

# Family/Scholar Handbook 2011-2012



## Mission Grammar School

Our Lady of Perpetual Help  
Unity in Diversity, Excellence in Education, Since 1889

**Rev. Raymond Collins C.S.s.R. Pastor**  
**Maura M. Bradley Principal**

*Mission Grammar School is accredited by the  
New England Association of Schools and Colleges*

## Our Mission

### Mission Statement

***Our Lady of Perpetual Help, Mission Grammar School is a small urban Catholic School dedicated to reaching individual excellence in a faith-based community rooted in Gospel values.***

***As a school community we work to bring alive the following commitments.***

- **Living the Gospel includes caring for God’s creation. As a school community we work to develop a deep prayer life, a commitment to helping others, and spreading the message of Christ.**
- **The strength of a school is in its community. Families, the administration, faculty, staff, and scholars must work in partnership to accomplish and strengthen academic and social success. The neighborhood, rich in resources, strengthens student opportunities, teacher support, and professional development opportunities.**
- **Academic Excellence distinguishes Mission Grammar. The administration, faculty, and staff value training in best teaching practices as well as a strong relationship with the most current language arts publications. Under collaborative leadership, the faculty and staff work to establish standards based, college prep curricula.**
- **A safe, welcoming climate fosters school culture. The administration, faculty, and staff work to maintain excellence planted in mutually respectful relationships. We work to build relationships and maintain a code of conduct based on the principles of *Responsive Classroom*. We promote growth and make change in partnership with families and scholars. We celebrate our identity of being a *Peace First* school.**

## Policies

### Purpose of the Handbook

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

### Privacy Policy

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

### Equal Rights Policy

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

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

### Equal Opportunity for Students

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

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

Must adhere to the following:

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

### Unauthorized Use of School Name

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

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

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

## Organization of the School

### Early Childhood Level Ko,K1 ,and K2

The Early Childhood classes include the pre-kindergarten and kindergarten classes. Each of these classes is staffed by a lead teacher and teaching assistant

Early Childhood Hours: 8:10-2:30

### Lower School Grades 1-5

Hours: 8:10-2:30

### Middle School Level Grades 6-8

Hours 8:10-2:45

## Academic Program

### Curriculum

Mission Grammar School follows a standards based curriculum based on the Massachusetts Curriculum Framework / Common Core Standards. Copies of the current curriculum guidelines are outlined on each grade level report card and available on the school website [www.missiongramma.org](http://www.missiongramma.org) All curriculums are endorsed by the Catholic Schools Office, the New England Association of Schools and Colleges, and the Mission Grammar School administration; therefore, all students are required to participate in all prescribed coursework.

### Field Trips

Parents / guardians are required to sign a field trip permission slip. Children may be asked to bring in a small fee to help defray the cost of their trip. All school trips must have the approval of the principal. Parents / guardians / family members wishing to chaperone a field trip should contact their child's teacher.

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

### Homework

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

Parents/ guardians are asked to 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 / guardian should not do homework on behalf of their child. The length of homework time varies at individual grade levels and may vary as the teacher sees fit. In the case of projects, teachers will give the children ample time to complete the project. The student should plan properly and divide the work up accordingly.

If a student has several teachers, the teachers will 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. No more than one project or book report is due per week unless assigned a month or more in advance.

Daily, parents/ guardians and students can expect approximately 30 -45 minutes of homework for students in grades 1-3, 60-90 minutes for students in grades 4-5, and 90 -120 minutes for students in middle school.

### Missing Assignments

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

### Parent/Guardian /Teacher Conferences

Conferences are scheduled with teachers two times per years (mandatory). Notices are sent home in advance to inform the parent/ guardian of the conference schedule. Teachers will also meet with parents 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. 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

Prayer: Scholars begin and end each school day with prayer

Mass: Scholars attend school Mass on a monthly basis. Different grades prepare the liturgy for these Masses. Families are always welcome.

Service: Every class completes a service- learning project each spring.

### Sacramental Preparation

Special preparation is given during the school day to those second graders receiving the Sacrament of Holy Eucharist and Penance. Notices are sent home during the course of the year listing dates of meetings, retreats, prayer services, and when the Sacraments will be received.

### Report Cards and Progress Reports

Report cards are issued for each of the four 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:

Grades K0-Grade 3

ES –Exceeds Standard

MS–Meets Standard

AS-Approaching Standard

NS-Needs Support

Grades 4 – 8

ES –Exceeds Standard

MS–Meets Standard

AS-Approaching Standard

NS-Needs Support

Additionally, letter grades are assigned

A+ = 97-99      C = 74-76

A = 94-96      C- = 70-73

A- = 90-93      D+ = 67-69

B+ = 87-89      D = 64-66

B = 84-86      D- = 60-63

B- = 80-83      F = Failure

C+ = 77-79

### Retention of a Student

If it is determined that a student is not ready for promotion, the issue will be discussed among administrators, parents and the teachers. The decision will be based on what is best for the individual student.

## Admissions

### Admissions

All applicants for admission will be considered regardless of ethnic, cultural, or religious background. Applicants should contact The Director of Admissions to learn about the admissions process. Admissions information is located on the school website [www.missiongrammar.org](http://www.missiongrammar.org)

## Attendance

### Absence

If your child is going to be absent from school for any reason, please contact the school by 7:30am of the morning he or she will be absent. Absences should be reported to the main office (617-442-2660). When you call, leave a message stating your child's name, class, and the reason for absence on the answering machine. The school will contact a parent by 10:00am if the parent has not called.

A note from the parent or guardian must be provided to the **homeroom teacher upon the student's return**. **Excessive** absenteeism, without sufficient medical documentation, will be addressed by the principal and could result in the dismissal of the student.

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

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

### Dismissal

Notes or electronic messages for early dismissal must be sent to the office by 9:00am on the day of dismissal. Students will be released only to a parent or a person specified to pick up the child in the note. Student release will occur at the main office. If a child is to be dismissed due to illness, the child will be released to a parent or other adult listed on the child's Emergency Contact form. No child will be dismissed early without a parent/guardian (or specified person) for any reason, regardless of age.

### School Hours

No student is allowed to be dropped off on the school premises prior to 7:45am. There is no adult supervision prior to this time

7:45 AM Student Arrival

8:10AM Morning Prayer

2:30 PM Grades K0-Grade 5 Dismissal

2:45 PM Grades 6-8 Dismissal

\* Students arriving after 8:10 will be marked tardy

### Tardiness

All doors will be secured at 8:10am. Students arriving after 8:10am will be considered tardy and must enter the building through the main entrance on Saint Alphonsus Street, where they should check in with the main office before proceeding to their classroom. Students who are regularly tardy will receive a phone call, followed by a letter from the Principal.

### Vacation during School Session

Families are highly discouraged from taking time away from school for vacation. Families should avoid taking students on vacation when school is in session to insure that maximum learning takes place. If this circumstance occurs and your student must be absent, make up work will be given upon the child's return unless otherwise specified by the teacher. It is the responsibility of the child, with the parent/ guardian supervision, to make up the work as soon as possible. Teachers do not provide work ahead of time for

students violating this policy.

## Communication

### Assignment books

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

### Email

All faculty, staff, and administration 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 on the school website [www.missiongrammar.org](http://www.missiongrammar.org).

### Grievance Policy

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

## School Wide Communication

### Classroom Newsletters

Each classroom teacher prepares weekly newsletters. Newsletters are posted each Friday on the school website [www.missiongrammar.org](http://www.missiongrammar.org). You may request a paper copy with your child's/ children's teacher (s). Newsletters share curriculum highlights, events, assignments, books read, and learning at home connections. Families are asked to read weekly newsletters every week.

### Whole School Newsletters

The school publishes 4 school wide newsletters each school year. These newsletters are available on the school website [www.missiongrammar.org](http://www.missiongrammar.org)

### Engrade.com: Grades 4-8

All Mission Grammar School families and Scholars ( in Grades 4-8) have access to the engrade.com portal. This school management system is designed to promote communication between students, parents, teachers and administrators, and to establish a greater sense of transparency regarding the academic, spiritual and social life of our school community. Through this system, parents will be updated more frequently about their child's academic progress. These updates will give parents and teachers a better opportunity to work together collaboratively when particular academic concerns arise.

### Open Door Policy

The principal is accessible and available for conferences by appointment. Appointments with the principal are made through the main school office

## Responsive Classroom School

### **Responsive Classroom Overview**

*Responsive Classroom* is an approach to teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent **research**, the *Responsive Classroom* approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach therefore consists of **classroom** and **schoolwide practices** for deliberately helping children build academic and social-emotional competencies.

### **Guiding Principles**

Seven principles, informed by the work of educational theorists and the experiences of exemplary classroom teachers, guide the *Responsive Classroom* approach:

- *The social curriculum is as important as the academic curriculum.*
- *How children learn is as important as what they learn: Process and content go hand in hand.*
- *The greatest cognitive growth occurs through social interaction.*
- *To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control*
- *Knowing the children we teach-individually, culturally, and developmentally-is as important as knowing the content we teach.*
- *Knowing the families of the children we teach and working with them as partners is essential to children's education.*
- *How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.*

Since 1981, thousands of classroom teachers and hundreds of schools and school districts have used the *Responsive Classroom* approach to help create learning environments where children thrive academically, socially, and emotionally. In urban, rural, and suburban settings nationwide, educators using *Responsive Classroom* practices report increases in student learning, motivation, and responsibility, and decreases in problem behaviors.

### **Classroom Practices**

At the heart of the *Responsive Classroom* approach are ten classroom practices:

**Morning Meeting/Circle of Power & Respect (C.P.R.)** - gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead

**Rule Creation/Social Contract** - helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals

**Interactive Modeling** - teaching children to notice and internalize expected behaviors through a unique modeling technique

**Positive Teacher Language** - using words and tone as a tool to promote children's active learning, sense of community, and self-discipline

**Logical Consequences** - responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

**Guided Discovery** - introducing classroom materials using a format that encourages independence, creativity, and responsibility

**Academic Choice** - increasing student learning by allowing students teacher-structured choices in their work

**Classroom Organization** - setting up the physical room in ways that encourage students' independence, cooperation, and productivity

**Working with Families** - creating avenues for hearing parents' insights and helping them understand the school's teaching approaches

**Collaborative Problem Solving** - using conferencing, role playing, and other strategies to resolve problems with students

## Discipline

### General Standards of Conduct

As a school community we work to develop mutually respectful relationships. We recognize that growing to be a good citizen at our school requires guidance and support. 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, C.A.R.E.S (cooperation, assertion, responsibility, empathy, and self-control are internalized and implemented. Appropriate behavior is an external demonstration of good manners and is expected at all times. Students must conduct themselves in an orderly fashion in the classroom, at recess, during lunch periods, in the lavatories, and going to and from school, and at all school related events both on and off campus. Respect for the rights of others is of paramount importance.

As a responsive Classroom School we are committed to C.A.R.E.S., our core values. C.A.R.E.S. stands for cooperation, assertion, responsibility, empathy, and self-control. Throughout the school and woven into the curriculum are learning experience, lessons, and school-wide practices where C.A.R.E.S. are discussed, practiced, and celebrated. These school-wide practices include morning meeting, CPR (Circle of Power and Respect: Middle School), whole school meetings, and our discipline procedure, *Pathways to Self-control*. At the heart of these practices is a mutual respect between Scholars and the adult community.

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

#### ***School Wide Rules***

Act as a PEACEMAKER

Be safe at all time with your body, actions, and words

Be kind and friendly to all

Practice C.A.R.E.S. every day

Come each day ready to learn

Come prepared with a positive attitude, kind words, and peaceful action

### **Discipline Procedure: Pathways to Self-Control**

As a school community we work to develop mutually respectful relationships. We recognize that growing to be a good citizen at our school requires guidance and support. Faculty and staff use the following pathways in a consistent manner to handle rule breaking.

1. **Proactive Discipline:** Faculty, staff, and Scholars will work to establish positive relationships. All Scholars will have the opportunity to examine, help create, model, and practice the rules (both in the classroom and school wide).
2. **Reminding and Redirecting:** Faculty, staff, and Scholars will work to help support one another in following school rules and continuously making good choices.
3. **Time Out/ Take a Break:** Scholars who are not responding positively to reminders will be asked to take time away from the group. Scholars will return to the lesson or activity once self-control is

regained. Faculty/ staff will meet with the Scholar at a later time to be sure the Scholar understands why the time-out/take a break was necessary. Repeated time outs will result in a meeting with teacher and family.

4. **Involve the principal or principal's designee:** If a Scholar continues to be disruptive, the principal or principal's designee will be called to take the child to the office. The child will stay there until the principal or principal's designee determines that the child is ready to re-enter the classroom. Before re-entering the classroom the teacher will talk with the child (briefly) about the incident and welcome the child back to the class.

Families will be notified and required to come to school or call at the beginning of the next day to talk to the teacher and re-establish expectations for the child.

*-Faculty and staff are expected to use their best judgment, sometimes skipping earlier pathways and immediately calling for someone higher in the chain or leadership for extremely serious or dangerous behavior.*

5. **Involve outside support agencies/ police:** In extreme situations, where a child may be physically out of control, a teacher may remove his/her class from the situation and ask for assistance or request police or emergency medical service. Such outside assistance needs to be pre-arranged and will be used only in extreme situations that jeopardize health or safety. The school will make every attempt to notify families (parent/ guardian) to come get the child before seeking police assistance.

Infractions:

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

The School Administration reserves the right to impose any level of discipline depending on the nature or severity of the infraction. This includes detention (after school), suspension, and expulsion.

**Middle School Policy and Procedure:** Please see Appendix II Middle School Survival Guide

**Bullying:** Please see Appendix III School Bullying and Prevention Policy

## **Academic Integrity**

All members of the Mission Grammar School community – students, parents, teachers, and administration – have a responsibility to support and uphold the fundamental principles of academic integrity while fostering an atmosphere of honesty and mutual respect. 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 Mission Grammar 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

## Dress Code/Uniform

### **Ko-K2 Girls and Boys**

Printed navy blue T-shirt (school logo)  
 Navy blue bottom (trousers, sweat pant, skirt, skort, trouser shorts)  
 Sneakers or rubber soled shoes

### **Grade 1-5 Girls**

Jumper: Mission Grammar Plaid  
 Blouse: White or light blue blouse, long or short sleeve  
 Sweater: Navy blue with school embroidered school logo: cardigan or pull over)  
 Knee Socks, Tights, or leggings: Navy blue ONLY  
 Shoes: Black, blue, or brown flat school shoes

### **Grades 6-8 Girls**

Skirt: Mission Grammar Plaid  
 Blouse: white or blue oxford blouse  
 Vest: navy (embroidered with logo) vest REQUIRED  
 Sweater: Navy blue with school embroidered school logo (cardigan or pull over)  
 Knee Socks, Tights, or leggings: Navy blue ONLY  
 Shoes: Black, blue, or brown flat school shoes

### **Gym Uniform Girls: Grades 1-8**

Navy sweat shirt, pants, and sweat shirt printed with logo  
 Navy warm-up jacket and pants embroidered with logo (optional)  
 Sneakers

### **All Girls**

Shoes  
 Dark dress shoes (comfortable)  
 No platform shoes, clogs, or boots of any type  
 Maroon knee-hi socks worn to the knee or tights

### **Hair**

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

### **Miscellaneous**

No hats  
 No body piercing (except ears)  
 One pair of earrings is permitted. No dangling earrings or hoops  
 No makeup or lip-gloss  
 Necklaces must not be visible, however, religious medals are permitted providing they are of reasonable size. (The homeroom teacher will have final discretion)  
 No tattoos

### **Boys Grades 1-8**

Pants: Navy  
 Shirt: Light blue oxford  
 Tie: Navy

Vest: Navy with embroidered logo REQUIRED  
 Sweater: Navy with embroidered logo cardigan or pullover (optional)  
 Shoes: Dark dress shoes (comfortable)

### **Gym Uniform Boys: Grades 1-8**

Navy sweat shirt, pants, and sweat shirt printed with logo  
 Navy warm-up jacket and pants embroidered with logo (optional)  
 Sneakers

### Miscellaneous

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

***NO OUTERWEAR will be allowed for any reason.***

***All Scholars are encouraged to purchase a school sweater.***

***Headwear is permitted both for boys and girls for religious and or medical reasons.***

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

### **Purchasing Uniforms**

Parents may order uniform options through:

J. B. Edward Uniform  
 745 South Street 1-800-469-2222  
 Roslindale, MA 0211  
[www.jbedwarduniforms.com](http://www.jbedwarduniforms.com)

### **Enrichment**

Mission Grammar School strives to educate the whole child. To that end, we offer a variety of extracurricular activities and athletic programs. Please read school communications for registration details.

Enrichment includes

Student Council  
 Tutoring  
 Test Prep (Middle School)  
 Strong Women, Strong Girls  
 Girls Scouts  
 Basketball  
 Step Team  
 Gospel Choir

### **After School Program**

Mission Grammar School runs an afterschool program Monday-Friday from 2:30-5:30 for Scholars in grades K0-Grade 5. Families may enroll on the first day of school.

### **Afterschool Fees**

\$15.00 / day  
 \$75.00 / week

Mission Grammar School accepts childcare vouchers through the Office of Children. Please present your voucher at the time of registration. Vouchers may be used for children in K0-Grade 5

## Tuition and Fees

### Important Tuition Facts

Your child's enrollment is dependent upon a tuition account in good standing

Non-payment of tuition will result in the loss of your child's seat at Mission Grammar School

If a payment problem exists, it is crucial that the parent or guardian notify the school of the issue as soon as possible

### About FACTS Management Company

Mission Grammar School works with FACTS Management Company to help manage tuition payments for the. FACTS serves over 4,000 schools nationwide in tuition management for private and faith-based schools. FACTS is not a loan program, so no debt is incurred and no credit check is conducted. Everyone is eligible. The FACTS Automatic Tuition Payment Plan uses ACH payments, which are bank-to-bank payments authorized by the parent, guardian, or responsible party, that allow FACTS to proceed directly through your bank. These payments will be automatically deducted from a designated checking or savings account of your choice on the 5<sup>th</sup> or 20<sup>th</sup> of the month. Reenrollment in FACTS is required for each new academic year. Changes to your FACTS should be made through the school office.

### Payment Options

Tuition agreements are made through the school office with Director of Admission and Principal.

**Vouchers:** Mission Grammar School accepts childcare vouchers. Vouchers may cover tuition for Scholars in Grades K0-K2.

### 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 of \$25 by FACTS. FACTS will notify you when they will reattempt the payment along with the missed payment fee. For example, a missed July 20<sup>th</sup> payment will reattempt on August 5<sup>th</sup>; if not collected, it will attempt again on August 20<sup>th</sup>.

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, 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 Mission Grammar School. All families must be re-registered and up to date in their payment of tuition before a student can return to the school or continue the following school year.

### Registration Fee

At the time of application, or re-registration, a registration fee of \$125.00 is required. This fee is non-refundable.

### Graduation Fee

A graduation fee is collected from all Grade 8 Scholars. This fee is set in the spring of the school year. All graduating Grade 8 Scholars require this fee.

### Financial Assistance

A financial aid program has been established in the school. Families requiring assistance are encouraged to contact the school office. Financial aid forms are sent home every spring and are also available in the school office. 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.

### Refund Policy

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

All fees are non-refundable. Tuition refunds are given when a student withdraws from the school. It is important that the school receives written notice of withdrawal, preferably 30 or more days prior to the withdrawal date. Tuition refunds will be based on the calendar and tuition agreement.

## Health and Medical

### Emergency Medical Forms

Emergency medical forms are to be filled out each September to provide contact information in the event of a problem. Please make sure that the contact person is available during school hours and the information is kept up-to-date. 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.

### Medical Records

The school nurse keeps a physical examination record on file for every student. It includes immunizations, results of vision, hearing, and postural screening, heights and weight as well as medical problems and histories.

### Physical Examination Requirements

Every student entering Kindergarten, Grades 1, 4 and 7 is required by state law to have a physical examination. New students are required to have a physical either six (6) months prior to entry or within the first three months of entry.

### 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.

### Medication

All medications must be brought to the school office in their original containers with written authorization allowing either the student to self-medicate or stipulating that a parent/guardian will administer the medication. No member of the school faculty/ staff will dispense medication. Students may carry inhalers and Epi Pens as needed.

The school must be notified of a student's allergies by the presentation of medical certification and instruction to be followed in the case of an allergic reaction.

### 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 must be submitted to the school. When the student may return to full participation, a note via scan, fax or hand-delivery is required.

## First Aid and Emergencies

Each year parents/ guardians are asked to update the emergency card on file at school for their child. It is very important that this information remain current. Should parents/ guardians be needed, proper names, addresses, and telephone numbers are essential.

In the event of an accident or emergency, the school will attempt to reach a parent/guardian by phone so that he/she can decide what action or treatment is appropriate for the student. In the event of a serious emergency, ambulance transportation to the hospital will be provided. Please make sure that the pediatrician's phone number is on this card.

## 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 school 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. Students must be fever free for 24 hours before returning to school.

## Backpack Policy

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

It is highly recommended that all backpacks have two shoulder straps and a waist support strap. Both straps should be used. For students in Grades 4-8, we recommend a properly fitting backpack with extra waist support and multiple compartments. Weight should be centered in the backpack. All backpacks must have two shoulder straps. Backpacks on wheels are allowed for students in Grades 4-8. Students in these grades may occasionally have a need to take home heavier textbooks. Therefore, a rolling backpack may be beneficial for some students in these grades. However, we do not recommend them universally.

The principal may allow exceptions to these guidelines for individual medical needs (existing back injuries, disabled students, etc.).

## Lunch Program

### Lunch Program/Milk Program

Mission Grammar School has a lunch for purchase program in the cafeteria every full day of school. A lunch calendar with the daily menu is available on the school website, and is also sent home each month. Students may also bring in a lunch from home. Teachers or lunchroom volunteers will heat up food in the microwave for up to 2 minutes. Frozen meals, microwave popcorn, and instant pasta, soup, meal kits are not allowed. Soda, candy, and glass bottles are not allowed. Scholars are encouraged to bring healthy meals and snacks. Milk is served each day for a yearly fee. Families may apply for free milk.

## Home Partnership

At Mission Grammar School, we believe parents are the primary educators of their children, and consider it a privilege to work with parents in the education of children. Therefore, it is your right and your duty to become the primary role models for the development of your child's life-physically, mentally, spiritually,

emotionally, and psychologically. Your choice of Mission Grammar School involves a commitment to helping your child recognize God as the greatest good in his/her life.

### Parents/ Guardians as Partners

As partners in the educational process at Mission Grammar School, we ask parents / guardians to set rules, times, and limits so that your child:

- ✓ Gets to bed early on school nights
- ✓ Arrives to school on time and is picked up on time at the end of the day
- ✓ Is dressed according to the school dress code
- ✓ Completes assignments on time
- ✓ Reads everyday, both as assigned and for pleasure
- ✓ Has lunch money or a nutritional snack every day

We also ask families to:

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

### Family Organization (FO)

Our Family Organization ( FO) is an active organization open to all Mission Grammar School families. The FO sponsors several events throughout the school year. The FO promotes community through sharing resources, fundraising, and school involvement.

## Resource Services

### Chapter 766

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

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

## Safety

### School Building Visits

Should you desire to visit the school during school hours, you are welcome to do so. This affords an excellent opportunity to gain a more accurate picture of the school program. You must make an appointment and receive permission from the teacher if your visit includes your child's classroom. For the

safety of the students no one will be allowed in the school without having checked in with the office and obtained a visitor's pass.

All visitors should enter the school through the Saint Alphonsus Street entrance. Upon entrance into the school building, all visitors must check in at the main office. If visitors are staying in the school building for any reason (volunteer work, classroom visit, FO work, etc.) they must sign the Visitor's Log book the front desk and obtain a visitor's pass. This pass should be worn throughout the duration of one's stay in the school building, and should be returned to the main office upon departure from school.

Forgotten lunches, glasses, etc. are to be brought to the school office through the main entrance on Saint Alphonsus Street. Your student will be notified to pick up the items in the school office, as classrooms are not to be disturbed.

### School Security

For the safety of the children, doors will be locked at 8:10 A.M. To gain entry, all persons must enter through the main entrance on Saint Alphonsus St. This policy will be strictly enforced. To pick up children from our after school program, ring the bell on the Tremont Street Campus or call the after school phone at 857-366-0403. All locked doors can be opened from the inside for easy exit in case of an emergency.

### Fire Drills

Regular Fire Drills are scheduled for students and staff. Students are taught proper fire safety, discipline in an emergency, and location of regular and alternate exits. Students are expected to take these drills very seriously. Student and staff will practice lock down drills, regularly.

### Play Ground Safety

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

The children must stay in the designated area of the playground as instructed by the teachers. Students must listen for the recess whistle and follow line up procedures.

- 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 an adult for any reason
- Any infraction of these rules will result in disciplinary action.

### 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.) Email

2) Phone Blast – The school utilizes a database system to inform families of school closings, emergencies, special notices, and other important information. The system allows the office to communicate with ALL families simultaneously via voice mail.

3) Television – The school will communicate closing due to inclement weather via local radio and television stations. These include radio stations WBZ 1030 AM and television stations 4, 5, and 7. Mission Grammar School follows the Boston Public School closings

**Do not expect to see or hear —Mission Grammar School, Roxbury announced in severe** weather closings report. **Listen for —Boston 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 Mission Grammar School 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, Mission Grammar School may begin or end the school day at a different time than the time announced by the Walpole Public Schools. When these delays or early releases occur, a phone blast will be sent out to all families with detailed information about starting and

dismissal times.

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

## Transportation

### Bus Transportation

Boston Public Schools provides yellow bus transportation as stated in the BPS bus transportation policy. Transportation requests must be completed and submitted by parents/ guardians. Transportation request forms are available in the school office as well as on the school website [www.missiongrammar.org](http://www.missiongrammar.org)

### Bus Conduct

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

### Specifics of Middle School

\* Please see Appendix II: Middle School Survival Guide

## Appendix I

### Mission Grammar School Technology and Internet

#### Acceptable Use Policy Agreement

We agree to follow all of the rules for using technology and the Internet at Mission Grammar School. Technology and Internet includes the use of the internet, laptops, PCs, printers, digital cameras, Smartboards, iPads, iPods, flip cameras, and other hardware and software used at Mission Grammar School.

We understand that:

- Technology at school is to be used for educational purposes only.
- The use of the Internet network is a privilege, not a right. Therefore, we will use appropriate language and behavior when using the network.
- The 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 computer.
- 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 computer network.
- If we use the network for illegal or inappropriate activities, Mission Grammar School has the right to report these activities to the police.

## Appendix II

# Middle School Survival Guide

## Middle School Creed

We believe.

We are college bound.

We are exceptional – not because we say it, but because we work hard at it.

We will not falter in the face of any obstacle placed before us.

We are dedicated, committed, and focused.

We never succumb to mediocrity, uncertainty, or fear.

We never fail because we never give up.

We make no excuses.

We choose to live honestly, nonviolently, and honorably.

We respect ourselves and, in doing so, respect all people.

We have a future for which we are accountable.

We have a responsibility to our families, community, and world.

We are our brothers' and sisters' keepers.

We believe in ourselves.

We believe in each other.

We believe in Mission Grammar.

**WE BELIEVE!**



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*Our Lady of Perpetual Help*  
**Mission Grammar School**  
*Unity in Diversity, Excellence in Education, Since 1889*

*Our Lady of Perpetual Help, Mission Grammar School is a small urban Catholic School dedicated to reaching individual excellence in a faith-based community rooted in Gospel values. As a school community we work to bring alive the following commitments.*

- **Living the Gospel includes caring for God’s creation. As a school community we work to develop a deep prayer life, a commitment to helping others, and spreading the message of Christ.**
- **The strength of a school is in its community. Families, the administration, faculty, staff, and scholars must work in partnership to accomplish and strengthen academic and social success. The neighborhood, rich in resources, strengthens student opportunities, teacher support, and professional development opportunities.**
- **Academic Excellence distinguishes Mission Grammar. The administration, faculty, and staff value training in best teaching practices as well as a strong relationship with the most current language arts publications. Under collaborative leadership, the faculty and staff work to establish standards based, college prep curricula.**
- **A safe, welcoming climate fosters school culture. The administration, faculty, and staff work to maintain excellence planted in mutually respectful relationships. We work to build relationships and maintain a code of conduct based on the principles of *Responsive Classroom*. We promote growth and make change in partnership with families and scholars. We celebrate our identity of being a *Peace First* school.**

## Responsive Classroom

*Responsive Classroom* is an approach to teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent **research**, the *Responsive Classroom* approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach therefore consists of **classroom** and **schoolwide practices** for deliberately helping children build academic and social-emotional competencies.

## Guiding Principles

Seven principles, informed by the work of educational theorists and the experiences of exemplary classroom teachers, guide the *Responsive Classroom* approach:

- *The social curriculum is as important as the academic curriculum.*
- *How children learn is as important as what they learn: Process and content go hand in hand.*
- *The greatest cognitive growth occurs through social interaction.*
- *To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control*
- *Knowing the children we teach-individually, culturally, and developmentally-is as important as knowing the content we teach.*
- *Knowing the families of the children we teach and working with them as partners is essential to children's education.*
- ☒ *How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.*

Since 1981, thousands of classroom teachers and hundreds of schools and school districts have used the *Responsive Classroom* approach to help create learning environments where children thrive academically, socially, and emotionally. In urban, rural, and suburban settings nationwide, educators using *Responsive Classroom* practices report increases in student learning, motivation, and responsibility, and decreases in problem behaviors.

## **Classroom Practices**

At the heart of the *Responsive Classroom* approach are ten classroom practices:

**Morning Meeting/Circle of Power & Respect (C.P.R.)** - gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead

**Rule Creation/Social Contract** - helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals

**Interactive Modeling** - teaching children to notice and internalize expected behaviors through a unique modeling technique

**Positive Teacher Language** - using words and tone as a tool to promote children's active learning, sense of community, and self-discipline

**Logical Consequences** - responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

**Guided Discovery** - introducing classroom materials using a format that encourages independence, creativity, and responsibility

**Academic Choice** - increasing student learning by allowing students teacher-structured choices in their work

**Classroom Organization** - setting up the physical room in ways that encourage students' independence, cooperation, and productivity

**Working with Families** - creating avenues for hearing parents' insights and helping them understand the school's teaching approaches

**Collaborative Problem Solving** - using conferencing, role playing, and other strategies to resolve problems with students



## *Academic Calendar 2011-2012*

### *Semester I*

*Grades Close: November 18*

*\* Conference Week November 28-December 2*

### *Semester II*

*Grades Close: January 28*

*\*Conference Week: January 30-February  
(Sent home Feb. 3)*

### *Semester III*

*Grades Close: April 10*

*\* Conference Week April 23-27*

### *Semester IV*

*Grades Close: June 15*

*June 1 for Grade 8*

*Report cards send home the last day of school  
(Tentative Date: June 20<sup>th</sup>)*

*\* Mandatory conference times*

*Families and/or Faculty may request a conference at anytime  
throughout the academic year.*



*Our Lady of Perpetual Help*  
**Mission Grammar School**  
*Unity in Diversity, Excellence in Education, Since 1889*

*School Calendar*  
 2011-2012 (Updated July, 2011)

Our Lady of Perpetual Help  
**Mission Grammar School**  
 94 Saint Alphonsus Street  
 Roxbury, MA 02120  
 617-442-2660  
 Fax: 617-442-3775  
[www.missiongrammar.org](http://www.missiongrammar.org)

Maura M. Bradley, Principal  
 mbradley@missiongrammar.org

**August 2011**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22 School office resumes regular hours 7:30-3:30  
 29 Faculty and staff return  
 30 School Open to visit 4:00-5:00 p.m.

**February 2012**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

20-24 Winter Break NO SCHOOL

**September 2011**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 Labor Day  
 6 **FIRST DAY OF SCHOOL**  
 8 AFTERSCHOOL BEGINS  
 16 Professional Day NO SCHOOL

**March 2012**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

26-30 Standardized Testing Week

**October 2011**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10 - Columbus Day NO SCHOOL

**April 2012**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6 Good Friday NO SCHOOL  
 11-13 NCEA Convention NO SCHOOL  
 16-20 Spring Break

**November 2011**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11 - Veterans' Day NO SCHOOL  
 7 Professional Day NO SCHOOL  
 23 Early Dismissal 11:15  
 24 - 25 Thanksgiving Break NO SCHOOL

**May 2012**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

28 - Memorial Day NO SCHOOL

**December 2011**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

23-Jan 2 Christmas Break NO SCHOOL  
 25 - Christmas  
 31 - New Year's Eve

**June 2012**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

7 8th Grade Graduation  
 20 Last Day of School 11:15 Dismissal

**January 2012**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 - New Year's Day  
 16 - Martin Luther King Day NO SCHOOL  
 29-Feb 4 Catholic Schools Week

**July 2012**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4 - Independence Day

## ***Middle School Schedule 2011-2012***

Ali Dutson: Lead Teacher, Advisory Gr. 7 Literacy Gr. 6-8, Religion and Advisory Gr. 7

Will Cochrane: Social Studies Gr. 6-8, Vocabulary/ High School Prep Gr. 6-8, Religion and Advisory Gr. 6

Brian Scanlan: Math and Science Gr. 6-8, Religion and Advisory Gr.8

**7:40 Earliest Arrival: Morning Work Posted**

**8:10-8:30 Arrival, Circle of Power and Respect (C.P.R.)**

**8:30-9:20 First Period**

**9:20-10:10 Second Period**

**10:10- 10:55 Third Period**

**10:55-11:40 Fourth Period**

**11:40-12:15 Fifth Period Religion ALL HOMEROOM**

**12:15-1:00 Lunch/ Recess (Scholars back to fifth period class by 1:00)**

**1:00-1:50 Fifth Period**

**1:50-2:30 Sixth Period**

**2:30-2:45 Return to Homeroom for closing circle**

**2:45 Middle School Dismissal**

All Middle School Scholars are highly encouraged to attend Sociedad Latina and/or participate in after school activities

## Middle School Daily Schedule 2011-2012

Period	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Advisory 8:10-8:30</b>	Advisory CPR	Advisory CPR	Advisory CPR	Advisory CPR	Advisory CPR
<b>First Period 8:30-9:20</b>	6th-Social Studies 7th-Literacy 8th-Math	6th-Music 7th-Literacy 8th-Math	6th-Social Studies 7th-Literacy 8th-Math	6th-Peace First 7th-Literacy 8th-Math	6th-Social Studies 7th-Literacy 8th-Math
<b>Second Period 9:20-10:10</b>	6th-Math 7th-Literacy 8th-Social Studies	6th-Math 7th-Music 8th-Social Studies	6th-Math 7th-Religion 8th-Social Studies	6th-Math 7th-Peace First 8th-Social Studies	6th-Math 7th-Literacy 8th-Social Studies
<b>Third Period 10:10-10:55</b>	6th-Literacy 7th-Social Studies 8th-Science	6th-Literacy 7th-Social Studies 8th-Music	6th-Literacy 7th-Social Studies 8th-Science	6th-Literacy 7th-Social Studies 8th-Peace First	6th-Literacy 7th-Social Studies 8th-Science
<b>Fourth Period 10:55-11:40</b>	6th-Literacy 7th-Math 8th- Vocabulary	6th-Literacy 7th-Vocabulary 8th- Science	6th-Literacy 7th-Math 8th- Vocabulary	6th-Literacy 7th-Math 8th-High School Prep	6th-Literacy 7th-Math 8th- Art
<b>Fifth Period 11:40-12:15</b>	6th-Religion 7th-Religion 8th- Religion	6th-Vocabulary 7th-Literacy 8th- Religion	6th-Religion 7th-Literacy 8th- Religion	6th-Religion 7th-Religion 8th- Religion	6th-Religion 7th-Religion 8th- Religion
<b>12:15-1:00</b>	Recess and Lunch	Recess and Lunch	Recess and Lunch	Recess and Lunch	Recess and Lunch
<b>Sixth Period 1:00-1:50</b>	6th-Science 7th-Vocabulary 8th-Literacy	6th-Social Studies 7th-Science 8th-Literacy	<b>(1:00-1:50)</b> 6th-Science <b>(1:00-1:30)</b> 7th-High School Prep 8th-Gym <b>(1:30-2:00)</b> 7th-Gym 8th-High School Prep	6th-Science 7th-Vocabulary 8th-Literacy	6th-Science 7th-Art (1:00-1:45) 8th-Literacy
<b>Seventh Period 1:50-2:30</b>	6th-Vocabulary 7th-Science 8th-Literacy	6th-Vocabulary 7th-Math 8th-Literacy	<b>(2:00-2:30)</b> 6th-Gym 7th-Science 8th-Literacy	6th-Social Studies 7th-Science 8th-Literacy	6th-Art (2:00-2:45) 7th-Science 8th-Literacy
<b>2:30-2:45</b>	Closing Circle	Closing Circle		Closing Circle	Closing Circle

## Code of Conduct

One of the principal aims of Mission Grammar School is mutual respect. Therefore, students respect themselves, classmates, other students and all adults involved in their educational process. Disrespectful behavior will not be tolerated at any time. Each student is expected to recognize that the school's authority extends from within the building itself to the walls surrounding it, to the playgrounds, and to the buses and bus stops. **Students are accountable to all faculty/staff members.**

Acceptable scholar behavior should demonstrate the following:

- ⌚ Respect for oneself and all others of the school community
- ⌚ Courtesy in speech and manners
- ⌚ Cooperation in school and classroom policies
- ⌚ Acceptance of responsibility for academic and moral learning

## Non-Negotiable Mission Grammar Rules

Mission Grammar's non-negotiable school rules consist of:

- ⌚ \*Coming to school always dressed in uniform
- ⌚ Coming to school and each academic class on time
- ⌚ Coming prepared and participating in each class
- ⌚ Maintaining an organized school binder and learning materials
- ⌚ Using complete silence in the hallway (quiet zones)
- ⌚ Turning in all electronics (cell phones, iPods, cameras, etc.) to their homeroom teacher at the beginning of the day
- ⌚ Keeping all language and actions positive and respectful

### \*Dress Code

#### **Girls**

Skirt: Mission Grammar Plaid

Blouse: white or blue oxford blouse

Vest: navy (embroidered with logo) vest **REQUIRED**

Sweater: Navy blue with school embroidered school logo (cardigan or pull over)

Knee Socks, Tights, or leggings: Navy blue **ONLY**

Shoes: Black, blue, or brown flat school shoes

#### **Boys**

Pants: Navy

Shirt: Light blue oxford

Tie: Navy

Vest: Navy with embroidered logo **REQUIRED**

Sweater: Navy with embroidered logo cardigan or pullover (optional)

Shoes: Dark dress shoes (comfortable)

**Gym Uniform for both Boys and Girls\* Scholars MUST come in proper gym uniform to participate.**

Navy sweat shirt, pants, and sweat shirt printed with logo  
 Navy warm-up jacket and pants embroidered with logo (optional)  
 Sneakers

## **Detention and Suspension Policies**

**Failure to comply with these non-negotiable Mission Grammar rules will result in a detention after school.** All detentions will be held after school on the day of the violation from 2:50-3:20 on Mondays, Tuesdays, Wednesdays, and Fridays in the room of the teacher on duty. Detentions that would be held on a Thursday will be held on a Friday. When a scholar is given a detention, it will be recorded on Engrade in the scholar's behavior section. Teachers will also follow up with a call home that afternoon.

**If a scholar has been given two or more detentions in one week, he or she will receive a suspension. If a scholar is suspended more than 2 times during the year, he or she will have a meeting to discuss possible expulsion.**

## **Organization Policy**

Scholars will receive Middle School binders which will be used for all subjects and brought to every class. Taking excellent care of this binder is important and weekly binder checks will be a grade in each class.

Located in the front of the binder is the family communication folder which will hold homework and important notices to go home. Be sure to share the contents of this folder with your families every night.

## **Homework Policies**

All assignments and homework needs to be headed in the standardized manner as follows on the right-hand side of the paper:

Name  
 Subject  
 Date  
 Assignment

Mission Grammar Middle School scholars will be expected to turn in their homework **on time**, but scholars will be given the opportunity to turn it no more than one day late for partial credit.

Middle School Scholars who have been absent due to illness, personal reasons, or a suspension will be given the number of days they were absent to make up the work (i.e. if a student was absent for three days they will be given three days from the date they return to school to turn in their work).

All Mission Grammar scholars will be expected to fill out their planners every day to help keep their tasks and assignments organized. To ensure communication between the school and families, we are asking that you, as a parent/guardian, sign your scholar's planner each day. By signing off on your child's planner, you are noting to us, as teachers, that you have seen the assignments and assure us that your child has completed them. If we notice that parent signatures in the planner and homework are missing on a consistent basis, a phone call home will be made.

\*Please note that students who have been suspended for fighting or any other serious violation will be given extra work to complete at home during this time.

### **Engrade Policy**

All grades will be entered in Engrade and updated weekly by teachers. Every scholar has an account accessible on the internet. You may access it at [www.engage.com](http://www.engage.com). Passwords to these accounts must be kept personal and private. All families must set up an account as well. Please sign up for the option to get weekly email grade reports. If you need assistance, please see your scholar's homeroom teacher. Also available on engage will be a behavior grade for each scholar. Any detentions will be recorded here as well as on track behaviors such as being prepared for class. In addition to parent phone calls, families can look here to keep track of detentions.

### **Bathroom Policy**

Scholars may use the restroom during morning work upon first arrival and during lunch. Scholars may not use the restroom during class unless it is an extreme emergency, in which case they *must* sign out and use a pass.

### **Book Bag Policy**

As young adults, scholars are responsible for carrying what they need in book bags from class to class. Book bags will be stored at the designated location in each room. During lunch and recess, book bags will remain in scholar homerooms. If scholars are distracted by book bag use, they will lose the privilege to carry his or her book bag throughout the day.

## **Lunch/Recess Policies**

Recess is from 12:15-12:30 and all scholars must cooperate and follow directions on the playground in order to enjoy a full recess. One whistle will be blown to indicate that all scholars should line up with their homeroom teacher. Those scholars who continue to play after the sound of the whistle will lose recess privileges for the following day.

\*Note: During the winter all scholars must wear a coat in order to go to recess; this is to ensure all scholars' health and safety.

Lunch will be held from 12:30-12:55. During this time, scholars are expected to stay seated unless they are in line to heat up their leftovers or go to the bathroom. There is a limit of 4 scholars per table. Leftovers may be brought from home for microwave heating, but fast food meals will not be accepted. Scholars are also able to use the restroom during this time, but only one young man and one young lady will be permitted to leave with a hall pass at a time.

## **Thank You!**

The middle school team looks forward to a great year of learning and growth with your child. We are always eager and available to discuss your child's learning; please contact us via e-mail, phone, or appointment throughout the year. Thank you for partnering with us to ensure the best for your child!

Thank You,  
Ms. Maura Bradley, Principal  
Will Cochrane, Grade 6  
Ali Dutson, Grade 7  
Brian Scanlan, Grade 8

### **Appendix III**

#### **School Bullying and Prevention Policy**

*Our Lady of Perpetual Help, Mission Grammar School is a small urban Catholic School dedicated to reaching individual excellence in a faith-based community rooted in Gospel values.*

*Our Lady of Perpetual Help, Mission Grammar 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”).*

#### **Definitions.**

For purposes of this Policy, 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 school; or
- materially and substantially disrupts the education process or the orderly

operation of a 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 Policy, whenever the term “Bullying” is used it is to denote either Bullying or Cyber-Bullying.*

“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:

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

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

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.

“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, athletics coaches, and advisors to extracurricular activities, support staff, and paraprofessionals.

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

### **Overview**

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:

- i. causes physical or emotional harm to the target or damage to the *target's property*;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or *her property*;
- iii. creates a hostile environment at school for the *target*;
- iv. infringes on the rights of the *target at school*; or materially and substantially disrupts the education process or the orderly operation of a *school*.”

For participants and observers, bullying and harassment interfere with learning and healthy growth – both emotionally and academically. A safe learning environment is one in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of intimidation and abuse. A goal of Mission Grammar School is to enhance and sustain safe and healthy learning environments in part by reducing the reported incidence of bullying in school through a multi- tiered strategy that includes prevention, effective and compassionate intervention, and community- wide social promotion.

### **Priorities**

The School expects that all members of the School community will treat each other in a civil manner and with respect for differences.

The 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.

The School will take specific steps to create a safe, supportive environment for vulnerable populations in the School community, and provide all students with the skills, knowledge, and strategies to prevent or respond to Bullying. We will not tolerate any unlawful or disruptive behavior, including any form of Bullying or retaliation, in our School, on School Grounds, or in School-related activities. We will investigate promptly

all reports and complaints of Bullying and Retaliation and take prompt action to end that behavior and restore the Target's sense of safety. We will support this commitment in all aspects of our School community, including curricula, instructional programs, Staff development, extracurricular activities, and parent or guardian involvement.

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, is responsible for the implementation and oversight of the Plan.

### **Prohibition**

Bullying, cyber bullying and retaliation are prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions or programs (whether on or off school grounds), at bus stops, on school busses or other vehicles owned or operated by the School or their contractors, or through the use of technology or electronic devices 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 a school if the act or acts in question create a hostile environment at school for the target(s), infringes on the rights of the target(s) while at school, or materially and substantially disrupts the education process or the orderly operation of a school – regardless of whether said bullying takes place on school grounds, nearby properties, at school functions or using school technology, are also prohibited.

It is the responsibility of the Principal to make clear to students and staff that bullying, cyber bullying, retaliation and/or harassment in the school building, on school grounds, or at school sponsored functions will not be tolerated.

### **Reporting, Response and Investigation Procedures**

The Principal and designated members of the Staff are collectively responsible for the implementation of bullying prevention and intervention procedures, including investigating and responding to all charges of bullying, cyber bullying and/or retaliation.

Violations of School policy and procedures will be addressed in conformance with existing disciplinary policies. In addition, all reporting, investigations and response shall be consistent with local, state and federal law regarding the anti-discrimination and the protection of civil and human rights. Consultation with the Catholic Schools Office, Office of the General Counsel of the Archdiocese, and representatives of local, regional and state law enforcement and justice agencies may be required to ensure the rights of

targets and aggressors are maintained.

**A1. Reporting bullying or retaliation:** A school member is required to report immediately to the principal or designee any instance of bullying or retaliation that the staff member becomes aware of or witnesses.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others. These reports may be oral or written and can be made face-to-face, via telephone, by email, or through the Internet when he/she witnesses or becomes aware of conduct that may be bullying, cyber 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.

**A2. Reporting by Students, Parents/Guardians, and Others**

The school expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal or designee. This may be done by telephone, face-to-face, by email, in writing, or anonymously.

a. Students, parents/guardians and others are not required to complete the Incident Reporting Form to report an incident or alleged bullying or retaliation.

Students, parents or guardians, and others may request assistance from a staff member to complete a written report.

Students will be provided practical, safe, private and age and developmentally-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee. Students who are non-verbal or not yet proficient in English will be assisted in making reports of alleged incidents of bullying and/or retaliation.

If a student, parent/guardian or other member of the school community makes an oral report of a bullying incident the Principal/Designee will complete an Incident Reporting Form to document in writing the allegation.

An Incident Reporting Form may also be completed by the Principal/designee to complement written reports of bullying by a student, parent/guardian or other school community member in those instances where additional data is secured to substantiate or complete the allegation.

b. Anonymous reporting will be managed at the School level. Students, parents/guardians

and others will be able to make anonymous bullying reports by telephone, by mail, or email. Anonymous reports will ideally include at least the following information:

- Date, time and location of the incident
- Individuals involved and their roles (e.g. target, aggressor, bystander)
- Any knowledge of prior incidents that were reported or not
- The relationship of the reporter to the incident (e.g. witnessed firsthand, third party report)

Upon receipt of an anonymous report the School will initiate a preliminary investigation. If the anonymous allegation is deemed to have potential merit an Incident Reporting Form will be completed by the investigating staff member, and the investigation process at the school level will proceed.

No disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

### **B. Responding to a report of bullying or retaliation**

B1. Safety Before fully investigating the allegations of bullying or retaliation, the Principal and a team designated by her/him 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
- 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.

Following the investigation, the Principal and her/his team will implement appropriate Strategies for protecting from further acts of bullying, retaliation any students who (a) report bullying or retaliation, (b) witness bullying or retaliation, (c) provide information during an investigation of allegations of bullying or retaliation, or (d) has reliable information about an alleged act of bullying or retaliation. Strategies that may be used to create a safer environment for the target(s) and/or aggressor(s) may include to:

- Increasing adult supervision at times and /or in locations where bullying is known to have occurred or is likely to occur.
- Temporarily and/or permanently changing the aggressor(s)’s schedule and/or seating arrangements to reduce opportunities for retaliation
- Establishing a safe zone for the target to when s/he feels vulnerable.

This is not an exhaustive list. The creation of safe environments for targets, aggressors, and/or other people impacted by the incident will be considered for each individual person and incident.

## **B2. Obligations to Notify Others**

The Principal or designee has primary responsibility to notify the following constituencies by phone or through an email message - when bullying or retaliation has occurred.

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School. If the reported incident involves students from another school district, 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 education and 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. The Catholic Schools Office will also be notified.

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

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

Interviews may be conducted by the Principal or designee, other staff members as determined by the Principal or designee, and in consultation with the school counselor, 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.

The Principal/designee and/or a team designated by her/him will:

- Determine what remedial action is required, if any
- Determine what responsive actions is necessary, and/or
- Determine disciplinary action is necessary.

Remedial, responsive and disciplinary actions will balance the need for accountability with the need to teach appropriate behaviors in order to enhance the safety of the learning environment.

The Principal or designee will promptly notify the parents/guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what (a) disciplinary and (b) future prevention action is being taken. All notice to parents/guardians must comply with applicable local, state and federal education and 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 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 and Allegations of Bullying:** The creation of school environments where every student feels a sense of belonging is integral to student success.

After an investigation of bullying, cyber bullying, retaliation and/or harassment, regardless of whether the claim is substantiated, the Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that any student involved in the incident is not restricted in participating in school or in benefiting from school activities.

To this end, Mission Grammar School will modify or institute procedures by grade level as necessary to provide a safe environment at all times of the school day including non-classroom times such as lunch, recess, and after-school and other out-of-school time, particularly for students who have been targets of substantiated allegations of bullying/retaliation/retaliation, as well as aggressors of said actions as needed to restore a

safe and supportive learning environment for all students.

### **E1. 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. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal/designee and/or a team designated by the Principal 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 appropriate school personnel
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals
- Meeting with parents/guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home
- Adopting behavioral plans or contract to include a focus on developing specific social skills
- Making a referral for any further evaluations as appropriate.

a. If a student who is found to be the target or aggressor in a substantiated bullying incident has an individualized education plan (IEP) and the cause of the incident is related to her/his disability, then the provision of skill building training and any other appropriate accommodations or services as agreed upon by the Team shall be integrated into that student's IEP.

### **E2. Taking Disciplinary Action**

a. 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.

b. If the Principal or designee determines that a false allegation of bullying or retaliation has been made appropriate actions will be taken. This may include disciplinary actions for those incidents where the accuser is a student.

### **E3. Promoting Safety for the Target and Others**

Upon the completion of the investigation, 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 the sense of safety for 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.

- a. Depending upon the circumstances, the Principal and a team of people he/she designates may choose to consult with the students' teacher(s) and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development, professional mediation, or other supportive services.
- b. Depending upon the circumstances, the Principal may choose to invite a law enforcement officer to conduct a safety evaluation of the target(s) and/or aggressor(s) in order to inform strategies for promoting safety of students and the school environment.
- c. If deemed appropriate and agreed upon by both the target and the aggressor, the matter may be referred to the Principal for mediation. The Principal will then schedule age appropriate mediation with the students.

### **Support Services**

The school shall have a team of professionals organized by the Principal who shall be responsible for helping to create and monitor the safe and supportive learning plan for targets and/or aggressors of bullying/retaliation/retaliation and other acts of aggression among and between students. This team may be an existing group with expanded function or a new team convened exclusively for this purpose. Activities of the team may include the following:

- Making referrals to provide support services for students exhibiting bully behaviors.
- Providing social skills lessons to prevent bullying
- Monitoring classroom or school-wide programming to address the deleterious effects of bullying, retaliation or allegations of bullying and/or retaliation on the school environment

The School may consider current tools including, but not limited to, behavioral intervention plans.

A. Students with disabilities: As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability, the Team will consider the instructional services, accommodations or other service the individual student may need in her/his IEP to support the development of the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

B. Services for other vulnerable populations: If an incident of bullying and/or retaliation

is found to be related to a student's identification with a protected class, the Principal/designee may consult with local experts on the provision of specialized support services for the individual(s) involved and the school community.

### **Instructional Services**

In the long term, preventing bullying from happening is the goal of the School. Instructional activities will focus on helping students develop healthy social relationships with their adults and peers, and creating a positive school culture. Activities will include:

**A. Bullying instruction:** Developmentally appropriate instruction in bullying prevention skills, strategies and attitudes shall be provided to students in grades K-12.

**B. Orientation to student responsibilities in bullying prevention:** Annually at the start of the school year teachers will review the student-related sections of the Bullying Prevention and Intervention Plan with students in their classes. The Principal/designee will offer students new to the school community after the start of the school year this overview. In addition, this information will be documented in student handbooks updated regularly. Links to the school's online Bullying information will be clearly labeled on the school website. Anti bullying messaging and information about student rights and responsibilities will be integrated into elementary instruction provided by teachers.

**C. Cyber safety instruction:** All students are provided with instruction and guidance in cyber safety and media literacy skills through school based programs. The students will engage in project based learning activities which focus on the areas of Internet safety, cyber bullying and bullying. Students are oriented to the School's Student Internet Use Policy which (a) provides guidelines for the safe and appropriate use of electronic communication technologies, and (b) specifically prohibits use of the School's computers for cyber bullying and other forms of hostile and anti-social purposes.

**D. Evidence-based prevention instruction:** A program of evidence-based social/emotional learning instruction is offered to all students from grades PK-8. The curricula used in all school elementary classrooms – Responsive Classroom, Peace First, and Talk About Touching; A Personal Safety Program - are approved by the federal Office of Safe and Drug Free Schools for their effectiveness in addressing individual risk and protective factors<sup>1</sup> associated with bullying.

These include:

*Counteract the following risk factors*

- Inadequate school climate / Poorly organized and functioning school / Negative labeling by teachers
- Antisocial behavior and alienation / Delinquent beliefs / General delinquency involvement / Drug dealing
- Early onset of aggression and/or violence
- Victimization and exposure to violence
- Poor refusal skills

- Lack of guilt and empathy
- Cognitive and neurological deficits/ Hyperactivity
- Mental health concerns / Conduct disorders

*Enhance the following protective factors:*

- Good relationships with peers
- Presence and involvement of caring, supportive adults in school
- High expectations of students
- High quality school / Clear standards and rules
- Opportunities for pro-social school involvement
- Effective parenting
- Good relationship with parents / Bonding or attachment to family
- Individual social competencies and problem solving skills
- Positive / Resilient temperament
- Healthy / Conventional beliefs and clear standards
- Self-efficacy
- High individual expectations
- Perception of social support from adults and peers

The school will continue to implement these programs with fidelity in order to ensure all students have opportunities to develop knowledge, skills and attitudes that will (a) prevent bullying and other forms of violence, and (b) promote positive social relationships and community culture. These might include:

- Enhancing students' skills for engaging in healthy relationships and respectful communications;
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference;
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance.

Risk and protective factor list from [www.findyouthinfo.gov](http://www.findyouthinfo.gov), a clearinghouse of federal government resources pertaining to youth healthy development.

\* Resources also include

[www.peacefirst.org](http://www.peacefirst.org)

[www.responsiveclassroom.org](http://www.responsiveclassroom.org)

[www.marccenter.org](http://www.marccenter.org)

**D. General teaching approaches that support bullying prevention efforts:** The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- Setting and reinforcing clear expectations for positive, pro-social behaviors and attitudes in the learning environment
- Setting and communication school standards for identifying, naming and celebrating

good behavior, including Whole School Meeting recognitions and Peacemaker Awards.

- Creating safe school and classroom environments for all students
- Setting and communicating school standards for adult supervision during lunch, recess, bathroom and other unstructured time
- Supporting non-violent conflict resolution, including supervised, peer mediation
- Other prevention activities will be considered by the Principal, Faculty and School Safety Team and Student Support Team.

### **Professional Development and Staff Training**

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 may be informed by research and may include information on:

- developmentally appropriate strategies to prevent Bullying;
- developmentally 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.

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;
- applying constructive disciplinary practices;
- 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

**A. Annual staff training on the Plan:** Annual training on the Plan for all School Staff, and, in 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 Principal or his or her designee 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:** The school will provide all staff with an annual written notice of the Plan through the Faculty Handbook.

**Communication and Collaboration with Families and Partners**

Clear communication and consistent collaboration with staff, families, students and community partners is essential to achieving bullying prevention and other health and safety goals within Mission Grammar School. Communication with these and other constituents shall include information about the (a) dynamics of bullying including signs

and symptoms of bullying/cyber bullying/retaliation, (b) strategies for preventing cyber bullying and promoting online safety, (c) strategies for preventing bullying and/or retaliation in the classroom, across the school community, at home and in the community, (d) information about how to report bullying, cyber bullying or retaliation, and (e) school procedures for responding to and investigating bullying, including strategies for creating a safe learning environment for targets and reinforcing positive behavior standards among aggressors. This shall include communication of the school's Bullying Policy, Disciplinary Policies, and Internet Safety/Acceptable Use Policy.

**Parent and community notification:** To ensure all constituents understand both intervention and prevention activities the school will minimally:

- Publish bullying reporting, response and investigation procedures in the Parent/Student Handbook
- Public bullying reporting, response and investigation procedures in the Faculty Handbook;
- Create a bullying page on its website [www.stcatherinesomerville.org](http://www.stcatherinesomerville.org) as a resource for (a) anonymous reporting, (b) clarifying procedures for reporting, responding and investigating allegations of bullying, cyber bullying, and retaliation, (c) communicating school positive behavior standards, and (d) expanding access to prevention education resources for families, teachers, students and community partners;
- Participate annually in No Name Calling Week as declared by the Governor every January. Other communication and social promotion campaign activities will be considered by the Principal, Faculty, School Safety Team, Student Support Team, and School Advisory Board.

**Leadership and Continuous Improvement**

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 School Advisory Board, School Safety Team, Student Support Team, and Administrative Team. We all have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. The Principal and designated members of the Staff 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 or developed policies and procedures; established partnerships with community agencies, including law enforcement; and set priorities.

**B. Planning and oversight:** The Principal and designated members of the Staff, will be responsible for overseeing the implementation of the Bullying Prevention and Intervention Plan. Specific planning and oversight responsibilities will include

- Receiving reports on bullying
- Collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes
- Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressor
- Planning for the ongoing professional development that is required by the law
- Planning supports that respond to the needs of targets and aggressors
- Choosing and implementing the curricula that the school will use
- Developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them
- Amending the Parent-Student Handbook, Faculty Handbook and codes of conduct
- Leading the parent or family engagement efforts and drafting parent information materials

Reviewing and updating the Plan biannually as required by law.

• **C. Biennial update of the Plan and community involvement:** This Bullying Plan will be reviewed and updated biennially to (a) ensure its effectiveness, and (b) establish strategies and indicators of continuous improvement in the effort to promote safe and supportive learning environment. As required by M.G.L. c. 71,

§ 37O the Bullying Plan Subcommittee shall include representatives from the following groups:

- Teachers
- School staff
- School volunteers
- Principal
- School Consultative Board
- Local law enforcement
- Student Representatives
- Parents/guardians.

A period of public comment will be open for at least three weeks soliciting feedback on improvements to the Bullying Plan from members of the community who may not be able to or comfortable with participating in a public meeting.

**D. Outcomes and assessment:** The biannual update of the plan shall include a review of available data on social and emotional learning, the environment for the delivery of social emotional instruction in school, and data on school climate. This data includes:

- Youth Risk Behavior Survey data collected and analyzed.
- Instruction Checklists, completed by classroom teachers to document the extent to which evidence-based social emotional learning programs are implemented with integrity
- Peer mediation

This data shall be used to identify areas of programmatic strength, resource gaps and the most significant areas of need. Based on these findings, the school will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

### **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 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.