

Junior High Handbook
Blessed Sacrament School
2022-2023

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 to 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 in a single file. (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.10 .**

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 our 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.

Warm Fuzzies will be awarded to homeroom classes throughout the year. This is a school-wide incentive.

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

What are Blue Slips, Discipline Incident Reports, 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 Incident Report for every 2 Blue Slips.

Discipline Incident Reports:

- *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 Discipline Incident report is logged by the teacher into Rediker. Parents must **sign into** their child's Rediker account to view the details of the incident. The Discipline Incident is a warning to the student and notifies the parent that continued misbehavior and/or academic infractions will result in a more serious penalty.

*Students receive 1 Before-School Detention for every 3 Discipline Incident Reports.

Before-School Detentions:

*Served by students for every 3 Discipline Incident Reports 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. The notice 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. - 7:40 a.m.

One-Day In-School Suspensions:

*Given to students for every 3 Before-School Detentions (9 Discipline Incident Reports.)

An In-School Suspension will 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 \$100 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.

Students who receive an In-School or Out-of-School suspension will receive zeros for assignments on the day(s) of the suspensions. Suspensions will also result in ineligibility for sports for the week.

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 Rediker, which is our online grading system.

Rediker:

There are two Rediker accounts: a student account (student's B.S.S. email) and a parent account (parent email account.)

In addition to being able to send and receive messages through Rediker, parents and students are able to check academic progress for each student. Homework is posted to the calendar.

While Rediker 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 Rediker regularly. It is also helpful for parents to check Rediker especially if the student often has late, incomplete, or missing assignments.

Google Classroom:

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.

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 p. 18 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.

Support Study Hall will be offered to students who need additional support. Support study hall is held after school.

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 or 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 may be assessed a 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 discipline incident report; parent picks up the cell phone in the office.

2nd offense: Student receives a discipline incident report; the phone is dropped off in the office every morning.

3rd offense: Student receives a discipline incident report; no cell phone is allowed at school.

Please refer to the **B.S.S. handbook page 9**.

*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. 16 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.

Please see p. 5 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!

School Closure Remote Learning Plan for 6th, 7th, and 8th Grades

The remote learning program is necessary if at any time a stay-at-home order or Phase 3 is reinstated, our school is unable to meet the guidelines set for Restricted In-Person Learning due to extenuating circumstances, or for an intermittent closure for cleaning. Remote learning can occur asynchronously (recorded) or synchronously (live). Should we have to move to remote learning, we may use a combination of both styles of learning. Asynchronous learning is when instruction and learning do not happen at the same time for all students. The teacher provides instruction (pre-recorded videos), resources and tasks/assignments. Students access learning at a time that works for them and their families. Synchronous learning is an approach where students and teachers are engaged online and learning at the same time. This occurs through video-conferencing on various virtual platforms (i.e. Zoom, Google Meet).

Communication

The teachers will use our Rediker PlusPortals system as the primary method of communication with parents. School communications will continue to come through the Rediker PlusPortals system as well. Assignments and tasks will also be posted in Google Classroom.

Lesson Plans

The teachers will prepare lesson plans for an entire week and post them in Rediker by 8:00 p.m. on Sundays.

Schedule

During the remote learning period, these grade levels will follow a block schedule with half of the subjects one day and the other half of the subjects the following day. The block schedule will rotate weekly, and the teachers will communicate the daily schedule through the lesson plans posted each week.

Week A: (MWF) math, literature, religion and (Tu/Th) science, English, history

Week B: (MWF) science, English, history and (Tu/Th) math, literature, religion

Materials

After initial physical materials from school are sent home, all other materials will be electronic and available in Google Classroom and through Rediker.

Completed Assignments

Students will complete and submit work electronically through Google Classroom. There should be no need to physically return any materials to the teachers.

Video Lessons

The teachers will send video recordings of lessons each week: math will have 2-3 lessons per week (pre-recorded or live), science will have 1 lesson per week, history and religion will rotate weekly, and literature and English will rotate weekly. Occasionally, office hours specific to a subject/lesson will be substituted for the video lesson.

Virtual Meetings

All junior high teachers will provide office hours from 1:00-3:00 on Fridays. This provides the opportunity for students to meet with the teacher virtually and receive immediate feedback on any questions or concerns regarding the remote learning tasks.

Grading

Traditional grading and reporting will still occur

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!

Please sign and return the following page:

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