

**Junior High Handbook
Blessed Sacrament School
2018-2019**

Dear 6th, 7th, and 8th Grade Parents,

Welcome (or welcome back) to Junior High! We, the Junior High Faculty, in collaboration with the Administration, have developed this handbook to supplement the Blessed Sacrament School Handbook and Calendar and provide additional information about issues specific to Junior High students. This handbook does not replace or contradict the BSS Handbook. We hope, instead, that this handbook will help you understand the goals we have for your children as Junior High students and how the policies in the BSS Handbook help your children achieve these goals.

If you have any questions about how this Handbook relates to the BSS Handbook, please contact your child's homeroom teacher, who will be happy to answer any questions you may have.

We look forward to an exciting year of learning with your children!

Sincerely,

The junior high teachers

Our Goals

As Junior High teachers at a Catholic school, we seek to achieve the following goals:

- To help the students grow toward becoming virtuous young men and women.
- To help the students acquire the necessary skills to be successful in high school.
- To help the students become increasingly responsible, disciplined, and self-directed in their learning and behavior.
- To create positive learning environments where students can work to achieve these goals.

Classroom Behavior Expectations

- Enter the room quietly.
- Take all materials to class.
- Be respectful of all teachers, substitute teachers and classmates at all times.
- Raise your hand to speak.
- Push chairs in when you leave your desk and leave your area neat.
- Request to use the restroom at the end of class.

Upstairs Hallway Behavior Expectations

- Walk quietly in the hallway.
- Stay to the right (unless another route has been established by your teacher.)
- Keep your hands to yourself.

Downstairs Hallway Behavior Expectations

- Walk silently.
- Hold the door for yourself and continue holding it until the classmate behind you holds the door.
- Otherwise, keep your hands to yourself.

Our Disciplinary Approach

The disciplinary system at Blessed Sacrament School is a positive system designed to help students learn behavior and academic expectations. **A detailed explanation of the disciplinary system can be found in the BSS Handbook beginning on p. 8.**

The Q&A below addresses some of the terms and common issues that arise in Junior High.

Question 1: Positive Behavior Plan and Yellow Slips

In what way is this system a positive system?

Answer 1:

Our positive behavioral support system rewards good behavior and provides a consistent way of communicating issues and consequences with students and parents.

Blessed Sacrament School has established proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Our system provides a continuum of positive behavior support for all students within a school including both classroom and non-classroom settings (such as hallways, cafeteria, recess and restrooms). This positive behavioral support system reinforces positive social behavior as an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of positive school-wide behavior expectations is to establish a climate in which appropriate behavior is the norm.

Yellow slips are rewarded to classes and/or individual students for behaving in an exemplary manner.

Throughout each day, individual students and classes receive yellow slips to reward good behavior. These yellow slips lead to individual and class rewards. The yellow slip reward system encourages students to stand out in a positive way.

Question 2: Behavior Consequences/Blue Slips, Pink Slips, Before School Detentions, and In-House Suspensions

What are Blue Slips, Pink Slips, Before School Detentions, and In-House Suspensions and what is their purpose?

Answer 2:

These interventions are part of our positive behavioral support system.

Blue Slips:

- *Given to students who are not in uniform.
- *Signed by the students and returned to the teacher to be logged.
- *The Blue Slip is a warning to the student that continued uniform infractions will result in a more serious penalty.
- *Students receive 1 Pink Slip for every 2 Blue Slips.

Pink Slips:

- *Given to students for behavior infractions such as disruptive or disrespectful behavior.
- *Given to students for missing homework assignments. Additional penalties may be given with possible other penalties determined by the subject-area teacher such as losing points for that assignment.

The Pink Slip is signed by the student and the parent and a copy is sent to the office to be logged. The Pink Slip is a warning to the student and the parent that continued misbehavior and/or academic infractions will result in a more serious penalty. If a Pink Slip is not signed by the parent and returned the next day, or if the missing assignment does not accompany the signed pink slip, the student will receive an additional Pink Slip.

- *Students receive 1 Before-School Detention for every 3 Pink Slips.

Before-School Detentions:

- *Served by students for every 3 Pink Slips received.

In the event of a severe behavior infraction, the student may receive an automatic Before-School Detention. A Before-School Detention is a warning to the student and his or her parent that continued behavior infractions will result in a more severe penalty.

Students receive a Before-School Detention notice on the Pink Slip form. The Pink Slip is signed by the student and parent and returned to the Detention Monitor on the day of the Detention. An unexcused absence from a scheduled Before-School Detention will result in an additional Before-School Detention. That is, the student will make up the missed detention and serve an additional detention.

- *Before-School Detentions are served on Tuesdays and Thursdays from 7:00 a.m. - 7:45 a.m.

One-Day In-School Suspensions:

- *Given to students for every 3 Before-School Detentions (9 Pink Slips.)

An In-School Suspension may also result in a meeting with parents, teachers, and administrators to develop an Individual Behavior Management Plan for the student.

Parents will be notified by the Administration of the Suspension. For each suspension the student receives, the family will be assessed \$80 for the cost of supervision. If a student is absent the day of the assigned in-school suspension, the suspension will be served on the day the student returns to school. A fee may be assessed to cover the additional cost of supervision.

Please see the BSS Handbook for additional disciplinary actions.

Question 3: Communication Methods

Is this the only way the school communicates with parents about their children's progress?

Answer 3:

No, teachers will often communicate by phone call or email. Other methods include Engrade, which is our online grading system, Google Classroom, and Remind.

Engrade:

There are two Engrade accounts: a student account and a parent account. Please be sure that you are using your parent log-in so you will see messages from teachers that are meant for you. If you do not have access to your parent account, please contact the office. You can also access information regarding Engrade on the school website: www.bssbruins.org.

In addition to being able to send and receive messages through Engrade, parents and students are able to check academic progress in each class. The main screen shows a list of classes and the current letter grade in each class. Clicking on the class provides detailed information about student progress, including the grade for each assignment in the class, any missing or incomplete assignments, and comments regarding your child's work. Homework is posted to the calendar for each subject area.

While Engrade is convenient for students and parents, the agenda is the primary tool for students to keep track of their assignments and deadlines. Using the agenda helps students develop responsibility and a sense of ownership for their academic progress. Teachers expect the student to take the agenda home every day. In addition to using the agenda, students should be in the habit of checking Engrade regularly. It is also helpful for parents to check Engrade, especially if the student often has late, incomplete, or missing assignments. (Please sign up for the Engrade notification to receive an email message that will alert you when a teacher has sent a parent message.)

The chart below shows how teachers post their assignments to the Engrade calendar.

Mrs. Healy	<ul style="list-style-type: none"> • Homework is posted on the day it is assigned and will be due the next day. • All tests will be posted on the Engrade calendar.
Mrs. Reiser	<ul style="list-style-type: none"> • Homework is posted on the date it is due. • Tests will be posted in Engrade.
Mrs. Hollahan	<ul style="list-style-type: none"> • Homework is posted on the day it is due. • Tests will be posted on the day the test will be given.
Mrs. Belz	<ul style="list-style-type: none"> • Homework is posted on the date it is due. • Tests will be posted on the day the test will be given.
Mrs. Keller	<ul style="list-style-type: none"> • Homework is posted at the beginning of the week for the entire week. • Tests and study sessions are posted on the Engrade calendar.
Mrs. Senger	<ul style="list-style-type: none"> • Homework is posted on the day it is given and is due the next day. • All tests will be put on the Engrade calendar.
Mrs. Mundstock	<p>Homework is posted on Monday for the entire week. Due dates are posted on the day they are due as well as the the day they are assigned. Tests are posted in advance as well as day to be given.</p>
Mr. Manfredo	<ul style="list-style-type: none"> • Homework is posted on Engrade when it is given. • Homework is posted on the date it is due.
Mrs. Alan	<p>Homework is posted on the day it is assigned and due the next day unless otherwise stated. All tests will be posted on the Engrade Calendar.</p>

Ms. Seelbach	Homework is posted on the day it is assigned and due the next day unless otherwise stated. All tests will be posted on the Engrade Calendar.
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Google Classroom:

Some junior high teachers also use Google Classroom. Your child has a Google account for email which is also used to access Google Classroom. The teacher communicates directly with the student via Google Classroom, but it is important for you to have their username and password so you can check it too.

Remind:

Some junior high teachers also use Remind, a text message-based system. The teacher will provide information about how to sign-up to receive messages via Remind.

Question 4: Homework

How does homework help the students achieve the Junior High goals?

Answer 4:

Homework is for enrichment, remediation, repetition, and evaluation.

Homework is the student's opportunity to practice the skills learned each day. This practice will ensure student readiness to comprehend subsequent skills.

Homework also helps Junior High students practice important personal skills such as time-management, the ability to meet deadlines, self-discipline, and personal responsibility. These skills help the students better prepare for the expectations of High School. **Please see pp. 14-15 of the BSS Handbook for more information regarding homework, tests, and assignments.**

Question 5: Signs of Struggle

What are some signs that my Junior High-aged child may need extra support at home or in school?

Answer 5:

Some signs that your child may need extra support are:

- chronic missing or late assignments
- inability to follow through with the teacher's expectations for an assignment
- multiple behavior interventions in a short period of time
- not taking responsibility for his/her actions
- lying
- forging signatures
- grades below C-

Question 6: Parent Support

How can I best support my child if I notice these issues?

Answer 6:

Parents can best support their child by keeping the focus on the student's behavior and choices. Ask your child to show you his/her agenda. If your child does not have the agenda, require that the agenda be brought home every day. If your child has the agenda but does not have assignments written in it, require that the agenda be complete every day. You can set up incentives based on what your child values in order to get your child to develop the habit of completing the agenda in each class and bringing it home every day.

This approach helps students understand that parents are supportive of the school's policies and that you will hold your child accountable for complying with those policies. If you have concerns about the way a teacher is communicating his or her expectations or about your child's ability to meet those expectations, please contact the teacher directly. Some students will need individualized academic and/or behavior plans in order to succeed.

You know your child better than anyone, and you are the one who is most likely to sense when your child is struggling. We welcome you to share your concerns with us, especially when the issues your child is struggling with are affecting his or her ability to succeed at school. We want to work together with you to provide appropriate support for your child.

Question 7: Grading Scale

What happens if my child fails a class?

A+	99-100
A	95-98
A-	93-94
B+	91-92
B	87-90
B-	85-86
C+	83-84
C	79-82
C-	76-78
D+	74-75
D	72-73
D-	70-71
F	below 70

Answer 7:

Ideally, intervention for a student who is in danger of failing a class will happen before the grading period ends. Teachers have different policies for remediation. Extra credit is not given to students who are in danger of failing, if there are missing or incomplete homework assignments.

If a student receives a failing grade for the quarter, the student will be required to recover the lost credit the following quarter or semester, and the family will be assessed the fee. This remediation will normally take place in school during the student's special class period (e.g., music, art, computer, and PE). Parents will be notified if their child requires remediation.

Question #8: Cell Phones

Is my child allowed to bring a cell phone to school?

Answer #8

Cell phones are allowed at school. Cell phones are **not** allowed to be used while the student is on school property during the school day. This includes before school while waiting on the playground and after school in the hallways and outside on school property. Cell phones will be collected in the morning during homeroom. If a student chooses not to follow the cell phone policy, the student will receive the following consequences:

1st offense: Student receives a pink slip; parent picks up the cell phone in the office.

2nd offense: Student receives a pink slip; the phone is dropped off in the office every morning.

3rd offense: Student receives a pink slip; no cell phone is allowed at school.

Please refer to the **B.S.S. handbook page 7**.

All **smartwatches** that are brought to school will also be collected each morning during homeroom.

Question #9: Teamwork

I think some of the rules are inconsequential, so it is hard for me to hold my child to them. What can be done about that?

Answer 9:

Although some rules may seem inconsequential, all of the rules at Blessed Sacrament School are designed to support our **Mission Statement: Nurturing the whole student - body, mind, and spirit.**

When parents communicate to their child, consciously or not, that they do not agree with a school rule, they increase the likelihood of their child disobeying not just that rule, but other rules as well. Disobedience will require a teacher or administrator to have a negative interaction with your child. Students who have frequent negative interactions with adults at school are less likely to succeed. In addition, repeated disruptive student behavior negatively affects the other students in the class and may inhibit their learning, as well as taking teaching time away from the teacher. Therefore, it is vital to your child's success that he or she understands that you support the school's policies and expect them to obey and respect the school's rules.

All of the adults at Blessed Sacrament School are committed to providing a positive, supportive, nurturing environment. We recognize that making mistakes is a normal and even necessary part of the maturation process, and we look for opportunities to help students grow and learn from their mistakes. We are required, however, to enforce the rules in order to create an environment where all children can succeed.

Question 10: Field Trips

What is the purpose of field trips and what are the expectations?

Answer 10

The school principal will allow only those field trips that are deemed appropriate educational or catechetical experiences. Field trips are excellent learning experiences as extensions of the learning process and are not optional to the students. However, participation in field trips is a privilege and not a right. A student may be withheld from participation in a field trip for academic or behavioral reasons. An alternative assignment may be given to meet the educational objective of the field trip.

For more information, please see p. 13 in the BSS Handbook for more information regarding field trips.

Question 11: Attendance

How do absences affect junior high students' success?

Answer 11

When students are absent, they miss 45 instructional minutes for every subject. While it is possible for students to make up homework, it is difficult for them to recover the information they have missed during class.

We understand that students will miss school when they are ill, but it is important for parents to minimize absences whenever possible.

Tardies also cause difficulties for students. The beginning of the day is used to help students get organized for the school day. Students will have a better chance at success if they are at school on time every day.

For more information, please see p. 4 of the BSS Handbook for more information regarding attendance.

We are all looking forward to working with you to help your child grow to be a responsible adult. Let's make this a positive and successful year!

We have read and understand the Junior High Handbook. We will work as a team to make this a positive year.

Student Signature

Date

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

Parent email address