



## **Parent/Guardian/Student Handbook 2025-2026**

### **Blessed Sacrament School**

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**NEASC  
ACCREDITED  
SCHOOL**



*Believe ♦ Learn ♦ Lead*

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### **Purpose of the Handbook**

The success of a student at Blessed Sacrament School depends in great measure upon the cooperation between parent/guardian and school personnel. This handbook is intended to promote home/school cooperation by defining policies and procedures as well as 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.

### **Mission Statement**

Blessed Sacrament School is a welcoming *Catholic community* committed to *academic excellence* and nurturing the whole child by encouraging character and spiritual growth through *service, faith, and leadership*.

*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.

Upon graduation, a Blessed Sacrament School student will:

- Demonstrate strong academic skills across subject areas.
- Live according to Gospel values and Catholic teachings.
- Show respect for self, others, and creation.
- Engage in service to the Church and community.
- Communicate effectively in oral and written forms.
- Use critical thinking skills to solve problems.
- Apply technology ethically and responsibly.

### **Policies**

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

### **Equity Policy**

Blessed Sacrament School admits students of any race, color, nationality, and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students. We do not discriminate based on race, color, national origin, or ethnic origin in the administration of our educational policies, admissions policies, scholarship programs, or other school-administered programs.

### **Unauthorized Use of School Name**

The school's name or logos may not be used in any capacity outside official school business without prior written consent from the principal.

### **Use of Digital Directory Information**

Parent/guardian and student information published in school directories is for personal use only and may not be shared for commercial purposes.

## **Academic Program**

### **Curriculum**

Blessed Sacrament School follows the Massachusetts Frameworks and DESE Common Core Standards. Blessed Sacrament School also follows the Religion Guidelines outlined by the Roman Catholic Archdiocese of Boston. Copies of the current curriculum guidelines are available on the school website. All students are required to participate in all prescribed coursework.

### **Field Trips**

Blessed Sacrament School follows the Archdiocese of Boston's Policies and Procedures for Trips Involving Minors. A student must be in good academic and disciplinary standing in order to participate in field trips. Parents/guardians are required to sign a field trip permission slip and medical form in order for their child to go on the trip. Students may be asked to pay a fee to help defray the cost of their trip. All school trips must have the approval of the Principal. *Parents/Guardians wishing to chaperone a field trip should contact their child's teacher and should have a current CORI on file with the school. All chaperones must be Virtus trained.*

Field trips are optional learning experiences designed to supplement and enhance the curriculum. Please contact the Principal if the affordability of a field trip is an issue.

### **Homework**

Homework is assigned to a student for completion outside of the classroom for the purpose of reinforcing classroom skills, enhancing self-discipline and developing responsibility.

Parents/guardians 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/guardians should not do homework on behalf of their child. 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/guardians can expect approximately 15-30 minutes of homework for students in grades 1-3, 40-50 minutes for students in grades 4-5, and no more than 60 minutes for students in Middle School. Parents/Guardians should contact their student's teacher if homework is taking longer than the allotted time.

### **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 to his/her students and parent/guardian. 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 the parent/guardian of any child who regularly arrives to class unprepared.

### **Parent/Guardian Teacher Conferences**

Parent/Guardian Teacher conferences are scheduled with teachers in the Fall and the Spring. Notices are sent home in advance to inform parents/guardians of the conference schedule. Teachers will also meet with parents/guardians at additional times during the course of the year. If concerns arise, parents/guardians 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/guardians 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.
- Advent Prayer Services occur at morning assembly every Monday during Advent.
- All students in grades 2-8 attend a retreat.
- Lenten Stations of the Cross are done weekly.
- 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. Eighth graders will receive Confirmation in January of 2026. Parent/Guardian meetings are scheduled to enable the parents/guardians 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/guardian about the academic progress, effort, and conduct of the student.

Markings are as follows:

**Pre-School\Pre-K** One Progress Report Mid-Year and One Report Card at the End of the Year

<b>Grades K-3</b>	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 = Below 60
C+ = 77-79	

### Retention of a Student

If it is determined that a student is not ready for promotion, the concern will be discussed among administrators, parents/guardians 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, as well as physical and social maturity.

The following protocol will be followed:

- Retention will not be discussed prior to the end of January due to unpredictable growth and academic spurts that may occur. Most decisions will be made final by April vacation.
- The teacher must consult the Principal with written evidence that curriculum standards have not been met.
- An appointment will be scheduled with parents/guardians to discuss the benefits and concerns of retention.
- The ultimate decision lies with the Principal.

### NWEA/MAP Testing

Students in grades K-8 are tested three times per year using the NWEA/MAP Assessment Tool. Results are used to monitor student growth and guide instruction.

Results are set home with student report cards

The administration is available to meet with any parent/guardian for clarification and/or interpretation of test results.

## Admissions

### Admissions

All applicants for admission will be considered as long as academic and behavioral criteria are met and space is available. The order of priority for admission is:

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

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

All Early Childhood (PS, PK, K) acceptances are contingent upon a successful screening of your student, which will be held at Blessed Sacrament School at an assigned date.

All Grade 1- Grade 8 acceptances are contingent upon

- completion of a Shadow Day at BSS where they will complete reading and math assessments.
- Administrative review of all previous report cards, behavior reports and (if applicable) IEP/504 documents.

It is also understood that all newly enrolled students shall remain on a probationary period for the duration of six (6) months, beginning on the first day of their attendance at BSS.

## **Placement**

Placement testing will occur for applicants in Grade 1- Grade 8. Applicants for PS, PK and K will engage in a screening with a BSS faculty member. Students with learning differences, 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.

*All class placements are at the discretion of the previous year's classroom teachers. Many factors are considered, and parent/student requests cannot be honored.*

## **Preschool Diaper & Training Pants Policy**

**Children entering the BSS Preschool Program must be potty trained.** The school's expectation is that children entering preschool will be familiar and comfortable with using the restroom facilities independently. Diapers or training pants (Pull-Ups) are not allowed. We encourage you to consult your pediatrician regarding potty-training methods.

Parents will be contacted when an accident occurs to come and change their child. Teachers cannot change children. Following a third accident, the student will be asked to stay home for a week to be potty trained.

## **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 homeroom teacher AND the Main Office via email at [office@blessedsacrament.org](mailto: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.

Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school.

A school district may excuse up to seven day sessions or fourteen half day sessions in any period of six months.

**Unexcused absenteeism without sufficient medical documentation, will result in a meeting with our Resource Officer and may result in the retention or the dismissal of the student.**

General Law c 76, p.2: States that every person having control of a child shall ensure their attendance.

### **Dismissal**

Notes or electronic messages for early dismissal must be sent to the Main Office by 9:00 am on the day of dismissal. Students will be released only to a parent/guardian or a person specified to pick up the child in the note or email.

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/guardian or other adult listed on the child's Emergency Contact form.

**Nurse Dismissals shall be at the discretion of the School Nurse.**

### **School Hours**

No student is allowed to be dropped off on the school premises prior to 7:45 am, unless they report directly to the Morning Extended Day Program, where appropriate supervision is provided. There is an additional fee for the morning Extended Day Program.

- 7:45 Doors open. Students Grades Pre-K-8 arrive through gymnasium doors and go into the gym for Morning Assembly.
- 7:50-8:10 Preschool students may be dropped off at the side door on Adrienne's Way during this time 8:00 Morning

Assembly begins for Grades Pre-K-8.

- 8:10 Classes begin / Tardy students must enter via the Main Office
- 12:00 Dismissal for the AM session of PS and PK
- 2:20 PS, PK and Kindergarten afternoon 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.

- 11:00 - PS, PreK and K Dismissal
- 11:05 - Grade 1-3 Dismissal
- 11:10 - Grade 4-5 Dismissal
- 11:15 - Grade 6-8 Dismissal

### **Tardiness**

Students arriving after 8:10 am will be considered tardy and must enter the building through the Main Office 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/guardian 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.

The Administration will reach out to families that have accrued 10 tardies in a trimester to set up a meeting with the resource officer to assess why these tardies continue to happen.

### **Vacation During School Session**

Parents/guardians 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.

It is the responsibility of the child, with the parents'/guardians' supervision, to make up the work as soon as possible.

**Parents should contact the school if the student will be absent due to travel/vacation.**

***Teachers will not provide work ahead of time for students violating this policy.***

## **Communication**

### **Assignment Books**

Assignment books are required for each student in grades 1-8 and are provided by BSS. These remind the student of assignments and keep the parent/guardian aware of the work being done by the child. Some teachers may require daily parent/guardian 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 one school day to respond to a parent/guardian email per the guidelines shared with faculty.

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

### **Grievance Policy**

Parents/guardians 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.

***All matters should be communicated with teachers before being brought to the attention of the Administration.***

## **Family Portal (FACTS SIS/RENWEB) FACTS**

All BSS families have access to the Family Portal. This school management system is designed to promote communication between students, parents/guardians, 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/guardians will be updated more frequently about their child's academic progress. These updates will give parents/guardians and teachers a better opportunity to work together collaboratively when particular academic concerns arise.

Parents/guardians of students in grades 4-8 can expect academic grades to be posted weekly by our teachers to the parent/guardian portal. Grades will not be posted online for students in grades PK-3.

FACTS Customer Service for Families 1-866-441-4637

### **Meetings with Administration**

The Principal, Vice Principal, School Counselor, teachers and resource room staff are accessible and available for conferences by appointment.

### **Communication Expectations**

As teachers and parents/guardians 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.

## **Discipline**

### **General Standards of Conduct**

At BSS we maintain certain core values, including but 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 manner 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.

## **POLICY AND PROCEDURES**

Discipline at Blessed Sacrament School is considered an aspect of moral guidance and not a form of punishment. The purpose of discipline is to provide a school climate conducive to learning and promote character development and the common good. Discipline is maintained in a classroom or school when students work cooperatively with the principal, teachers, and classmates to achieve class and school objectives.

Discipline at Blessed Sacrament School aims to teach students to be responsible for their actions and to work cooperatively with others. Behavior that is dangerous, illegal, disrespectful, and/or offensive will not be tolerated.

In the area of student behavior, each faculty member is a teacher of every student in the school. Good manners, respect for others, and responsibility are to be taught, modeled, and reinforced throughout the day. It is very important that adults respond to all inappropriate behaviors and not ignore them unless inattention is part of a written behavior plan.

The classroom teacher is the chief disciplinarian. As such, he/she is expected to provide a positive classroom climate that promotes pro-social behaviors and, as necessary, resolves day-to-day discipline problems in the classroom. Teachers are responsible for setting clear expectations for behavior through posting, discussing, and modeling school-based rules within their classes. We encourage the

use of consistent positive reinforcement for appropriate behavior. Faculty members are expected to use problem-solving strategies to resolve discipline problems and designated time-out areas within classrooms when necessary. See *Classroom-Based Consequences for Unacceptable Behaviors* for an extensive list of gradually intensifying consequences and *Problem-Solving Form with Five-Step Process for Student Problem-Solving* as a way to help students think through alternatives to unacceptable behaviors.

If unacceptable behaviors continue despite repeated use of classroom-based consequences, an *Incident Report Form* (page 8) should be completed and signed by both the teacher and an administrator. The administrator will send the signed form home and keep it on file. There will also be an email sent home to parents. Following three incident reports, an in-person parent meeting will be requested.

Should a student present an unusually difficult problem, including behaviors that are physically harmful or threatening, teachers will escort the student, if possible, to the School Counselor's or Principal/Assistant Principal's Offices.

No student will be sent to the office alone or without an *Incident Report Form* or Administrative Disciplinary Referral explaining why he/she has been sent out of the classroom.

Should a student need to meet with the administration, the teacher/administration will email parents. Students will not meet with other parents without their own parent or guardian present.

### **Inappropriate use of personal electronics in school or on school grounds**

- The use of personal electronics (phones, video games, etc.) is prohibited at all times during the school day. The official school day is from the time the student enters the gym for morning assembly until dismissal time.
- Smart Watches (Any watch that receives/sends text messages, calls, or accesses internet content): We recognize that some parents will provide their children with smart watches for safety reasons for emergency communication purposes, or location tracking. During the school day, students are not permitted to use their watch for calling, messaging, texting, surfing the net or taking photos except in the case of a real emergency. (Forgetting homework or lunch does not constitute a real emergency.) Smart watches will not need to be turned in to the homeroom teacher except during standardized testing. Parents can help us enforce this policy by not texting their children and calling or answering their calls during the day. **If a parent needs to contact their child, they should phone the school office, and the message will be relayed promptly.** It is recommended that parents make sure that the watch is set on silent mode during the school day so that there will not be disruptions to the classroom. If a student uses a smart watch for anything besides checking the time, it will be confiscated by the teacher until the end of the day and the school will notify the parents. Teachers may collect smart watches during any assessments. Further infringements will require a parent conference to help determine the appropriate consequences. BSS is not responsible for the loss or damage of Smart Watch Devices.
- AirPods may only be worn when a teacher gives permission in the classroom. If AirPods are found to be worn without permission they may be taken by the teacher. Parents may pick them up at the end of the day.
- Possession of a cell phone during the school day
- Students with a cell phone must turn off their phones before morning assembly. Students will place it in the provided cell phone holder in their homeroom. The phone will be returned at dismissal time.

### **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 repeated, intentional behavior that causes physical or emotional harm, places a student in reasonable fear of harm, creates a hostile environment, or infringes on the rights of a student.***

- 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 *repeated and targeted*:

- 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 identifying and eliminating 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.

**The administration, together with the school counselor, and school resource officer will investigate any allegation of bullying to assess if the behavior meets the criteria set above.**

#### **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/guardians, 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
- Using unauthorized automated online tools to complete work ie. ChatGPT, PhotoMath, etc...

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/guardians.

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

- Receiving a zero grade for the assignment, quiz or test **until the assignment is completed properly.**
- An opportunity to resubmit the work or retake a quiz/test
- 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 (Lunch or After School with Teacher)
- 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.

### **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. Parent/Guardian will incur the cost of Substitute Teacher required to supervise the student (\$120.00 per day)
- (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.

### **BSS Dress Code/Uniform**

**PLEASE NOTE THIS IS THE LAST YEAR WE WILL HAVE LANDS END AND DONNELLYS AS A UNIFORM DISTRIBUTER. WE WILL HAVE TOMMY HILFINGER UNIFORMS AS OUR NEW DISTRIBUTER BEGINNING IN THE 2026-2027 SCHOOL YEAR.**

The current BSS logo is required on all tops, except for the white button down blouses. 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. i.e. Nylon Jackets **BSS Early Childhood Dress Code (Preschool & Pre-Kindergarten):**

\*Separate gym uniform not required for PS and PK

#### **PS-PK Boys**

##### **Shirt (BSS Logo required)**

- Maroon or Gray Short Sleeve T-Shirt
- Maroon or Gray Long Sleeve T-Shirt ●
- Maroon Sweatshirt
- Maroon ¼ Zip and Full Zip Fleece

##### **Bottoms (BSS Logo not required)**

- Maroon Sweatpants

##### **Summer Option (after April Vacation and before Columbus/Indigenous People Day)**

- Maroon Mesh Shorts
- Maroon or Gray T-shirt Options

#### **PS-PK Girls**

##### **Shirt (BSS Logo required)**

- Maroon or Gray Short Sleeve T-Shirt
- Maroon or Gray Long Sleeve T-Shirt
- Maroon Sweatshirt
- Maroon ¼ Zip and Full Zip Fleece

##### **Bottoms (BSS Logo not required)**

- Maroon Sweatpants
- Maroon Short Sleeved Knit Dress (with bike shorts, black leggings or tights). Dress available only at Donnelly's.

##### **Summer Option (after April Vacation and before Columbus/Indigenous People Day)**

- Maroon Mesh Shorts
- Maroon or Gray T-Shirt Option

All Preschool and Pre-K Students may wear any comfortable shoes with a rubber/sneaker sole (preferably velcro or slip-on).

#### **Boys Kindergarten through Grade 8**



### **Kindergarten through Grade 5**

#### **Shirt**

- Long or short sleeve maroon collared polo shirt with BSS Logo

#### **Pants**

- Gray twill dress pants with black belt (belt is optional)  
(No belt allowed for kindergarten)

#### **Optional Sweaters/Fleece with Logo**

- Maroon pullover school sweater
- BSS Maroon 1/4 Zip and Full Zip Fleece
- BSS Spirit Sweatshirts may be worn

**ONLY on Casual or Gym days for students in grades PS-5.**

#### **Summer Option (after April Vacation and before**

#### **Columbus/Indigenous People Day)**

- Gray uniform shorts with black belt instead of pants  
(No belt allowed for kindergarten)

### **Boys Grade 6 through Grade 8**

#### **Shirt**

- Long or short sleeve white collared polo shirt with BSS Logo

#### **Pants**

- Gray twill dress pants with black belt (belt is optional)

#### **Optional Sweaters/Fleece with Logo**

- Maroon or gray pullover school sweater
- BSS Maroon or Gray 1/4 Zip and Full Zip Fleece

**Spiritwear purchased at The Run House may be worn in school over the uniform as a Middle School Privilege.**

#### **Summer Option (after April Vacation and before**

#### **Columbus/Indigenous People Day)**

- Gray uniform shorts with black belt (belt is optional)

### **All Boys K-8**

#### **Appearance**

- All shirts must be tucked in at all times
- Undershirts must be solid white

#### **Shoes & Socks**

- Black or brown dress shoes or Sneakers that are White, Black, Gray, Navy or some combination thereof (No slippers, moccasins, platform shoes, clogs, or boots of any type - **including no UGG type boots**). Sneakers must be flat, rubber sole type. No platforms, wheels, distracting lights or sounds are permitted. Sneakers must be lace-tied or velcro.
- Crew length socks in gray, black, or white with no logos, stripes or designs.

#### **Hair**

- No facial hair
- No unnatural coloring

## Miscellaneous

- No hats
- No body piercing (except ears).
- Necklaces must not be visible, however, religious medals are permitted providing they are of reasonable size (the administration will have the final discretion)
- No tattoos

## Girls Kindergarten through Grade 8

### Girls Kindergarten through Grade 5

#### Blouse

- Long or short sleeve white peter-pan collar blouse

#### Jumper/Bottoms

- Maroon BSS plaid jumper
- Maroon or black tights, mid-thigh black bike shorts or black leggings must be worn with all skirts.
- Maroon knee high socks with mid-thigh black bike shorts

#### Sweaters/Fleece with Logo

- Maroon pullover or cardigan sweater
- BSS Maroon 1/4 Zip and Full Zip Fleece
- BSS Spirit Sweatshirts may be worn

ONLY on Casual or Gym days

Summer Option (before Columbus/Indigenous People Day

### Middle School Girls Grades 6, 7, 8

#### Shirt/Blouse

- Long or short sleeve white button down oxford (no logo)
- Long or short sleeve white collared polo shirt with BSS Logo

#### Kilt \ Skort:

- Gray Plaid BSS Kilt (Donnelly's only)
- Gray Skort with BSS Logo (Land's End only) *NEW*

#### OPTION

- Maroon or black tights, mid-thigh black bike shorts or black leggings must be worn with all skirts
- Maroon knee high socks with mid-thigh black bike shorts

#### Sweaters/Fleece with Logo

- Maroon pullover sweater or cardigan sweater
- Vest
- BSS Maroon or Gray 1/4 Zip and Full Zip Fleece
- BSS Spirit Sweatshirts may be worn

and after April Vacation)

- **\*NEW: Girls Side Pleat Plaid Skort Above the Knee Burgundy/Gray Plaid - Lands' End**

- Peter-pan collared blouse with BSS logo on collar. (plain peter-pan collar blouses will be grandfathered in, but starting spring, 2024 all peter-pan blouses will be sold with logo only) or white short-sleeve polo top with

BSS Logo.

- Gray uniform shorts with black belt

(No belt allowed for Kindergarten)

**Winter Option (after Columbus/Indigenous People Day and before April Vacation)**

- White short-sleeve polo top with BSS Logo
- Gray uniform pants with black belt  
(No belt allowed for Kindergarten)

Spiritwear purchased at The Run House may be worn in school over the uniform as a Middle School Privilege.

**Summer Option (before Columbus/Indigenous People Day and after April Vacation)**

- Gray uniform shorts with black belt

**Winter Option (after Columbus/Indigenous People Day and before April Vacation)**

- Gray uniform pants with black belt

## All Girls K-8

### **Appearance**

- All shirts must be tucked in at all times
- Kilt/Skort must be worn at an appropriate length (reaching the student's finger tips when arms are fully extended) and must not be rolled.

### **Shoes and Socks**

- Black or brown dress shoes or Sneakers that are White, Black, Gray, Navy or some combination thereof (No slippers, moccasins, platform shoes, clogs, or boots of any type - including Ugg type boots). Sneakers must be flat, rubber sole type. No platforms, wheels, distracting lights or sounds are permitted. Sneakers must be lace-tied or velcro.
- Maroon knee-hi socks worn to the knee with mid-thigh black bike shorts
- Maroon or black tights

### **Hair**

- No unnatural coloring

### **Miscellaneous**

- No hats
- Nail length must be conducive to writing or typing
- No body piercing (except ears).
- Middle School Only - makeup should be natural in appearance - final decision at the discretion of the Principal

## 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.*

### **Tops**

- Long or Short-sleeve T-shirt with BSS logo (maroon or gray)
- Short Sleeve moisture wicking t-shirt (Sport Grey/darker gray; Silver Grey/lighter gray - Donnelly's Only)
- Long-sleeve Sweatshirt with BSS logo (maroon or gray)
- Spirit Sweatshirts with Logo allowed

### **Pants/Shorts**

- Gray long elastic-bottom or open-bottom sweatpants (sweatshirt material)
  - BSS logo optional, If no BSS logo, then sweatpants must be plain gray, without markings or lettering
  - BSS logo gym shorts (maroon or gray)
  - 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

### **Footwear**

- 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

### **PURCHASING UNIFORMS**

Parents/Guardians may order uniform options through:

**Donnelly's School Apparel ~ (800) 498-0045 ~ [www.DonnellysClothing.com](http://www.DonnellysClothing.com)**

50 Sharpe Drive, Cranston, RI 02920 ~ (401)942-5202

260-D Marion Road, Wareham, MA 02571 ~ (508)291-2975

1131 Tolland Turnpike, Manchester, CT 06040 ~ (860)533-1795

**BSS Code: BLSACRWALMA**

*January-June 15th 20% off; June 16th - July 31 10% off; August-Sept No Discount; Oct, Nov, Dec 10% off (discount applies to exchanges, if necessary).*

### **Land's End Kids Uniform Catalog**

1-800-469-2222

[www.landsend.com](http://www.landsend.com)

**BSS Code: 9000 4842-2**

Parents/Guardians 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, BSS Logo burgundy v-neck sweaters, burgundy short sleeve polo shirts, boys' gray shorts, Middle School girls' gray skort with logo and gym sweatshirts with logo.

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**Casual Days:**

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.

**Casual Day Dress Code:**

- Jeans are permitted - no rips above the knee.
- Shorts are permitted (during summer uniform months ) but they should be of an appropriate length (fingertip length).
- Sweatshirts and tee shirts are permitted providing they contain no slogans or advertisements that are offensive (at the discretion of the administration).

**Casual 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 shorts above fingertip length
- No visible or bare midriffs
- Yoga Pants must be worn with a top that reaches mid hip.

**PURCHASING SPIRITWEAR**

Spiritwear may be worn on Casual Days

Middle School Privilege: Gray Hoodies with Logo may be worn by Middle School Students during school.

**The Run House**  
15 West Street  
Walpole MA 02081  
(508)734-5283

<https://therunhouse.com/collections/bss2023>

**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**

*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/guardians, 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 at 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:**

- Cross Country (grades 3-8)
- Indoor Soccer (grades 1-8)
- Travel basketball (grades 3-8)
- Golf (PK-grade 8)

#### **Club Sports and Clinics Offered:**

- Biddy Basketball (grades 1-2)
- Little Kickers Soccer (PS-K)
- Volleyball (grades 5-8)

#### **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.

#### **Golf**

##### **Level Placement**

Athletes will be grouped based on a child's birthdate, not their grade. As a result, athletes may be placed in a group with athletes from multiple grade levels. BSS teams follow the placement guidelines established by Forekicks in Norfolk.

#### **Basketball**

In the Middle School basketball program, 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/guardian and faculty facilitated clubs are offered throughout the school year. Information about the clubs being offered, 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.

## Extended Day Program

Extended Day will be offered both in the morning and after school for the 2025-2026 school year.

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

### Extended Day Rates for SY 25/26:

Requires Bi-Weekly Sign Up

**IF THERE IS A LAST MINUTE CHANGE IN DISMISSAL, PLEASE EMAIL YOUR STUDENT'S TEACHER BY 11:00 AM. If the change is made after 11:00 AM, please call the Main Office at (508) 668-2336.**

#### MORNING CARE:

**7:00 am to 7:45 am: \$12.50**

#### EXTENDED DAY - AFTER SCHOOL CARE:

**PM Dismissal to 3:00 pm: \$10.00**

**PM Dismissal to 4:00 pm: \$20.00**

**PM Dismissal to 5:00 pm \$30.00**

***Following 5:00pm, the rate will be \$25 for every 15 minutes (Ex, p/u between 5:01 - 5:15 = \$25.00. 5:15 - 5:30 = another \$25, so \$50 will be charged***

## 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/guardian or guardian contact the Bookkeeper and/or Business Manager 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 2025-2026 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, 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, 2025.**

- There is no charge by FACTS for this option.

#### **Option 2—Two payments through FACTS Automatic Payment Plan**

- Two payments made on July 1, 2025 and December 1, 2025
- 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 July 16<sup>th</sup>; if not collected, it will attempt again on August 1st.

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 re-enroll to the school for the following school year.*

If tuition delinquencies exist they will be managed by the Business Manager.

### **School Registration Fee**

The annual \$350 fee is due immediately upon acceptance or re-registration.

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

### **Graduation Fee**

All Grade 8 students will be assessed a fee to cover Graduation related costs. Details can be found in the Middle School section.

### **Financial Assistance**

A financial aid program has been established in the school through FACTS Grant & Aid. Families must 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. Families requiring financial aid can also be recommended to the Catholic Schools Foundation



### **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/guardian 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/guardian 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 <https://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 1<sup>st</sup>. 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.

### ***Percent of Annual Tuition Due by Families Withdrawing from BSS after:***

#### **Date Percent Due**

**June 30 25%**

**August 31 50%**

**November 30 100%**

**If tuition payments have not been made to the extent due, the person with financial responsibility must pay up to that percentage before school records will be released.**

### **Family Service Hours Program**

#### **Philosophy**

The twin goals of the Family Service Hours Program are to keep the costs of tuition down and to use the talents of the parent/guardian community to improve our children's Catholic educational experience. One objective of the Family Service Hours Program is to encourage participation by parents/guardians 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 Family Service Hours Program.

**Each family with students in grades Preschool 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/guardians, grandparents/guardians 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 Annual Gala, Christmas Bazaar, Santa's Workshop, Book Fair, etc.
- Cafeteria lunch duty
- Soccer, basketball or another athletic team coach
- New Family Mentor program
- Enrichment and community activities such as Grandparents/Guardians Day
- Advisory committees such as School Advisory Board, PTO Executive Committee.
- Ongoing programs such as elementary yearbook team, and used uniform sales, Room Parents, field trip chaperones, drama program, robotics team

#### **Documenting Hours**

All service hours must be logged and recorded within your individual FACTS 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. If a parent/guardian'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. If all service hours are fulfilled and recorded each year, when your family leaves the school (withdraw or graduate), the Family Service Hour Fee will be refunded before the end of August.**

All parents/guardians 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/guardian volunteers several times during each school year.

### **Health, Medical & Counseling**

#### **Emergency Contact Information**

Emergency contact forms are to be updated by parents/guardians every September in FACTS 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/guardians be needed, proper names, addresses, and telephone numbers are essential. It is especially important

for parents/guardians 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, 4<sup>th</sup> grade and 7<sup>th</sup> 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/guardians 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. Students 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/guardians of students with injuries of this nature should always contact the School Nurse to make her aware of the injury.

### **Illness Policy**

Parents/Guardians 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 must 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. Parents/guardians are responsible to contact the school if at any time insurance is canceled or changed.

### **Medical Forms**

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

### **Outside Food**

In adherence with our Safe School Allergy Procedures, no outside food or drink is permitted in the school building. This includes the following situations:

- Drop Off /Morning Assembly - by parents and students
- *Classroom Celebrations (ie. Birthdays and Holidays). Students may dress down on their birthday. If their birthday is in the summer, they can celebrate in the Spring or a half birthday, at the discretion of the HR teacher.*

For Before or After School Care we ask parents to make the School Nurse and Extended Day Program Coordinator aware if your student has an allergy.

### **Responsibilities of the School Counselor**

- Teach social-emotional learning, using the *Win at Social* Curriculum, to all students in grades Kindergarten through eight.
- Promote a schoolwide positive mental health environment.
- Provide counseling to address social, emotional, and interpersonal concerns.
- Initiate, facilitate, and maintain effective communication with parents, teachers, administrators, outside providers on specific student matters.
- Remain universally acceptable and make an effort to know every student.
  - Advocate for students and advise on the administration team, comprised of the principal, vice-principal, and school nurse.
  - Advocate for students, and identifies students who may need interventions.
  - Coordinate and collaborate with teachers about appropriate learning and behavioral strategies.
  - Facilitate effective crisis intervention strategies as needed.

### **Responsibilities of Therapy Dog**

- Enhance social engagement and interaction
- Provide affection and comfort and can be petted or hugged
- Normalize heart rate and blood pressure
- Reduce stress

## **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. Students may also bring lunch from home if they have other preferences or dietary restrictions.

The cost for daily lunch is \$6.75 per day - milk is a separate fee.

A form to participate in the milk program will be sent to all parents/guardians at the start of each school year detailing current costs and policies.

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

## **Parent/Guardian Partnership**

### **Our Parents'/Guardians' Role in Education**

Parents/guardians are the primary educators of their children and work in partnership with the school to support academic, spiritual, and personal growth.

### **Parents/Guardians as Partners**

We value open communication, volunteerism, and active involvement in the life of the school.

## **PTO - PARENT/GUARDIAN TEACHER ORGANIZATION**

### **Parent/Guardian Teacher Organization (PTO)**

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

### **PTO Mission Statement:**

*At BSS, parents/guardians play a crucial role in our school community. The BSS PTO works directly with faculty and parents/guardians to engage and enrich our community through faith, communication, and a strong sense of togetherness. This organization strives to strengthen these bonds of community by encouraging parents/guardians to contribute through planning, volunteering, and participating in school-wide events that enhance the BSS experience for all of our children.*

More information about our PTO can be found on our school website:

<https://school.blessedsacrament.org/bss-ptd>

## **Resource Services**

At Blessed Sacrament School, each student is a valued individual and group member. Two Faculty members work at BSS in order to support students who need additional educational support to feel and be successful at BSS. They work to support students in Grades Kindergarten to Grade 8 who may have additional learning needs as defined by a 504 Plan or Individualized Education Plan.

The BSS Resource Room team utilizes the Individualized Education Plan created by the school district or other pre-approved person or agency to determine an BSS Success Plan of Support for a child(ren). BSS Faculty and Staff also use that plan as a guide to suggest the frequency of support needed by the student. Additionally, an BSS educator may sometimes recommend a student for additional support. The public school is responsible to determine the services delivery supports needed for each child in their Individualized Education Plan. Resource Room teachers at BSS will collaborate with families and the classroom teacher and administration to determine and implement an BSS Success Plan of Support that is separate from a child's IEP or 504 created and implemented by the public school or private neuropsychological report. BSS may not always be able to deliver all services determined in these documents, but will work to clearly define what BSS is able to provide within the BSS Plan of Support. BSS will also work as collaboratively as possible with the public school district and family in order to help each student to feel and be as successful as possible at BSS. The support will depend upon the Resource Room teachers' availability and student need.

## **Safety**

### **School Building Visits**

Should you need to visit the school building outside of Morning Assembly, 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 all times. To gain entry outside of Morning Assembly, all persons must enter through the main entrance on East Street. They must be screened before entry and be prepared to show photo ID. This policy will be strictly enforced. To pick up children from Extended Day, please enter through the side doors near the auditorium. All locked doors can be opened from the inside for easy exit in case of an emergency.

### **Morning Assembly**

Parents/Guardians are welcome to join our Morning Assembly each day from 8:00 to 8:10. Non-student attendees to Morning Assembly will be required to sign-in when entering through the gym doors. If any adult plans to extend their visit, they should exit through the Gym Doors and re-enter following our Visitor process at the School's main entrance. Parents/guests are asked to leave the school promptly following assembly.

### **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.

### **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.

- 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/guardians receive a map and directions at the beginning of the school year outlining proper drop-off procedures. All parents/guardians are to enter the parking lot at the entrance furthest away from the school. Parents/guardians 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/guardians 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.
- No parent/guardian is permitted to park along Diamond Street for dismissal.
- 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)

1. **Phone/Text/Email Blast** – The school utilizes FACTS SIS (RENWEB) database system to inform parents/guardians of school closings, emergencies, special notices, and other important information. The system allows the office to communicate with ALL parents/guardians simultaneously via voicemail and text. Parent/Guardian's are responsible for keeping their information updated in the FACTS SIS (RENWEB) system in order to receive these notifications. A test will be performed at the beginning of each school year.

2) **Television** – 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/guardians 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 and text message 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/guardians to pick up their children from school as soon as possible when these early dismissals are announced.

### **School Advisory Board**

#### **Blessed Sacrament School Advisory Board**

The Blessed Sacrament School Advisory Board consists of Administrator, Principal, Vice-Principal, appointed Finance Chairperson, Parish Representatives and additional members at the discretion of the Administration. The School Advisory Board is a consultative body whose role is to offer counsel and assistance to the School Administrator, Principal, and Vice-Principal, particularly in the area of planning for the future of BSS.

The current School Advisory Board members can be found on the BSS School Website.

The School Advisory Board has the following standing committees:

- Strategic Planning Committee
- Catholic Identity/Faith Formation Committee
- Academics and Curriculum
- Finance Committee
- Advancement/Development Committee
- Enrollment/Retention Committee
- Facilities Committee

Additional ad-hoc committees may be formed as needs arise. Parents/Guardians interested in serving on any of these committees should contact the School Advisory 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 2:50 pm.

### **BSS 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.

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.

#### **Honor Roll Criteria**

Honors with Distinction: A- or Greater in Core Subjects

Honors: B- or Greater in Core Subjects

Core Subjects are defined as: Theology, English, Math, Social Studies, Science, and Spanish

### **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.

*Note that families with outstanding tuition must reconcile monies owed before a transcript will be sent.*

All recommendation forms and transfers should be turned into the school office where they are logged and distributed. All transcripts will be mailed directly to the school and will not be given to parents/guardians.

### **Dances/Middle School Activities**

Middle School dances are held in the gymnasium/auditorium 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.

### **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 assessment **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 assessment **grade will drop** one letter grade per day until the assessment is taken.

## **Grade 8 Information**

### **Legacy Breakfast**

This event is the kickoff to Grade 8's Graduation Celebration. This is held at the school for Grade 8 students only. We also announce our Valedictorian and Salutatorian.

### **Class Night**

Class Night is a ceremony for the graduating eighth grade students and their parents/guardians where students' academic accomplishments are recognized. Grade 7 families and students organize this event in collaboration with school administration.

### **Grade 8 Retreat**

This is a two day event hosted offsite to provide our students an opportunity for spiritual and class reflection. Part of the two day event also includes fun bonding activities.

### **Graduation**

Eighth grade graduation is celebrated during a Mass at the Church of the Blessed Sacrament.

**The Graduation Fee is \$350 for the Class of 2026 and will be billed through FACTS on May 1st.**

Graduation Fees Cover the Cost of the following:

- Legacy Breakfast
- Class Night Setup and Refreshments
- Cap and Gowns
- Diplomas
- Each Grade 8 Student's Yearbook
- Awards, Pins, and Medals
- Graduation Photo
- Decorations, including Flowers
- Retreat
- Graduation Ceremony Music

## **Appendix I: 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 1A: BSS Classroom Artificial Intelligence (AI) Policy**

This policy document outlines Blessed Sacrament School's stance on AI usage, rules for acceptable AI usage, and consequences for misuse of AI tools.

Blessed Sacrament School acknowledges the role of Artificial Intelligence (AI) in enhancing learning, critical thinking, and creativity, thereby preparing students and our school community for a rapidly changing world increasingly shaped by AI. We see AI as a complement, not a substitute, for human intelligence, fostering original thinking while honoring human ingenuity. Our approach prioritizes ethical, responsible, and transparent use of AI, with a strong commitment to academic integrity, critical evaluation of AI outputs, and protection of student data. We guide our community to use AI to enrich, not replace, authentic learning and understanding.

#### **Academic Honesty and Integrity Policy**

In its attempt to promote student excellence, Blessed Sacrament School expects students to conduct themselves with honesty and integrity. It is critical that students are aware of Blessed Sacrament School's expectations with respect to academic honesty and integrity. Academic dishonesty is any form of cheating, forgery, or plagiarism on any assignment or assessment.

To make the most of their school experience, students must take control of their learning by completing their own work. Sometimes this learning occurs in the form of assignments for which students are expected to work independently, or in other instances, cooperatively, as indicated by the teacher. Independent and collaborative thinking and giving credit for thoughts other than one's own are essential skills, as is the ability to distinguish one's own thoughts from someone else's (or AI) without giving credit. If one incorporates generative AI material into academic work, that person asserts that it accurately reflects the facts and should be identified as such through independently verified citation. AI should only be used to generate material when authorized by the teacher, and its use shall be in accordance with the guidelines below.

## AI GUIDELINES 2025-2026

Green Light Assignment	Yellow Light Assignment	Red Light Assignment
FOR TEACHERS:	FOR TEACHERS:	FOR TEACHERS:
<p>Students are allowed to use advanced automated tools (AI or ML tools such as Chat GPT) on this assignment if that use is properly documented and credited.</p> <p>Failure to acknowledge the AI-generated contributions will be treated as a violation of the BSS Honor Code.</p>	<p>Students may use AI tools to help prepare for this assignment (such as sentence starters, essay plot points, graphic organizers, etc). Informed their process and are responsible for the accuracy of the ideas that were used.</p> <p>Failure to acknowledge the AI-generated contributions will be treated as a violation of the BSS Honor code</p>	<p>Students are not allowed to use AI tools or machine learning tools on this assignment. Each student is expected to complete each assignment without assistance from others, including automated tools.</p> <p>Any violation will be addressed in accordance with the BSS Honor Code.</p>
FOR STUDENTS:	FOR STUDENTS:	FOR STUDENTS:
<p>I acknowledge and embrace the responsible use of AI as a tool for assistance in this assignment. I commit to utilizing AI in a way that upholds academic integrity and originality ensuring that my work reflects my own understanding and efforts.</p> <p>I understand that any undocumented use of AI in my assignment may lead to academic consequences in accordance with the BSS Honor Code.</p>	<p>I understand and commit to using the AI tools responsibly for this assignment. I will maintain academic integrity by ensuring that the content I produce reflects my own originality, while appropriately crediting and citing any AI-generated contributions.</p> <p>I recognize that any violations of these principles may result in academic consequences in accordance with the BSS Honor Code</p>	<p>I affirm that I will not utilize AI tools for any aspect of this assignment. I understand that the use of AI in my assignment is strictly prohibited. Any violation of this policy may result in academic consequences as outlined by the BSS Honor Code.</p> <p>I commit to completing my assignments through my own efforts, ensuring academic integrity and the authenticity of my work.</p>

## 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 including, but not limited to, cell phones, electronic mail, internet communications, instant messages, facsimile communications or social media apps.

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 School administration and staff, students, parents/guardians, 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 differences. The Principal and designated members of the Staff, working under the oversight of the Administrator, 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/guardians, 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/guardians, 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/guardian or family engagement efforts and drafting parent/guardian 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 Administrator, 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 the 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.

**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/guardians, 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/guardians 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/guardians 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/guardians 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/guardians 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/guardians 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/guardians or Guardians, and Others**

The School expects students, parents/guardians 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/guardians 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/guardians or guardians upon determining that Bullying or Retaliation has occurred, the Principal or designee will promptly notify the parents/guardians 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/guardians 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 promptly investigate 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/guardians 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/guardians 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/guardians 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/guardians 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/guardian 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 37O (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 prosocial ways to achieve their goals;
- meeting with parents/guardians and guardians to engage parent/guardian 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/guardian night to address:

- (i) how parents/guardians 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/guardian resource and information networks that the School will collaborate with in working with parents/guardians and guardians.

A. Parent/guardian education and resources. The School will offer education programs for parents/guardians and guardians that are focused on the parent/guardian 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/guardians and students aware of community-based programs.

B. Notification requirements. Each year the School will inform parents/guardians 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/guardians 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/guardians or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents/guardians 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**

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/Guardians, Students and Staff**

- **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/guardians 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/guardians 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/guardians 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/guardian) 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/guardians 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, Assistant 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/guardian 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/guardians 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/guardians 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/guardians of allergic children in advance.
- Welcome the involvement of parents/guardians 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/guardians within the first month of school.
- Invite parents/guardians 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.
- A parent/guardian, 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 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/guardians. ● 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/guardians 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. 50

- 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/guardians of students with life threatening allergies.
- The field trip permission slip should list all food restrictions.
- parents/guardians 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/guardians 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/guardian(s) should be notified as to who is responsible for giving their child an Epi-Pen. This parent/guardian 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**

**Beginning the 2025-2026 school year, food will not be allowed for a birthday celebration. The birthday student will have a dress down day on their special day. Students with a summer birthday can celebrate a half birthday, or dress down in the Spring, at the discretion of the homeroom teacher.**

#### **5. Extended Day Program**

- Staff should be aware of medical issues and needs and fully understand emergency protocols.
- With parent/guardian'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/guardian'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.**
- Parent/guardian's responsibility to ensure that an adult accompanyingIf their child has all necessary medications (ie. Rescue Inhaler, Epi-Pen, etc.), when their student is attending a school sports related activity. • 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**

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 (intercom, 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/guardians.
- 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/guardians 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/guardians 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.
- 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/guardians, 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/guardians 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/guardians 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/guardians 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)/guardian(s) should be notified as to who is responsible for giving their child rescue medication.**

- Students 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/guardian'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/guardian's permission, before and after school instructors will maintain a list of students in the school with asthma.
- With parent's/guardian'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.

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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/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.**

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 October 28, 2022. The next re-inspection will be scheduled for the Fall of 2025.
- 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, Bryan Joachim at [bryan.joachim@walpolecatholic.org](mailto:bryan.joachim@walpolecatholic.org)