. Relationship to Other Laws

Consistent with Massachusetts and federal laws, and the policies of the School, nothing in the Plan prevents the School from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, Massachusetts, or federal law, or School policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the School to take disciplinary action or other action under Mass. Gen. Laws. Ch. 71, Section 37O (d)(v), other applicable laws, or local School policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

In no event should the Plan be construed in any way so as to limit or modify the obligation of mandated reporters to timely make required so-called 51A Reports where appropriate.

Appendix III

Policy for the Management of Life-Threatening Allergies at Blessed Sacrament School

Blessed Sacrament School (BSS) is committed to providing a safe and nurturing environment for all students. Keeping children safe from food allergens requires cooperation between families and staff as well as vigilance with the community as a whole. Allergy management focuses on prevention, education, awareness, communication and emergency response. While BSS cannot guarantee an allergic reaction will not happen at school, working together we can reduce the risk to students through clearly articulated guidelines and ensuring that school staff members respond to an emergency situation with a clear understanding of the appropriate protocols.

Every school should expect to have students with food allergies and the potential for anaphylaxis. A recent study in the journal, Archives of Pediatrics and Adolescent Medicine, states that one in five children with food allergies will have a reaction while in school. Students with an undiagnosed food allergy may experience their first reaction at school. Allergic reactions can vary among students and can range from mild to severe. Anaphylaxis is the potentially life-threatening medical condition occurring in allergic individuals after exposure to their specific allergen. Common examples of potentially life-threatening allergies are those to foods, insect stings, medications, latex rubber or in association with exercise as well as exposure to extreme cold and heat.

These guidelines will address the responsibilities of the various members of the school community to meet the needs of students with food allergies and other medical issues related to food in the classroom, gym, cafeteria, specialist classes, outdoor activities, field trips and before and after school activities. *While these guidelines focus on food allergies, treatment of anaphylaxis (a life-threatening allergic reaction) is the same whether caused by insect sting, latex, exercise induced or exposure to cold/heat.*

When in doubt, it is better to give the Epi-Pen (Epinephrine) and call 911. Fatalities occur when the Epinephrine is withheld. It is imperative that following the administration of Epinephrine, the student be transported by ambulance to the nearest hospital emergency room even if symptoms appear to have resolved.

Key Points for Parents, Students, and Staff

- **You are never alone.** It takes a team to ensure the best for our students. Help is usually only a phone call away.
- **Education is the key to keeping students safe.** Educating the community is an ongoing process that evolves with student's needs and staff changes. The best plan is to continually educate everyone in the school community about the issues that face students with life-threatening allergies.
- **Special events and non-routine days require vigilance.** The greatest risk for a life-threatening allergic reaction exists when the normal routine is broken. Examples are classroom parties, field trips, a substitute teacher, and after school events. A child with food allergies should never eat unexamined food. Be Prepared. Staff should always have the Allergy Action Plan available and think ahead to prevent possible exposure to allergens.

- **Symptoms vary greatly.** Be aware of all symptoms that can accompany a life-threatening allergic reaction. Take all complaints from a child with allergies seriously. The most dangerous symptoms include breathing difficulties, and a drop in blood pressure or shock, which are potentially fatal.
- **Cross-Contamination is a serious risk.** It only takes a trace amount of the food protein to cause an allergic reaction. Prevention is the key to keeping students safe. To prevent exposure to allergens, hand washing and washing of surfaces (table, chairs, etc.) when an allergen has been used is necessary. Soap and water are most effective for cleaning surfaces. Children should never be allowed to share food.
- **In the event of an emergency, be prepared.** If a student has an allergic reaction at school, call 911 and administer emergency medication as ordered by the student's physician. Staff members should be trained to use emergency medications and know the location of those medications in the school building. Parents should be notified as soon as possible. 911 should be called for suspected food allergy reactions. No one can predict how a reaction will progress. A mild reaction can develop into an anaphylactic reaction very quickly or over several hours. A reaction can also appear to subside or even be under control and then surge again into a more severe reaction.

Be Prepared! Know Your Plan!

Section I. Roles and Responsibilities

1. Responsibilities of the School Administration

- Include in the school's emergency response plan a written plan outlining emergency procedures for managing life-threatening allergic reactions. Modify the plan to meet special needs of the individual students. Consider risk reductions for students with life-threatening allergies.
- Support faculty, staff and parents in implementing all aspects of the Individual Health Care Plan (IHCP).
- Provide training and education for faculty and staff regarding:
 - Foods, insect stings, medications, latex.
 - Risk reduction procedures.
 - Emergency procedures.
 - How to administer an epinephrine auto-injector in an emergency.
- Provide special training for food service personnel.
- Provide emergency communication devices (two-way radio, intercom, walkie-talkie, cell phone) for all school activities, including transportation, that involve a student with life-threatening allergies.
- A full time nurse should be on staff at Blessed Sacrament School.
- Inform parent/guardian if any student experiences an allergic reaction for the first time in school.
- Verify that a contingency plan is in place in case of a substitute teacher, nurse or food service personnel.
- Have plan in place when there is no school nurse available
- Ensure that the student is placed in a classroom where the teacher is trained to administer an Epi-Pen.
- Use rewards other than food for school wide contests and events held during school hours.

2. Responsibilities of the School Nurse

- During the first month a student is enrolled into school (or, for a student who is already in school, immediately after the diagnosis of a life-threatening allergic), meet with the student's parents/guardian and develop an Individual Health Care Plan (IHCP) for the student that includes an Allergy Action Plan (AAP).

- Assure that the Allergy Action Plan (AAP) includes the student's name, photo, allergens and symptoms of allergic reactions risk reduction procedures, emergency procedures, and required signatures.
- Arrange a team meeting before the opening of school to develop the plan with all staff that comes in contact with the student with allergies including principal, school physician, teachers, specialists, food service personnel, aides, physical education teachers, custodian, etc.
- Familiarize teachers with the IHCPs of their students by the opening of school, or as soon as the plans are written. Other staff members who have contact with students with life-threatening allergies should be familiar with their IHCPs on a need-to-know basis.
- All teachers should be made aware of student's with life-threatening food allergies in their classes, not just the homeroom teacher.
- Provide information about students with life-threatening allergies and their photos (if consent given by parent) to all staff on a need-to-know basis.
- Conduct in-service training and education for appropriate staff regarding a student's life-threatening allergens, symptoms, risk reduction procedures, emergency procedures, and how to administer an epinephrine auto-injector.
- Educate new personnel as necessary.
- Track in-service attendance of all involved parties to ensure that they have been trained.
- Introduce yourself to the student and show him/her how to get to the nurse's office.
- Organize student's medical information in the nurse's office to allow for immediate access to the information for children with life-threatening allergic reactions.
- Post school district's emergency protocol and have available all ICHP's in the nurse's office. Post location of epinephrine auto-injector.
- Periodically check medications for expiration dates and arrange for them to be current.
- Discuss with parents the possibility of keeping an epinephrine auto-injector in the classroom containing necessary instructions, and help to arrange if appropriate. This auto-injector can be taken on field trips
- Arrange periodic follow-up on an annual basis, or as often as necessary, to review effectiveness of the ICHP.
- Make sure there is a contingency plan in place in the case of a substitute school nurse.

Training:

The school nurse, in collaboration with the school principal and parents/guardians of affected students, shall promote a multi-disciplinary training plan for the care of students with life-threatening allergies. This plan shall include regular training sessions, held at a minimum on an annual basis, for school personnel. Training will also be conducted for new staff at time of hire.

Training Attendees:

Attendees of the training should include, but are not limited, to the following:

- Administration, including Principal, Vice Principal, and Office Personnel
- Classroom Teachers
- Substitute Teachers
- Food Service Staff

- After School Administration and Teachers
- Resource Staff

Training Objectives:

Upon completion of the training, the participants will be able to:

- Identify common causes of allergic reactions.
- Recognize general and student-specific warning signs of allergic emergencies.
- Identify students for whom Epi-Pens are prescribed.
- Identify locations of Epi-Pens throughout the school and know where closest Epi-Pens are kept.
- Safely handle Epi-Pen.
- Correctly read proper Epi-Pen dosing instructions.
- Demonstrate correct administration of Epi-Pen.
- Describe the school's plan for responding to allergic emergencies.
- Know how and where to easily access emergency telephone numbers (school nurse, EMS, student's parents/guardians, student's physician).
- Know the names of CPR-certified personnel and where they are located throughout the school.
- Know the plan for field trips, before and after school activities, sports, social and any other school sponsored activity.
- Implement a periodic anaphylaxis drill similar to a fire drill as part of the periodic refresher course.

3. Responsibilities of the Parents/Guardians of Children With Food Allergies

- Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis).
- Provide written medical documentation, instructions, and medications as directed by a physician by the first day of school. Include three photos of the child.
- Provide properly labeled medications and replace medications after use or upon expiration. For children with food allergies, a minimum of two up-to-date epinephrine auto-injectors (Epi-Pens) should be stored in school for your child at all times.
- Provide a description of your child's past allergic reactions including triggers and warning signs. The school will require an allergy history to be done annually.
- Inform your child's teachers and other appropriate members of the administration of your child's allergies.
- Work with the school team collaboratively to develop the Individual Health Care Plan (IHCP) for accommodations, in the classroom, in the cafeteria, in after-care programs, and during school-sponsored events.
- You are strongly encouraged to provide a medical alert bracelet for your child.
- Provide safe snacks for your child's classroom so there is always something safe for your child to eat during special events.
- When possible, be available to go on your child's field trips.
- Teach your child to:
 - 1) Learn the difference between safe and unsafe foods.
 - 2) Develop strategies for avoiding exposure to unsafe foods.
 - 3) Recognize the first symptoms of allergic reactions.
 - 4) Know how and when to tell school staff he/she may be having an allergy-related problem.
 - 5) Avoid sharing snacks, lunches, drinks, or utensils.
 - 6) Understand the importance of hand washing before and after eating.
 - 7) Report teasing/bullying that may relate to the child's allergies.
 - 8) Know how to read food labels (age appropriate).

- 9) Carry his/her own Epi-Pen when allowed by the child's physician.
- 10) Administer his/her own Epi-Pen as allowed by the child's physician and the school nurse.
- 11) Provide emergency contact information, including current home phone, cell phone, work phone, pager, etc. and ensure that all contact information is updated as necessary.

4. Responsibilities of the Teacher

- Obtain and review with the school nurse, all IHCPs pertaining to students in your classroom with life-threatening allergies before school begins.
- Ensure that the classroom has a functioning communication device for direct contact with the school nurse.
- Participate in a team meeting for the student with life-threatening allergies and in-service training regarding:
 - 1) Allergens that cause life-threatening allergies (i.e. foods, insect stings, medications, exercise, etc.)
 - 2) How to recognize signs and symptoms of the student's life-threatening allergic reaction.
 - 3) Steps to manage an emergency.
 - 4) How to administer an epinephrine auto-injector.
- Keep the student's IHCP with photo accessible in the classroom.
- Ensure volunteers, student teachers, aide, specialists and substitute teachers are informed of the student's food allergies and necessary safeguards.
- Leave information regarding student's allergies in an organized, prominent and accessible format for substitute teachers.
- Place students with life-threatening food allergies in the front of the classroom or in a visible location to make observing the student easier.
- Participate in the planning for student's re-entry to school after an anaphylactic reaction.
- Coordinate with parent volunteers to provide a lesson plan about food allergies for the class and discuss anaphylaxis in age appropriate terms.
- Educate classmates to avoid endangering, isolating, stigmatizing or harassing students with food allergies.
- Be aware of how the student with food allergies is being treated; enforce school rules about bullying and threats.
- Work with the school nurse to educate other parents about the presence and needs of the child with life-threatening allergies in the classroom. Enlist their help in keeping certain foods out of the classroom.
- Inform the parents of an allergic child of any classroom or school events during the school day where food will be served.
- Do not use food for classroom activities (e.g., arts and crafts, counting, science projects, cooking, rewards, estimation jars or other projects). Use stickers, pencils or other non-food items as rewards instead of food.
- Do not provide special snacks without notifying parents of allergic children in advance.
- Welcome the involvement of parents whose children have food allergies in organizing class parties and special events. Choose party food from the list of safe snacks provided. This list can be different for each class.
- Distribute Safe Snack/Foods to Avoid list to all parents within the first month of school.
- Invite parents of children with life threatening allergies on field trips.
- Follow all field trip procedures outlined in this policy.
- Never question or hesitate to act if a student reports signs of an allergic reaction.

5. Responsibilities of the Student

- Take as much responsibility as possible for avoiding allergens in food and materials.
- Do not trade or share foods and/or eating utensils.
- Do not eat anything with unknown ingredients or known to contain any allergens.
- Wash hands before and after eating and throughout the day.
- Learn to recognize symptoms of an allergic reaction.
- Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.

- Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the allergy in school.
- Report bullying, teasing and threats to an adult authority.
- Parent, Doctor, and School Nurse must all agree when the student is developmentally ready to carry all life-saving medications. A child cannot carry medication without the consent of all three parties.

6. Responsibilities of Parents of Children Without Food Allergies

- Follow all school rules pertaining to food in the classroom.
- If volunteering in the classroom, do not bring food to consume or to be used as part of a project or activity.
- Do not use food for classroom activities (e.g., arts and crafts, counting, science projects, cooking, rewards, estimation jars or other projects). Use stickers, pencils or other non-food items as rewards instead of food.
- Use safe snacks/ foods to avoid. The list provides (list may vary due to food allergies present) a choice of food items for class parties.
- Do not bring food if you are the Secret Reader.

7. Responsibilities of Cafeteria/Food Services

- Participate in in-service training for students with life-threatening allergies including demonstration of epinephrine use.
- Provide in-service to food service employees regarding safe food handling practices to avoid cross contamination with potential food allergens.
- Train all food service staff and their substitutes to read product food labels and recognize food allergens.
- Maintain knowledge of which food products contain allergens; read all food labels and recheck routinely for potential food allergens so accurate ingredient information can be communicated with parents.
- Maintain contact information for manufacturers of food products
- Maintain a list of students with food allergies within the food service area with a photo of the student wherever possible (not for public viewing).
- Be prepared to discuss: menus, ala carte items, recipes, food products and ingredients, food handling practices, cleaning and sanitation practices, and responsibility of various staff with students and parents dealing with food allergies.
- Provide allergen-safe zones at the school where students with applicable food allergies are identified with universal symbols.
- Strictly follow cleaning and sanitation protocol to avoid cross-contamination.
- Thoroughly clean all tables, chairs and floors after each meal.
- After receiving a doctor's note, make appropriate substitutions or modifications for meals served to students with food allergies.
- Avoid the use of latex gloves by food service personnel. Use non-latex gloves instead.
- Provide advance copies of the menu to parent/guardian and notification if the menu is changed.
- Epi-Pens are readily accessible and have at least two people in the eating area trained to administer epinephrine by auto-injector.
- Have a functioning intercom, walkie-talkie or other communication device to support emergencies.
- Take all complaints seriously from any student with a life-threatening allergy.
- Be prepared to take emergency action.

Section II. School Life

1. Field Trips

- The school nurse should be responsible for determining the appropriateness of each field trip and consideration of safety of the student with life-threatening allergies.
- Field trips need to be chosen carefully; no student should be excluded from a field trip due to risk of allergen exposure.
- Protocols for field trips should include timely notification to the nurse and parents of students with life threatening allergies.
- The field trip permission slip should list all food restrictions.
- Parents of a student at risk for anaphylaxis should be invited to accompany their child on school trips in addition to the chaperones.
- In the absence of accompanying parents/guardian or nurse, another individual must be trained and assigned the task of watching out for the student's welfare and for handling any emergency. **The adult carrying the epinephrine should be identified and introduced to the student as well as the other chaperones and the parent(s) should be notified as to who is responsible for giving their child an Epi-Pen. This parent must be instructed on the proper use of an Epi-Pen.**
- Medications including Epi-Pen and a copy of the student's AAP must accompany the student at all times.
- Student's requiring medication should be grouped, across homerooms if necessary, with an adult determined to be responsible for administering medication.
- Whenever students travel on field trips for school, the name and phone number of the nearest hospital will be part of the chaperone's emergency plan.
- A cell phone or other communication device must be available on the trip for emergency calls.
- Teacher's cell phone numbers must be distributed to all chaperones.
- Lunches of students with food allergies should be stored separately to avoid cross contamination.
- Prohibit students from eating on the bus unless food is medically indicated for the student.
- Hand wipes should be used by students and staff after consuming food.

2. Snacks/Lunchtime

- In the classroom, establish procedures to ensure that the student with life-threatening food allergies eats only what he/she brings from home.
- Prohibit students with food allergies from sharing or trading snacks.
- Encourage parents/guardians to send in a box of safe snacks for their child.
- Have parents/guardians provide a non-perishable safe lunch in case their child forgets lunch one day.
- For the student's safety, encourage the student to take advantage of an eating area in the classroom and cafeteria that is free of the food to which he/she is allergic.
- Avoid cross-contamination of foods by wiping down eating surfaces with soap and water before and after eating. Tables should also be washed with soap and water in the morning if an after-school event has been held in the classroom the day before.
- Reinforce hand-washing before and after eating.

3. Gym and Recess

- Teachers and staff responsible for gym or recess should be trained by appropriate personnel to recognize and respond to symptoms of an allergic reaction.
- During recess and outdoor physical education classes, staff will be responsible for bringing an Epi-Pen outside.

- Staff in the gym, playground and other sites used for recess should have a walkie-talkie, cell phone or similar communication device for emergency communication.
- If for safety reasons medical alert identification (i.e. ID bracelet) needs to be removed during specific activities, the student should be reminded to replace this identification immediately after activity is complete.

4. Parties, Birthdays and School Wide Events

- Food will be served at holiday and season parties.
- Food for class parties should not include any items on the class Foods to Avoid List.
- Some of the food items served at the party must be chosen from the Safe Foods List.
- Party planners must notify parents of children with food allergies what food items are being served in advance of the party.
- Food will not be allowed for student's birthday parties, but families are welcome to send in a non-food item, such as stickers, pencils, bookmarks or other trinkets.
- Food will continue to be served at other school events and PTO sponsored events.
- If volunteering in the classroom, do not bring food to consume or to be used as part of a project or activity.
- Food will not be used as a reward in the classroom or for school wide contests.
- Food will not be used as a fundraising vehicle. Food items will not be sold to students during school hours.

5. Extended Day Program

- Staff should be aware of medical issues and needs and fully understand emergency protocols.
- With parent's permission, before and after school instructors will maintain a list of students in the school with allergies.
- School staff will attend training on the use of Epi-Pens annually. The training will be documented and kept on file.
- With parent's permission, keep a copy of the IHCP with photos of students with allergies.
- Make certain an emergency communication device (walkie-talkie or cell phone) is always present.
- Staff should be trained to administer Epi-Pens and have an Epi-Pen accessible in the event of an allergic reaction.
- Access to the school database or school directory listing contact information for students should be readily available.

6. After School Activities, Sports, and Events

- After school activities sponsored by the school must be consistent with school policies and procedures regarding life-threatening food allergies and asthma.
- **Identify the person responsible for keeping Epi-Pens during practices, sporting events, club meetings and school dances.**
- With parent's permission, a coach or adult staff member will be provided with a copy of the AAP.
- A current Epi-Pen should be readily accessible and an adult staff member should be trained in administering both epinephrine and an inhaler to student's previously diagnosed.
- Instructions for accessing EMS should be posted.
- Thought should be given to any food served during after school events to minimize the risk of causing an allergic reaction or excluding a student from participation.

- Snacks or any other type of food should never be shared between students.
- Access to the school database or school directory listing contact information for students should be readily available.

Section III. Applicable Laws for Persons with Life Threatening Allergies

The Americans with Disabilities Act (ADA) is a civil rights law that gives you the right to ask for changes where policies, practices or conditions exclude or disadvantage you. As of January 26, 1992, public entities must ensure that individuals with disabilities have full access to and equal enjoyment of all facilities, programs, goods and services.

The ADA borrows from Section 504 of the Rehabilitation Act of 1973. Section 504 prohibits discrimination on the basis of disability in employment and education in agencies, programs and services that receive federal money. The ADA extends many of the rights and duties of Section 504 to public accommodations such as restaurants, hotels, theaters, stores, doctors' offices, museums, private schools and child care programs. They must be readily accessible to and usable by individuals with disabilities. No one can be excluded or denied services just because he/she is disabled or based on ignorance, attitudes or stereotypes.

In both the ADA and Section 504, a person with a disability is described as someone who has a physical or mental impairment that substantially limits one or more major life activities, or is regarded as having such impairments. Breathing, eating, working and going to school are "major life activities." Asthma and allergies are still considered disabilities under the ADA, even if symptoms are controlled by medication.

Generally speaking, a 504 Plan is reserved for individual situations that cannot be accommodated by a well thought out school policy or in situations where an IHCP is not sufficient and a good relationship with a school does not exist in the absence of a school policy. The purpose of a 504 Plan is essentially the same as that of an IHCP.

An IHCP is a type of nursing care plan that fulfills both administrative and clinical purposes for students with health management needs. An IHCP details what measures the school team will take to reduce the risk of allergen exposure, recognize symptoms of an allergic reaction and promptly intervene with the appropriate emergency treatment. IHCPs should be written by the school nurse in collaboration with the student, his family and the child's health care providers. Every student with prescribed epinephrine should have an IHCP.

For example, the IHCP details the student's medical needs and the 504 Plan details the roles and responsibilities of the classroom teachers, and playground or lunchroom monitors. It may also explain how snacks should be served and stored, when hand washing should take place, how surfaces should be cleaned, whether outside groups should use the classroom after school, how substitutes should be trained, etc.

Several states have also passed laws that allow students to carry injectable epinephrine at school and Good Samaritan laws that can shield from legal liability school personnel who administer epinephrine to anyone they believe in good faith to be having a severe allergic reaction.

Appendix IV

Policy for the Management of Asthma at Blessed Sacrament School

Blessed Sacrament School (BSS) is committed to providing a safe and nurturing environment for all students. Effective asthma management is essential to maintain this environment. By developing procedures and guidelines, the asthma management program's goal is to ensure that the entire staff knows how to help students with asthma.

The National Asthma Education and Prevention Program's publication, Managing Asthma: a Guide for Schools, states that asthma is a leading cause of school absenteeism. Successfully managing asthma in school will help decrease absences caused by asthma, decrease disruptions in classes caused by asthma emergencies, and provide support to help students with asthma.

Every school should expect to have students with asthma. Asthma varies from student to student and often from season to season. This is why teachers, and staff must be educated as to what asthma is, and what the individual needs of their students are. With the appropriate care, at home and at school, students with asthma should have minimal or no asthma symptoms.

These guidelines will address the needs of students with asthma in the classroom, gym, cafeteria, specialist classes, outdoor activities, field trips, and before and after-school activities. The guidelines will also outline the responsibilities of the school administration, nurse, parent/guardian, and student.

Section I: Roles and Responsibilities

1. Responsibilities of the School Administration

- Include in the school's emergency response plan a written plan outlining emergency procedures for managing asthma attacks. Modify the plan to meet special needs of the individual students.
- Provide training and education for faculty and staff regarding asthma triggers.
- Provide emergency communication devices (two-way radio, intercom, walkie-talkie, cell phone) for all school activities, including transportation, that involve a student with asthma.
- Inform parent/guardian if any student experiences an asthma attack for the first time in school.
- Make sure a contingency plan is in place in case of a substitute teacher or nurse.
- Have a plan in place when there is no school nurse available
- Ensure that the student is placed in a classroom where the teacher is trained to administer rescue medication if needed.

2. Responsibilities of the School Nurse

- During the first month a student is enrolled into school (or, for a student who is already in school, immediately after the diagnosis of asthma), meet with the student's parents.
- Assure that the Individual Healthcare Plan (IHCP) includes the student's name, three photos, asthma triggers, and symptoms of asthma attack, risk reduction procedures, emergency procedures, and required signatures.
- Familiarize teachers with the IHCPs of their students by the opening of school, or as soon as the plans are written. Other staff members who have contact with students with asthma should be familiar with their IHCPs.

- Remind parents to review prevention plans, symptoms and emergency procedures with their child.
 - Conduct in-service training and education for appropriate staff regarding the use of rescue medications.
 - Introduce yourself to the student and show him/her how to get to the nurse's office.
 - Post school district's emergency protocol and have available the IHCPs in the nurse's office.
 - Periodically check medications for expiration dates and arrange for them to be current.
-
- Discuss with parents the possibility of keeping an inhaler/spacer in the classroom containing necessary instructions, and help to arrange if appropriate.
 - Make sure there is a contingency plan in place in the case of a substitute school nurse.

Training

The school nurse, in collaboration with the school principal will provide training for staff to recognize the signs of an asthma attack, understand asthma attack triggers and in the use of rescue medications. Training should include, but is not limited, to classroom teachers of students with asthma, specialists and field trip volunteers.

Training Objectives

Upon completion of the training, the participants will be able to:

- Identify common causes of asthma attacks.
- Recognize general and student-specific warning signs.
- Identify students for whom rescue medications are prescribed.
- Describe the school's plan for responding to emergencies.
- Know how and where to easily access emergency telephone numbers (school nurse, EMS, student's parents/guardians, student's physician).
- Know the names of CPR-certified personnel and where they are located throughout the school.
- Know the plan for field trips, before and after school activities, sports, social and any other school sponsored activity.

3. Responsibilities of the Parents/Guardians

- Inform the school nurse of your child's asthma prior to the opening of school (or as soon as possible after diagnosis).
 - Work with the school nurse to create an Individual Healthcare Plan (IHCP) for your child.
 - Provide written medical documentation, instructions, and medications as directed by a physician. Include three photos of the child on the written form.
 - Provide properly labeled medications and replace medications after use or upon expiration.
 - Provide a description of your child's past asthma attacks including triggers and warning signs.
 - Inform your child's teachers and other appropriate members of the administration of your child's asthma.
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- Teach your child to:
 - Recognize the first symptoms of an asthma attack.
 - Know how and when to tell school staff he/she may be having asthma symptoms.

- Provide emergency contact information, including current home phone, cell phone, pager, etc. and ensure that all contact information is updated as necessary.
- You are strongly encouraged to provide a medical alert bracelet for your child.
- Be available to go on your child's field trips.

4. Responsibilities of the Student

- Learn to recognize symptoms of an asthma attack.
- Promptly inform an adult as soon as you experience asthma symptoms.
- Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of your asthma in school.
- Parents, Doctor, and School Nurse must all agree when the student is developmentally ready to carry all life-saving medications.

5. Responsibilities of the Teacher

- Obtain and review with the school nurse, all IHCPs pertaining to students in your classroom with asthma.
- Meet with parents to discuss how asthma will impact their school experience and discuss any accommodations that will be needed.
- Ensure that the classroom has a functioning communication device for direct contact with the school nurse.
- Keep accessible the student's IHCP with photos in the classroom.
- Be sure volunteers, aides, specialists and substitute teachers are informed of the student's asthma.
- Leave information in an organized, prominent and accessible format for substitute teachers.
- Invite parents of children with asthma on field trips.
- Never question or hesitate to act if a student reports signs of an asthma attack.

Section II: School Life

1. Gym and Recess

- Teachers and staff responsible for gym or recess should be trained by appropriate personnel to recognize and respond to symptoms of an asthma attack.
- During recess and outdoor physical education classes, staff will be responsible for bringing rescue medications.
- Staff in the gym, playground and other sites used for recess should have a walkie-talkie, cell phone or similar communication device for emergency communication.

2. Field Trips

- Protocols for field trips should include timely notification to the nurse.
 - Whenever students travel on field trips for school, the name and phone number of the nearest hospital will be part of the chaperone's emergency plan.
 - Medications and a copy of the student's IHCP must accompany the student at all times.
 - A cell phone or other communication device must be available on the trip for emergency calls.
-
- Cell phone numbers must be distributed to all chaperones.
 - In the absence of accompanying parents/guardian or nurse, another individual must be trained and assigned the task of watching out for the student's welfare and for handling any emergency. **The adult carrying the rescue**

medications should be identified and introduced to the student as well as the other chaperones and the parent(s) should be notified as to who is responsible for giving their child rescue medication.

- Student's requiring medication should be grouped, across homerooms if necessary, with an adult determined to be responsible for administering medication.
- Medications should always travel with the child or children that need them at all times.

3. After School Activities, Sports, and Events

- After school activities sponsored by the school must be consistent with school policies and procedures regarding asthma.
- **Identify the person responsible for keeping inhalers during practices, sporting events and school dances.**
- With parent's permission, a coach or adult staff member will be provided with a copy of the IHCP.
- Adult staff members should be trained in administering rescue medications.
- Instructions for accessing EMS should be posted.
- Access to the school database or school directory listing contact information for students should be readily available.

4. Extended Day Program

- Staff should be aware of medical issues and needs and fully understand emergency protocols.
- With parent's permission, before and after school instructors will maintain a list of students in the school with asthma.
- With parent's permission, keep a copy of the IHCP with photos of students with asthma.
- Make certain an emergency communication device (walkie-talkie or cell phone) is always present.
- Staff should be trained to administer rescue medication and medications should be easily accessible.
- Access to the school database or school directory listing contact information for students should be readily available.

Section III. Applicable Laws for Persons with Life Threatening Allergies

The Americans with Disabilities Act (ADA) is a civil rights law that gives you the right to ask for changes where policies, practices or conditions exclude or disadvantage you. As of January 26, 1992, public entities must ensure that individuals with disabilities have full access to and equal enjoyment of all facilities, programs, goods and services.

In both the ADA and Section 504, a person with a disability is described as someone who has a physical or mental impairment that substantially limits one or more major life activities, or is regarded as having such impairments. Breathing, eating, working and going to school are "major life activities." Asthma and allergies are still considered disabilities under the ADA, even if symptoms are controlled by medication.

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Every student with prescribed epinephrine should have an IHCP.

Appendix V

Policy for the reporting of Asbestos Management Plan

Under 40 CFR 763, subpart E, the US EPA requires that all School Building staff, teachers, students, parents and legal guardians receive annual notification of the location of the Management Plan, and updates on asbestos related activities at the school building including any response actions, reinspections, surveillances, etc.

Date: 7/21/2021

This notice serves to inform all noted individuals of the following activities:

1. Availability of the School's Asbestos Management Plan (AMP)

The AMP is available for review at the main office of Blessed Sacrament School

2. Update on Planned Asbestos-Related Activities:
 - The 6-month periodic surveillance of asbestos-containing building materials (ACBM) was performed in January and July of 2020. The surveillance was performed by TRC Companies
 - The most recent 3-Year Reinspection was performed June 4th, 2019. The next re inspection will be scheduled for the summer of 2022.

- A copy of the abatement records and air clearance results are on file with the school's Asbestos Management Plan.
- Any questions about asbestos-related concerns should be addressed to the LEA's Designated Person, Mike Lamperti at mlamperti@blessedsacrament.org