

Immaculate Conception School

Student-Parent Handbook

2021 - 2022



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A Message to Parents/Guardians

Welcome to Immaculate Conception School, a co-ed elementary school for preschool through Eighth Grade. Immaculate Conception School reserves the right to amend the Parent/Student Handbook and parents(s)/legal guardian(s) will be notified of any changes made. The Parent/Student Handbook is an informative booklet for parents and students setting forth the rules and policies of the school and is not intended as an expressed or implied contract.

Immaculate Conception School does not discriminate on the basis of race, color, sex, national origin, religion, age, disability or handicap, gender identity or expression, or protected activity (i.e., opposition to prohibited discrimination or participation in the complaint process). The school, Immaculate Conception, is not required to adopt any rule, regulation, policy or personal accommodation that conflicts with the religious or moral teachings, and we will always teach and act consistent with the tenets of the Catholic Church.

Requests for reasonable accommodations for a student with a disability may be directed to the Principal, Assistant Principal, and/or Inclusion Coordinator.

Religious instruction is required for each year a student attends Immaculate Conception School. All students enrolled in Immaculate Conception School must attend and participate fully in religion classes and services.

By enrolling a child in a Catholic school, a parent/guardian agrees to the following important responsibilities:

- to be a partner with the school in the education of the child
- to understand and support the Catholic mission and identity of the school
- to read all communications from the school and request clarification when necessary
- to know who the child's teachers are and observe parent-teacher conference dates and any special requests for meetings
- to discuss concerns and problems with the person(s) most directly involved
- to be as actively involved as you can be in the life of the school and volunteer assistance as possible
- to promote the school and speak well of it to others
- to meet your financial obligations in a timely manner and support the fundraising efforts of the school when possible
- to appreciate that Catholic education is a privilege that many persons do not have

In cases of serious or repeated noncompliance by a parent with school policies or procedures, the administration reserves the right to withdraw that parent's child/children from the school.

Mission Statement

Immaculate Conception School's mission is to provide a diverse student body from preschool through 8th grade with an academically rigorous, technologically rich, globally aware, and doctrinally sound program of education where knowledge and faith are integrated to form a Catholic, student- centered learning environment.

Vision Statement

Immaculate Conception School strives to be an exemplary Catholic elementary and middle school, whose graduates understand the responsibility of becoming productive moral citizens and spiritually committed persons, and who are prepared academically to contribute and to compete in this 21st Century global and technological world.

STREAM Statement

The ICS STREAM curriculum serves to engage its students in science, technology, religion, engineering, the arts and mathematics, and provides them with the problem-solving skills they will use to remain immersed in all academic areas. This education will provide students with an appreciation for the world God has given them by helping them to achieve a successful balance between their faith in God and their sense of reason.

History of the School

Opened in 1887 with 15 students in a basement room under the direction of the School Sisters of Notre Dame, the milestones of ICS represent a history of growth and dedication to students and families. A tract on Ware Avenue with a gable-peaked house was purchased in 1921 and construction continued until 1922. The school was dedicated the following year by Archbishop Michael J. Curley. In 1926, the Sisters of Saint Francis took control of the school and in 1928 secured funding for a three-story building that today houses grades Pre-K to 5th. In 1940, the school purchased land for athletic fields; a library and additional classrooms followed in 1960.

In 1952, Towson Catholic High School was built adjacent to the elementary building. Those two wings were joined by an annex in 2002 to become a single school building. The addition included a large meeting room, kitchen, and office space. After the closure of Towson Catholic in 2009, Immaculate Conception began using the gymnasium, dining hall, auditorium and additional classrooms.

As the school celebrated its 125th anniversary in 2012-2013, the school expanded again to include the second and third floors of the former Towson Catholic. That wing of the building now houses the middle school. The STEM focus was also expanded in that year to include Religion and the Arts, making it STREAM.

In 2014, Immaculate Conception School was awarded a Blue Ribbon School designation, signifying that it ranks among the highest performing schools in both reading and mathematics as measured by state or nationally-normed assessment in the United States. This designation affirms the commitment that ICS has made to contemporary, results-driven instruction.

After well over a century of educating the children of the Archdiocese of Baltimore, Immaculate Conception School continues its affiliation with the Sisters of Saint Francis and promotes their spirit of joy, peace, and serving the poor. The school's greatest strength is its dedication to continually improve the curriculum in accordance with student needs and the opportunities and challenges presented by technology and life in the 21st century.

Focusing our efforts is a core belief that, as Catholic educators, we strive to fulfill our parish mission in leading our students through the period of transition from childhood through adolescence. We offer strong academics, grounded in personal responsibility, within a faith-based environment, recognizing we are all children of God. This goal is supported by a philosophy that the primary purpose of ICS is to educate the whole child in the context of the Catholic faith. We lead children toward spiritual, emotional, moral, intellectual, physical, and social development.

Learning within the Archdiocese of Baltimore

Students

By insisting that students perform to their full potential, the Archdiocese affirms its belief in the dignity of the individual. The role of the student is an active one. Participation in the learning process enables each student to grow and acquire the skills necessary to identify immediate and long-range goals. It is the student's responsibility to take advantage of opportunities, academic as well as co-curricular and extra-curricular activities. It is the student's obligation to meet the demands these activities require, keeping in mind that at this time the task is to be the best student he or she can be.

Parents/Guardians

Parents/guardians are the primary educators who work in partnership with the school. Their involvement in their children's education is woven into the fabric of the education process. They support and assist teachers by placing academic and moral demands on students.

Parents/guardians of Catholic school students make a financial and philosophical commitment to their children's education. This creates a unique role which accents the parents' responsibility to oversee their children's academic development while at home by insisting that students perform to their potential.

Parents/guardians provide listening, direction, and support. Parents/guardians need to establish an environment for school work. It is the parent/guardian who must encourage the proper use of the student's time after school hours, as well as monitoring the students' online activity and use of all electronics. Furthermore, parents/guardians enhance the academic and co-curricular and extra-curricular activity of the students through their guidance with and/or presence at these functions.

The Classroom Teacher

Teachers within the Archdiocese endeavor "to teach as Jesus did." The power of a teacher can never be underestimated; what is done in a classroom affects what is accomplished by the students. The classroom teacher, in the pursuit of excellence, is the facilitator for the learning process. A teacher plays a key role in the education of students by insisting that they perform to their full potential and by affirming their quest for growth, identity, self-worth, and knowledge.

It is the teacher's responsibility to awaken intellectual curiosity, challenge the students to a deeper understanding of the subject, and encourage a genuine love for learning. The expertise of the classroom teacher lies in knowledge of the subject and care for the student. Classroom performance is enhanced by the interaction of the teacher and students at co-curricular and extra-curricular activities. Such a teacher encourages the student to develop abilities and to

practice skills. The effect of a teacher is far-reaching; what is done in the classroom influences the student for a lifetime.

Principal

The principal is the master teacher who envisions the heights to which the teachers and students can climb. He/she has the responsibility for the spiritual development, the physical safety, and the academic growth of the faith community.

The principal strives to provide the means, both material and philosophical, to ensure that excellence is the hallmark of the school. It is his/her responsibility to make those decisions that will achieve this goal. Such decisions should be made collegially with those who share reflections, suggestions, and even disagreement. The principal is accountable to foster a climate in which curriculum growth, spiritual enrichment, and development can flourish. Curriculum development is nurtured by active involvement of faculty and positive support of families.

Department of Catholic Schools

The Department of Catholic Schools, through the Superintendent's Administrative Team, has the responsibility to provide an environment in which the pursuit of excellence is ongoing and its achievement measurable. It is the Department's duty to challenge, encourage, and affirm the school communities of the Archdiocese. The foundation for the pursuit of excellence rests firmly on the rock of accountability. The Superintendent's Administrative Team is accountable to the entire faith community to assure that academic excellence, professional development, and the investigation of new methods and techniques in teaching are central factors in providing quality education.

The Department of Catholic Schools believes academic instruction is built on the premise that the lives of our students must be enriched and enhanced. All of this is accomplished and brought about with the knowledge that God is the source of all gifts.

Executive Organization of Immaculate Conception School

Pastor

The pastor is the director and the spiritual leader of the parish school. He is kept informed of school matters, including updates on the progress of the school, by the principal. In addition, the pastor discusses all serious school concerns with the principal.

Principal

The principal is the lead administrator of the parish school, and is responsible for its religious atmosphere, educational direction, and financial viability. He/She is appointed by and responsible to the pastor.

Assistant Principal

The assistant principal supports and assists the principal in the operation of the school. Areas of responsibilities may be mutually agreed upon between the principal and assistant principal.

Subject Coordinators

Subject coordinators may serve in an advisory role to the administration of Immaculate Conception School. Their role may be to determine and assist in the implementation of best practices related specifically to one content area.

Classroom Teachers

Teachers in a school serve as role models for the students they see every day. By demonstrating professionalism, enthusiasm, initiative, dedication, cooperation, and respectful, effective communication, teachers will contribute positively to the overall atmosphere of the school.

Instructional Assistants

Instructional assistants serve as support for teachers and as role models for the students. By demonstrating professionalism, enthusiasm, initiative, dedication, cooperation, and respectful, effective communication, assistants will contribute positively to the overall atmosphere of the school.

Accreditation

Immaculate Conception School is a parochial school located in Towson, Maryland that educates children in preschool through 8th grade. Accountable to the Archdiocese of Baltimore Department of Catholic Schools, ICS is owned and operated by the Church of the Immaculate Conception parish. Accreditation is received through the Archdiocese via Cognia.

Admissions and Enrollment

Registration

It is the policy of the Department of Catholic Schools that the Catholic schools in the Archdiocese of Baltimore shall not discriminate on the basis of race, color, sex, national origin, religion, age, disability or handicap, gender identity or expression, or protected activity (i.e., opposition to prohibited discrimination or participation in the complaint process) in the administration of their educational policies or admissions policies, scholarships and loan programs, athletics and other school programs. Admissions criteria include readiness/competency testing beginning with applicants to kindergarten. Preschool children must be potty-trained in order to attend ICS.

Re-enrollment

The re-enrollment process begins with a tuition announcement letter sent from the School Board to the parent community late in the fall. This letter will include any planned changes to tuition or fee levels for the next school year, and will specify the range of dates within which re-enrollment must occur to guarantee placement for returning students. Re-enrollment is completed electronically through the SchoolAdmin portal and consists of three required steps. Parents must electronically sign a new enrollment contract, pay a **non-refundable and non-transferable** deposit of \$400 per child, and establish a new FACTS tuition management account for the next school year. The deposit of \$400 is credited against the tuition and fees balance for the year. Additional fees are added within the enrollment contract for expenses related to registration, technology, consumables, and Home School Association dues, as well as 1:1 device fees for students entering the 6th grade and a graduation fee for rising 8th graders. Re-enrollment is contingent upon the successful completion of the current year's work and the payment of all monies due to the school. If any balances are outstanding, the re-enrollment deposit will be applied first to those balances due. Per the Archdiocese of Baltimore, registering with FACTS tuition management system is required of each family in order for re-enrollment to be complete.

Students currently enrolled in the preschool do not need to submit an application for kindergarten, but will be required to take a readiness test. Acceptance into kindergarten is based on the results of this test and their teacher's recommendation. The school reserves the right to ask that a child be retained based on these indicators.

Probation

Students are initially placed using the results of the shadow day observations, a school administered placement test, teacher recommendation (from previous school), permanent records, and standardized test results. Once classes begin, placement adjustments will be made if determined necessary by the appropriate teacher. All students entering ICS for the first time are

subject to one-year probation. If during that time the school is unable to meet the needs of the student or the student demonstrates an inability or unwillingness to comply with school policies, the parent(s)/guardian(s) will be asked by the principal to place the child(ren) in another school. Such recommendations would only occur after continued communication and a conference with the parent(s)/guardian(s) and school administration

Tuition

Tuition and fees will be paid annually, semi-annually, or monthly through the FACTS <https://online.factsmgt.com/signin/3FKGM> tuition management system. FACTS registration is required of all families regardless of their payment plan preference. There is a nominal processing fee associated with this service which varies depending upon the payment plan. For students to continue their studies at Immaculate Conception School and to receive progress reports or to have school records transferred to another school, all payments must be current. When accounts are in arrears for more than 30 days, the school reserves the right to require withdrawal unless satisfactory arrangements are made.

When an enrolled student is withdrawn, responsibility for tuition payments may remain to compensate the school for expenses already incurred related to that student as well as the potential lost opportunity to fill that seat with another student. The amount of tuition obligation is dependent on the date of withdrawal as specified below.

<i>Date of Withdrawal</i>	<i>Tuition Obligation</i>
Prior to May 1st	0% of annual tuition/fees
Prior to July 1st	25% of annual tuition/fees
Prior to the 1 st Day of School	50% of annual tuition/fees
Prior to November 1st	75% of annual tuition/fees
November 1st or Later	100% of annual tuition/fees

Tuition Grant for Parishioners of Immaculate Conception Church

Parishioners are eligible for an annual tuition grant of \$1,000 per student. To be considered a parishioner of Immaculate Conception Church, a person or family must:

- Complete and submit to the parish office all required registration forms
- Demonstrate a commitment to the parish with regular and frequent attendance at Saturday/Sunday Mass at Immaculate Conception Church.
- Demonstrate consistent offertory contribution either via use of offertory envelopes or electronic funds transfer. Cash contributions cannot be considered.
- Families must be active and contributing parishioners for one year as of May 1st prior to the first day of school in order to be eligible for the tuition grant. Parishioner eligibility is reviewed annually and cannot be prorated.

Only families who are parishioners of ICC per the above-described standards will be awarded the parishioner tuition grant. ICS reserves the right to verify parishioner status at any time and to adjust any tuition billing accordingly. Questions on parishioner status or about joining Immaculate Conception Church should be directed to the Parish Office at **410-427-4700**.

Financial Aid

Financial aid applications must be submitted annually through the FACTS system. Submission dates are communicated to the school community in the ICS weekly email newsletter, *News from the Nest*. Parents are solely responsible for investigating application requirements and observing application deadlines and for applying for independent scholarships if desired.

Financial aid awards are made by a school committee based on demonstrated need and funds available from both the Archdiocese of Baltimore and from Immaculate Conception Church. The money awarded by the Archdiocese will be distributed under the following priorities: first to current recipients of financial aid, and secondly based upon the financial need level of an applicant family. Parishioners are given first priority for parish-based financial assistance. Financial aid and grant awards are communicated through a FACTS notification in late April or early May.

Policy Regarding Student Records

All student records are confidential and are maintained in the school office or a designated administrative area. Access to records is governed by the Records Policy. In accordance with state law, parents have access to these records. If a non-custodial parent seeks access to his/her child's records, the school **must** allow access unless a copy of a valid court order or legal agreement prohibiting such access has been presented to the school. The school reserves the right to notify the custodial parent of any request to review records. Progress reports

are given at the end of each trimester. A home report of the standardized test scores is given at the end of trimester to students in grades 2 through 8. **The school reserves the right to charge a fee for additional copies of these reports.**

ICS will not release information or school records to any other school, health care provider or testing facility without a written release by the parent or guardian. If there is a change of address, telephone, place of employment, or change in the individual(s) emergency number, the office should be notified as soon as possible. Parents/guardians whose phone numbers are unlisted **must** give the school either the unlisted number or a number where the parent(s) can be reached. It is essential that the school have this information in case of an emergency. This information will be kept confidential. If there is a change in the family status or a change of a child's name, it is important that the school be informed promptly of the change and be provided with legal documentation. In case of a change of custody, a copy of the portion of the court order that names the custodial parent must be on file with the school.

Transfer Policies

All applications and recommendations for graduating or transferring students must be submitted to the school office, not individual teachers. School office personnel will handle distribution of recommendation forms to the appropriate teachers, collection of the completed forms, and mailing to the prospective schools.

Parents/guardians should notify the principal if their child/children will be transferring to another school. All ICS property must be returned before a transfer can be issued or records sent to the new school. It is also understood that all fees including but not limited to tuition, extended day, etc., must be up-to-date before school records are released to a new school.

Attendance Policies

The doors to the school open at 7:30 am. Elementary school students gather in the elementary building and are supervised by staff and teachers. Middle school students gather in the courtyard or in the dining hall. The Extended Day program is available for registered students starting at 7:00 a.m. Students may enter their classrooms at 7:45 a.m. and the school day begins promptly at 8:00 a.m. **Students who are not in their homerooms by 8:00 a.m. are marked late. After 8:00 a.m., parents are required to walk their children into school and sign them in at the main office.**

On a regular school day (8:00-3:00), children who arrive after 10:00 a.m. or leave before 1:00 p.m. will be marked absent for half a day. Children leaving after 1:00 p.m. will be recorded as "leaving early." The school discourages late arrivals and early departures and requests families to arrange medical and dental appointments, etc., either after school hours, on early dismissal days, or during vacation periods. If a student must be dismissed early, the student must submit a note to the teacher, signed by the parent(s)/guardian(s), that day. The teacher creates a

pass for the student's early dismissal. The note should include the reason for the request and the time the student must leave school. The parent/guardian must sign the student out in the office. The student is counted absent from classes missed and must make up the work at the discretion of the teacher.

The school day ends at 3:00 pm. If there is an early dismissal the day will end at 12:00 pm or as noted on the calendar and on the website. Regular school attendance is mandatory for scholastic achievement. Excessive absences or lateness affect eligibility for academic awards.

The school calendar provides 178 instructional days which includes 3 days for inclement weather. If inclement weather days are not used, they are NOT taken away from the calendar.

Attendance

Regular attendance is considered essential for learning at Immaculate Conception School. Students need to develop the work habits and responsibilities required of all of us as we go through life. When a student is absent from school, a parent/legal guardian must email the homeroom teacher by 8:15 a.m. to report the reason for absence. All absences and tardiness become part of a student's permanent record.

Absence from school during the academic year due to family vacations is strongly discouraged. Missed work and assignments may only be obtained upon return.

Students who are absent from school may not participate in any after school or evening school sponsored events such as sports, dances, etc.

A student's absence of 20 days or more is considered excessive. Promotion to the next grade at the end of the year requires the student to complete all missed assignments and to earn administrative permission to advance. In this instance, parents/guardians must provide medical documentation from an approved health care provider for these absences.

The school reserves the right to require a doctor's note for absences due to illness or injury or need for assessment/evaluation. A child may not return to school until he/she is well enough to participate in all school activities. If a student will be out of school for an extended period, whether continuous or intermittent, parents should consult with the administration regarding appropriate support of the student in fulfilling the school curriculum or alternative arrangements such as home and hospital services through the local public school district.

Truancy

Truancy is defined as a student being absent from school without parent/legal guardian permission, or leaving school grounds without permission during the school day. Truancy may result in disciplinary action up to and including suspension or expulsion.

Lateness/Assignments

Students may enter their homerooms at 7:45 a.m. The school day begins at 8:00 a.m. Any student arriving after 8:00 a.m. and not seated in the homeroom prepared to begin the day is considered late and must report to the office for a late slip. Tardiness is entered on a student's permanent record. It is the responsibility of the student to check with the homeroom teacher to receive the necessary communication or work that may have been missed due to lateness.

Early Departure/Late Arrivals

The school discourages early departures and requests that families arrange medical and dental appointments, etc. after school hours, on early dismissal days, or during vacation periods. Check the calendar for days when school is not in session.

Arrival and Dismissal Procedures

Arrival for Grades K-5

Adults who bring children to school by car are asked to enter the campus via Ware Avenue and drop the children off along the sidewalk on the church-side of the elementary building approaching the school's main entrance between 7:30-8:00 a.m. Children may be released anywhere along the areas where a sidewalk is present. We ask that you pull up as far as possible in order to keep the traffic flowing. School personnel will help with the process. Please follow their directions. Students will line up by grade level in the lobby and parish hall when they arrive. At 7:45 a.m. the students will go to their classroom. Children must be in the classroom by 8:00 a.m. to be on time (EIGHT IS LATE!). If you arrive late or the "8" is displayed on the Parish Hall door, please park your car beyond the dumpster, come into the building, and sign your child(ren) in at the front office. When in operation, the Before Care program is available for registered children beginning at 7:00 a.m.

Dismissal for Grades K-5

Students begin exiting the building at 3:00 p.m. Parents who have children in grades K-5 without any older siblings in the middle school should pick up their children using the blue/yellow dismissal lines that begin lining up in front of the church. The Blue Line (along the guardrail) is for families with last names beginning with A-L. Families with last names beginning with M-Z are to line up next to the church, in the Yellow Line. The children will be walked by their teachers from the school to the front of the church and then released to their parents for pickup. A teacher on duty will hold traffic until all children are safely in their vehicles, and then will begin dismissing cars off of the lot one row at a time.

If you are the parent of a child in grades K-5 who has an older sibling in middle school, that child may be dismissed with the Middle School (formerly Brown House) line that takes elementary students to the middle school parking lot to meet with their parents. **NO STUDENTS IN GRADES K-5 SHOULD BE PICKED UP FROM THE MIDDLE SCHOOL LOT UNLESS THEY HAVE A SIBLING IN THE MIDDLE SCHOOL OR ARE PARTICIPATING IN A CARPOOL THAT INCLUDES AT LEAST ONE MIDDLE SCHOOL STUDENT.**

Arrival for Grades 6-8

Students in Immaculate Conception Middle School and their siblings should be dropped off at the Ware Avenue lot at the supervised crosswalk beginning at 7:30 a.m. As cars enter the lot, they form a type of semi-circle, dropping the children at the sidewalk near the crosswalk, where a teacher serving as crossing guard is on duty. Students will walk across Ware Avenue and enter the courtyard to wait until the school doors open at 7:45 a.m. A teacher will be assigned the responsibility of monitoring the courtyard until 7:45 a.m. In the case of inclement or cold weather, students will wait in the dining hall. At 7:45 a.m. the students will go upstairs to their homeroom, and any students who arrive after 7:45 a.m. will enter the building and go straight to their homeroom. Once the teacher serving as crossing guard leaves the crosswalk at 7:55 a.m., parents should bring students to the Elementary School (Parish Hall) entrance to be dropped off. Students may not cross Ware Ave. unattended. If you arrive late, or if the Middle School door is closed, please park your car in the gravel lot, come into the building, and sign your child(ren) in at the office.

Dismissal for Grades 6-8

Middle school students exit the school in the Middle School (formerly Brown House) dismissal line. This dismissal line exits the middle school through the doors facing Ware Avenue. A teacher will be on duty to serve as a crossing guard on Ware Avenue. Parents will all enter the lot on Ware Avenue, and exit the lot onto Joppa Road. They will form lines from right to left to wait for children to arrive. A teacher at the front of the lot will hold traffic until all children are in their vehicles, and then dismiss the lines from right to left to Joppa Road. Overflow traffic can park in the gravel lot. Ware Avenue is west bound only during dismissal. **NO STUDENTS IN GRADES K-5 SHOULD BE PICKED UP FROM THE MIDDLE SCHOOL LOT UNLESS THEY HAVE A SIBLING IN THE MIDDLE SCHOOL OR ARE PARTICIPATING IN A CARPOOL THAT INCLUDES AT LEAST ONE MIDDLE SCHOOL STUDENT.**

Walkers

Students who live close to Immaculate Conception School may walk to or from our campus. A parent/guardian must sign a permission slip allowing students to walk. A signed walker form is required for regardless of the frequency with which the student walks to or from campus. This includes traveling with a friend for the day. Forms are available online in SchoolAdmin.

Arrival for Walkers

Students in grades K-5 who walk to school should walk to the school's main entrance, which will be open to them at 7:30 a.m. Students in the middle school who walk to school should walk to the courtyard and wait with the other middle school students for doors to open at 7:45 a.m.

Dismissal for Walkers

Students who walk home will be dismissed via a "Walker Line" to the breezeway doors. There, they will meet teachers who will escort lines of registered students through the school breezeway door, past the front of the Adoration Chapel, and down to Joppa Road. The teachers will then transfer the students to the Baltimore County crossing guard who will assist them in crossing Joppa Rd. and Bosley Rd. Parents/guardians of registered walkers should instruct their children on the safest route to and from school. Only students who have completed the walker permission form will be dismissed via the walker line.

Map of Arrival Locations



Map of Dismissal Locations



Diagram of Elementary School Pickup (Blue/Yellow Lines)

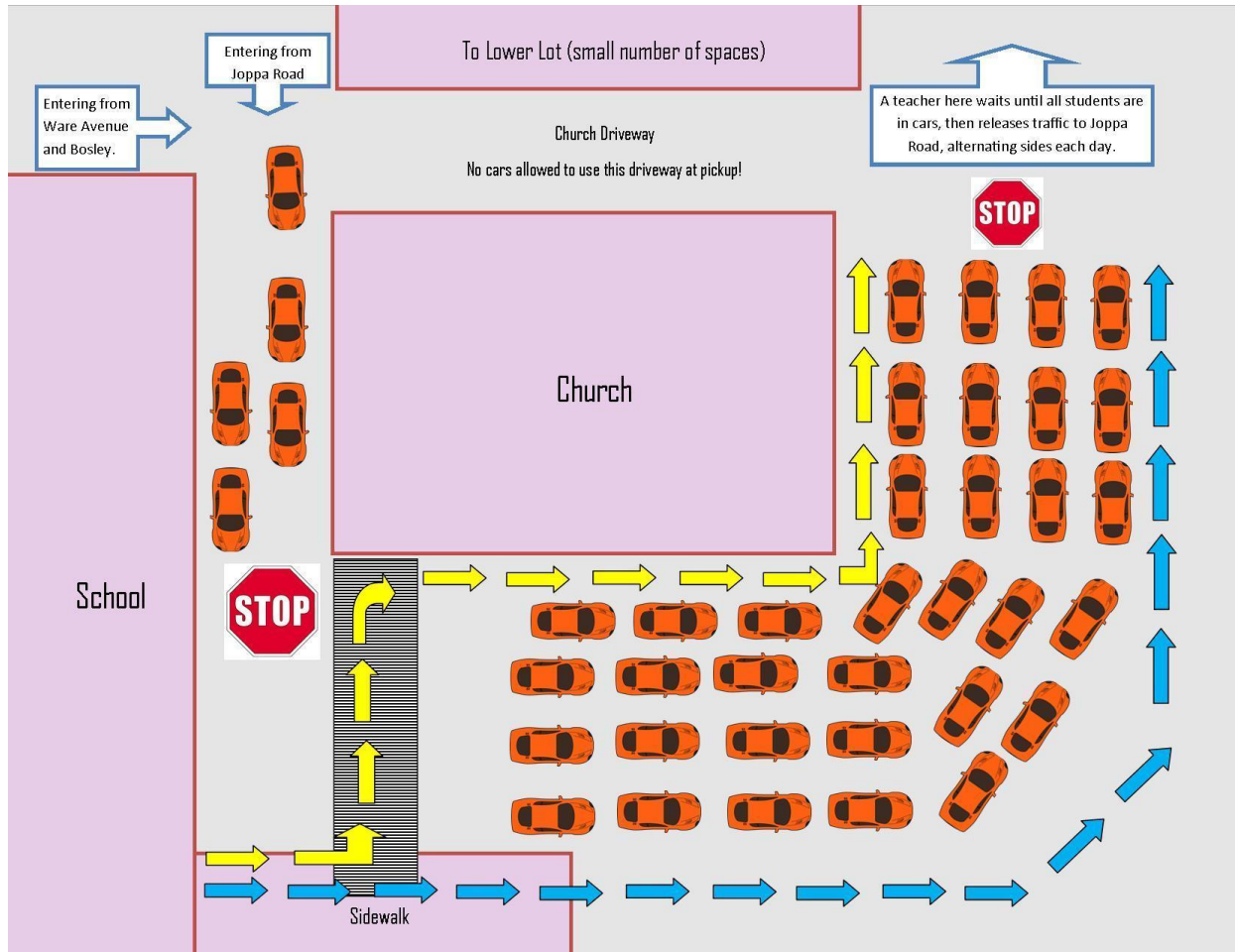
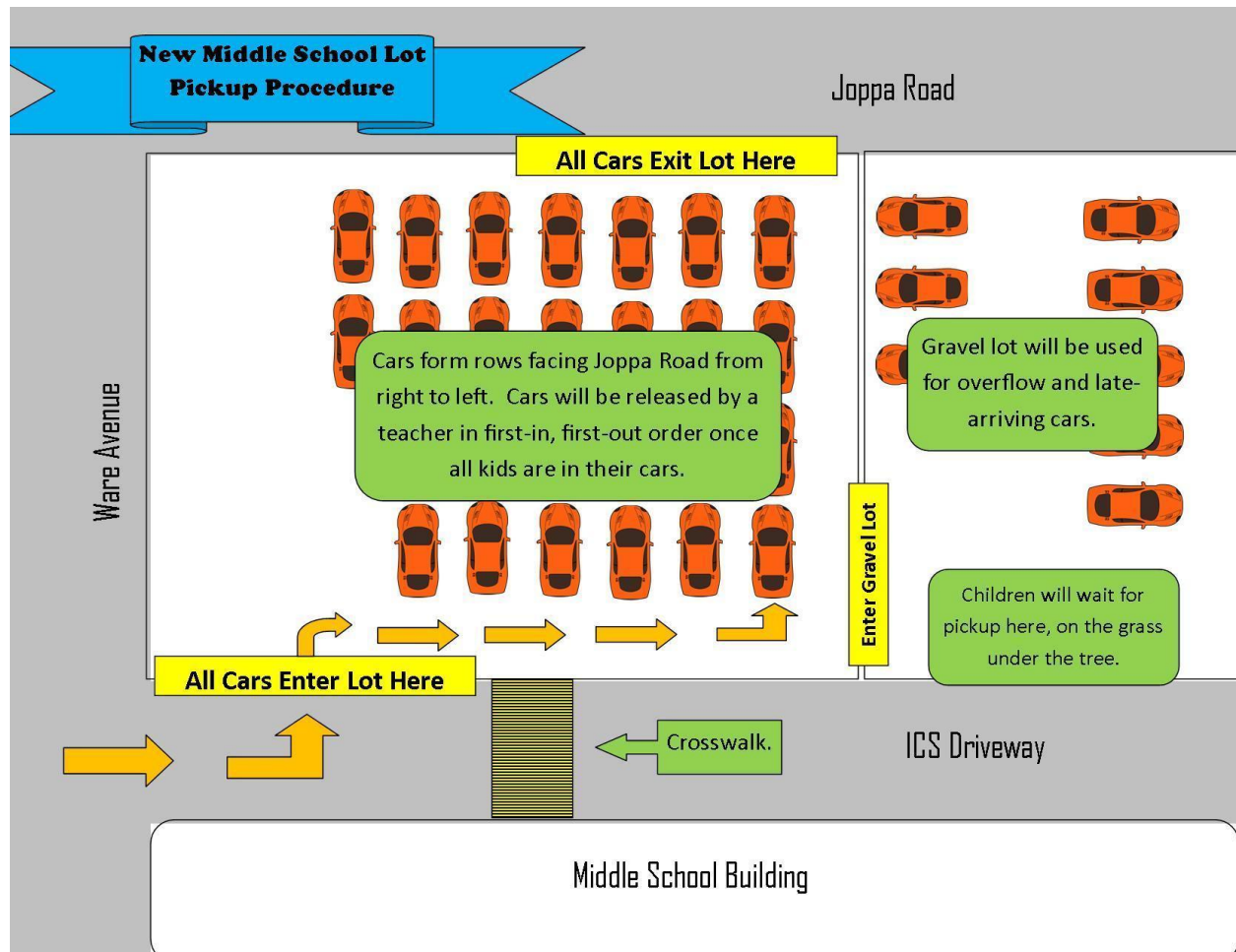


Diagram of Middle School Pickup Procedure (Ware Avenue/Brown House Line)



Supervisory Responsibilities Before and After the Official School Day

Parents are required to follow the outlined times for dropping off and picking up students. The school is not responsible for supervision of students before 7:30 a.m. or after dismissal ends at 3:00 p.m. The school is not liable for any injuries or accidents which may occur before or after the times stated above. Failure to pick up your child within 15 minutes of the end of the school day will result in a \$25 late pick up fee billed through the Extended Day Program. Students will wait in the Elementary School or Middle School Office. If the student is participating in a scheduled, supervised activity before or after the hours noted above, specific arrangements must be made for drop-off and pickup at the designated times. If children are participating in before or after school care, parents/guardians must comply with the rules established by the program for drop-off and pickup. Once children are picked up, they should not re-enter the building to get materials they left behind by accident, or to deliver papers to teachers after school.

Extended Day Program

Registered students in the program are cared for from 7:00 a.m. - 7:30 a.m. and from 3:00 p.m. - 6:00 p.m. beginning with the first full day of school. The Extended Day Program operates every school day unless otherwise stated (see calendar on school website). The program is not open on holidays or days when there is no school because of inclement weather. If there is a delayed opening, the morning Extended Day will begin one hour prior to the start of the school day. If Baltimore County Schools dismiss early due to inclement weather, and evening and/or afterschool activities are cancelled, there will be no Extended Day. Children not registered in Extended Day are not allowed to attend. Parents will be charged a late pick up fee of \$25 for any child not picked up within 15 minutes of the regular school day. For fees and other information, please call the Extended Day office at 410-427-4915. Extended Day staff has the authority to enforce all school rules using the disciplinary protocols utilized during the school day.

Dress Code & Uniform Policy

The purpose of the uniform policy is to ensure a consistent appearance throughout our school community. All clothing must be worn in the appropriate manner in which it was intended. Shorts and skirts may not be rolled or folded. The uniform policy as described below accounts for general neatness of appearance. Students must keep shirts tucked in, hair groomed and styled, and clothes free of dirt, stains, and holes. The complete uniform is to be worn to and from school. Students who are in the Scout program may wear their Scout uniform on a day they have a meeting after school. Violations of dress code policy will result in a uniform infraction notice in grades K-8. Three (3) uniform infraction notices will result in a demerit being issued in

grades 4 – 8. Administration reserves the right to amend these policies as needed. **Uniforms may be purchased from Flynn O’Hara Uniforms, 8868 Waltham Woods Rd. Parkville, MD 21243 (North Plaza Shopping Center) 410-828-4709 or online at www.flynnohara.com .**

Hair Styles

Hair for boys and girls must remain the student’s natural hair color and be neatly groomed. This means that hair may not be dyed or have the color altered in any way including highlights. Boys’ hair may not naturally cover the top of collars, ears, or eyebrows. Boys must be clean-shaven at all times.

ICS recognizes that particular hairstyles are often part of racial, ethnic, spiritual, and cultural identity and practice. Accordingly, it is the policy of the school to permit individual families to decide the appropriate cared-for hairstyle for their children.

Accessories and Jewelry

Students are not permitted to wear nail polish, fake nails, make-up, or use tanning products. Students wearing nail polish or make up will be sent to the nurse to have it removed. Students are allowed to wear a small religious medal or cross. Bracelets, rings, and SMART watches are not permitted. One small stud earring in each ear lobe is permitted for girls. Boys are not permitted to wear earrings. Girls are allowed to wear simple hair accessories that do not serve as a distraction.

Uniform for Physical Education (PE)

On a day when a student is scheduled to have physical education class, they are to wear their required physical education uniform to school instead of their normal school uniform. **All PE uniforms and sweats for K-8 are purchased through Flynn O’Hara.**

The PE uniform for all grade levels consists of ICS blue mesh shorts, an ICS navy blue PE t-shirt, ICS sweatpants, ICS sweatshirt (crewneck, hooded, or ¼ zip pullover), athletic shoes, and white crew socks that adequately cover the ankles with **no logos**. Students are encouraged to wear their ICS PE sweatpants and ICS PE sweatshirts over their PE uniform shorts and t-shirts on cold days. Students should not wear ICS apparel that is not part of this uniform, such as basketball or soccer uniform shorts or shirts, or any spirit wear. Shorts should be modest in length, no shorter than finger-tip length when standing.

Uniform for Girls

Kindergarten through 5th Grade Girls

The **regular uniform can be worn year-round**, but must be worn from November 1st until March 31st, and includes the following:

- Plaid tunic that is no shorter than two inches above the knee front and back. (Note: Flynn O'Hara offers extra-long options for taller students to help them meet this length requirement.)
- White blouse with peter-pan collar, short or long sleeves, or white turtleneck.
- Navy round neck cardigan sweater with ICS logo or ICS PE sweatshirt as required by weather.
- Navy knee socks or navy tights. Students may also wear thicker navy or black leggings or compression running leggings under their skirts in the cold winter months. They must be solid with **no visible logos** and should be tight-fitting like tights, and not loose-fitting like sweatpants.
- Black and white saddle shoes or tan suede bucks with appropriate colored shoelaces. Shoes must be tied.
- **Kindergarteners must wear solid-colored athletic shoes that are Velcro/no-tie instead of dress shoes with their uniform. Shoes may not light up or make noise.**
- Girls are encouraged to wear black or navy blue cotton, Lycra, or spandex shorts under their skirts. Shorts may **not** be visible below the skirt.

Girls in grades K-5 may wear the **summer uniform** from the start of the school year until October 31st and from April 1st until the last day of school. For the summer uniform, girls may make the following substitutions:

- Navy blue skort that is no shorter than two inches above the knee front and back. (**Note: Flynn O'Hara offers extra-long options for taller students to help them meet this length requirement.**)
- White polo with ICS logo.
- White or navy-blue socks that cover the ankle or knee socks with **no logos**.
- Girls may also choose to wear the full winter uniform during this time with white or blue socks that cover the ankles instead of knee socks or tights.

6th through 8th Grade Girls

The **regular uniform may be worn year round**, but must be worn from November 1st until March 31st and includes the following:

- Navy plaid kilt wrap-around no shorter than two inches above the knee front and back *or* khaki plain-front girls' pants purchased through Flynn O'Hara. (Note: Flynn O'Hara offers extra-long options for taller students to help them meet this length requirement.)
- White oxford blouse with button collar, short or long sleeves. Girls may wear a white turtleneck beneath their ICS PE sweatshirt or ICS sweater in cold weather only. Only white or flesh colored items are permitted to be worn under the uniform blouse.
- Navy V-neck cardigan or navy V-neck pull-over uniform sweater with ICS logo worn for church services and assemblies. During cold weather months, students may only wear the ICS sweaters or ICS PE sweatshirts over their uniform.
- White or navy knee socks or navy opaque tights. Students may also wear thicker navy or black leggings or compression running leggings under their skirts in the cold winter months along with white or navy knee socks.
- White and black saddle shoes, tan suede bucks, Sperry Bluefish, Sperry Koifish or Sperry Billfish shoes with appropriate colored shoelaces. Shoes must be tied at all times.
- Girls are encouraged to wear black or navy blue cotton, Lycra, or spandex shorts under their skirts. Shorts may **not** be visible below the skirt.

Girls may wear the optional **summer uniform** from the start of the school year until October 31st, and from April 1st until the last day of school. For the summer uniform, girls may make the following substitutions:

- Khaki skort **no shorter than two inches above the knee front and back.** (Note: Flynn O'Hara offers extra-long options for taller students to help them meet this length requirement.)
- White polo with ICS logo
- White knee socks or white socks that cover the ankle with **no logos**.
- Girls may also choose to wear the full winter uniform during this time with white socks that cover the ankles instead of knee socks or tights.

Uniform for Boys

Kindergarten through 3rd grade Boys

The **regular uniform** may be worn year-round, but must be worn from November 1st until March 31st and includes the following:

- Navy trousers purchased through Flynn O'Hara or in similar style.
- White knit polo shirt with ICS logo.
- Navy V-neck cardigan sweater with ICS logo or ICS PE sweatshirt as required by weather.
- Black or brown belt **without ornamentation** (optional).
- White or blue crew socks only with **no logos** and must extend above the ankle.

- Tan suede bucks with appropriate colored shoelaces. Shoes must be tied at all times.
- **Kindergarteners must wear solid colored Velcro/no-tie athletic shoes with their uniform. Shoes may not light up or make noise.**

Boys may wear the optional **summer uniform** from the start of the school year until October 31st, and from April 1st until the last day of school. For the summer uniform, boys may make the following substitutions

- Solid navy-blue walking shorts purchased through Flynn O'Hara or in similar style
- White knit polo shirt with ICS logo
- Navy or white socks above the ankle with **no logos**

4th & 5th Grade Boys

The **regular uniform** is worn from November 1st until March 31st and includes the following:

- Navy trousers purchased through Flynn O'Hara or in similar style.
- White oxford button collar dress shirt, short/long sleeves with **no logos** on the shirt.
- Plain white tee shirt under dress shirt.
- Navy tie.
- Navy V-neck cardigan uniform sweater with ICS logo or ICS PE sweatshirt as required by weather.
- Black or brown belt **without ornamentation.**
- White or blue socks above the ankle with **no logos.**
- Tan suede bucks with appropriate colored shoelaces.

Boys may wear the optional **summer uniform** from the start of the school year until October 31st, and from April 1st until the last day of school. For the summer uniform, boys may make the following substitutions

- Solid navy-blue walking shorts purchased through Flynn O'Hara or in similar style.
- White knit polo with ICS logo.
- Navy or white socks above the ankles with **no logos.**

6th through 8th Grade Boys

The **regular uniform** is worn from November 1st until March 31st and includes the following:

- Khaki trousers purchased through Flynn O'Hara or in similar style.

- White oxford button collar dress shirt, short/long sleeves with no logos. Top button is to be fastened. Only plain white undershirts should be worn underneath.
- White, navy, or tan socks above the ankles with **no logos**.
- Uniform tie purchased through Flynn O'Hara.
- Navy blazer, worn for church services and assemblies from November 1 until March 31st. During cold weather months, students may only wear the ICS sweater, ICS PE sweatshirt or the navy blazer.
- Black, brown, or navy belt without ornamentation.
- Tan suede bucks, Sperry Bluefish, Sperry Koifish or Sperry Billfish with appropriate colored shoelaces and tied at all times.

Boys may wear the optional **summer uniform** from the start of the school year until October 31st, and from April 1st until the last day of school; boys may make the following substitutions:

- Flynn O'Hara khaki walking shorts or shorts of a similar style.
- White knit polo with ICS logo.
- White socks above the ankle with **no logos**.

Backpacks

Children should carry backpacks to school everyday grades K - 8. They may not be rolling backpacks without a note from a doctor specifying the medical need for a rolling backpack. Backpacks should have no inappropriate images on them, nor should they have excessive keychains or attachments.

Spirit Dress Days

The first Friday of each month will be a designated Spirit Wear Day. Students may wear PE uniforms, ICS class-colored shirts, ICS athletic jerseys/shirts with ICS PE shorts or sweatpants. All students should wear gym shoes. These relaxed school spirit days are recognized as celebration days during which the students may wear spirited dress.

Attire for 8th Grade Graduation

Girls should wear a dress, no shorter than two inches above the knee. The dress must have shoulder straps of at least **two (2) inches** in width. Shoes can be flats, pumps, or sling backs. Boys must wear a dress shirt and tie, dress pants, and dress or school shoes. Hair should be neatly groomed.

Middle School Open Gym Nights Dress Code

While Middle School Open Gym Nights are hosted by volunteer HSA members, a member of the faculty or administration of Immaculate Conception School will be present to

supervise the event and hold students accountable for their behavior in the same way that they do during a school day. Cellular phones are checked in with the event organizers upon arrival. If a student wishes to use their phone, he or she must ask for the permission of one of the event chaperones. All cell phones are returned to students when they depart. The adult driving the student/students to the dance needs to enter the parish hall and sign them in. Inappropriately dressed students will not be allowed to enter. The accepted dress standards for these HSA-sponsored social events are as follows:

- All clothing should be clean, properly fitting, and free of holes or tears.
- Shorts, skirts, and dresses must be fingertip length or longer.
- T-shirts must have school-appropriate language and/or pictures.
- Sleeveless shirts, tank tops and hats are not allowed.
- Midriffs and shoulders must be covered.
- Clothing should not be sheer or see-through.
- Closed-toe shoes are required for student safety.

Attire for The Candy Cane Social (Grades 6-8)

Boys must wear a collared shirt and dress pants. No jeans or shorts. Ties and sport coats are optional, but encouraged.

Girls should wear dresses or dress pants and tops that have shoulder straps of at least two (2) inches in width. If they are narrower than 2 inches or have an open back, a shrug or sweater must be worn the duration of the event without exception. No strapless, low cut, backless, or excessively tight-fitting dresses or tops are permitted. Skirts or dresses must be no shorter than 2 inches above the knees. Leggings can only be worn if under a skirt or dress. No jeans or shorts.

Closed-toe shoes are encouraged to prioritize comfort and safety.

Attire for Picture Days

On picture days, students are permitted to be out of uniform. ICS requires that students be photographed wearing modest attire appropriate for school. Jeans free of holes or tears are permitted. Sweatpants and leggings are NOT allowed. Students may always choose to wear their school uniform on picture days as well.

Lost and Found

In an effort to minimize the volume in Lost and Found, please label EVERYTHING your student owns and brings to school. Clothing and large items that have been found will be placed on bookshelves in the dining hall. Every effort will be made to return labeled items to the owners. Unclaimed items will be donated to charity at the end of each trimester or returned to the Uniform Exchange.

Student Behavior Expectations and Code of Conduct

ICS is a Positive Behavior Interventions and Supports (PBIS) School

The Archdiocese of Baltimore has implemented an evidence and research-based Anti-bullying Program, Positive Behavior Interventions and Supports (PBIS). PBIS is a comprehensive framework in which schools focus on our Christ-centered teachings and values to create nurturing, safe, positive, and supportive learning environments. Consistent school-wide expectations are visible throughout the school and students' positive behavior is acknowledged and celebrated. The PBIS framework adopts behavioral interventions into an integrated continuum that is designed to enhance academic and behavioral outcomes for every student.

ICS has adopted PBIS-supported matrixes of behavior in various areas of the school, including the dining hall, hallways, stairwells, bathrooms, classrooms, and church, which identify desired student behavior outcomes. Teachers use reward systems both within their classrooms and school-wide, such as the Eagle Bucks, to encourage positive behavior. The faculty and staff communicate areas where students struggle to maintain positive behaviors so that the community can collaborate to encourage better behavior in a proactive instead of reactive manner. The ICS community has adopted the motto, "Be Respectful, Be Responsible, and Be Kind, Because Christ Matters!" as a community-wide descriptor of our behavior expectations.

Additionally, in Catholic education, the student is ready to take his or her place in society in view of the gospel message of Jesus Christ. Each child is an integral part of the school community that fosters the growth of Christian character. Discipline is administered in a manner consistent with Christian principles, and students are encouraged to adopt a Christ-centered approach to decision-making.

PBIS Behavior Matrix

	Be Respectful	Be Responsible	Be Kind
Dining Hall	<ul style="list-style-type: none"> Voice Level: 2 Listen to the teachers on duty Be silent when someone is on the microphone Keep hands, feet and belongings to yourself. 	<ul style="list-style-type: none"> Throw trash and recyclables in the appropriate bins Keep your area clean 	<ul style="list-style-type: none"> Use table manners Be welcoming. Allow new people to sit at your lunch table. Use positive words and tone.
Playground	<ul style="list-style-type: none"> Voice Level: 4 Be a good sport Encourage others to do their best Take proper care of recess equipment. 	<ul style="list-style-type: none"> Stop when the whistle blows. Walk quietly to your line. 	<ul style="list-style-type: none"> Share equipment Play in a safe manner Allow others to participate. Take turns. Resolve conflicts peacefully.
Bathroom	<ul style="list-style-type: none"> Voice Level: 1 Give privacy to others and maintain your own. Keep bathroom clean Make good choices Wait your turn One person to one stall. Respect school property. 	<ul style="list-style-type: none"> Flush the toilet Wash your hands Stick with the task at hand – using the bathroom. Throw trash in the trash can. Turn off water when finished. Report problems to a teacher. 	<ul style="list-style-type: none"> Use positive words and tone.
Church	<ul style="list-style-type: none"> Voice Level 0 Genuflect Kneel and pray before Mass begins Use a comfortable, but attentive posture 	<ul style="list-style-type: none"> Participate joyfully in Mass Sing loud and clear for all to hear 	<ul style="list-style-type: none"> Extend a polite Sign of Peace to those around you. Demonstrate Catholic values in your interactions outside or Church.
Hallway	<ul style="list-style-type: none"> Use Voice Level 0 in the stairwell of the Elementary School and in the halls so others can continue learning. Follow teacher directions. Finish conversation before entering the building. 	<ul style="list-style-type: none"> Walk safely down the hallway. Return to class promptly Keep the hallways clean. 	<ul style="list-style-type: none"> Enter and exit the auditorium quietly (Level 1) Raise your hand to participate Listen to directions
Auditorium	<ul style="list-style-type: none"> Stay seated Listen to the presenter 	<ul style="list-style-type: none"> Enter and exit the auditorium quietly (Level 1) Raise your hand to participate Listen to directions 	<ul style="list-style-type: none"> Thank the presenter Clap appropriately

Philosophy of Discipline

Immaculate Conception School strives to develop responsible, courteous, self-disciplined boys and girls whose pride in themselves, their parents, their school, and their community is reflected in their behavior. The development of such young people requires a consistent practice of thoughtful, responsible behavior during these formative years. Students are made aware that they are an integral part of the faith community and that their actions affect themselves as well as the entire community. The ultimate purpose is to develop true Christian character and a sense of responsibility: to establish an atmosphere conducive to academic excellence; and to protect the welfare of the individual, as well as the school community.

Students will be disciplined for conduct that occurs on school premises or at school-sponsored events, or for other conduct that adversely affects the interests or reputation of the school regardless of where the conduct occurs.

Behavior

To maintain a positive learning environment and standards that are consistent with our Christian philosophy, it is essential that students exhibit a sense of responsibility and respect for themselves as well as others. Listed below are some behaviors that are unacceptable:

- Disrespect in manner and/or language
- Rowdiness
- Using the property of others without permission
- Dishonesty
- Disruptive Behavior
- Failure to have necessary supplies for class work
- Dangerous Play
- Rudeness
- Vulgarity
- Dress code violations
- Gum chewing
- Harassment of any kind by word or manner
- Possession or consumption of any drug or look-alike drug while at school or while attending a school function
- Possession or consumption of alcohol while at school or while attending a school function
- Possession of knives/weapons or look-alike knives/weapons
- Smoking/vaping/using matches
- Willful destruction of school property
- Leaving school property without permission
- Theft or extortion

- Fighting or threats of violence
- Harassment

Generally, the teacher will deal with infractions. Should circumstances warrant, the parent and/or the Administration will be consulted. In cases of serious or repeated violations, students may be subject to disciplinary suspension or expulsion. The school's fair procedure, to be used in cases of possible suspension or expulsion, can be referenced in the Archdiocesan policy manual 2.1 and 3.0.

While on suspension, the student is still responsible for missed work. After the specified amount of time for suspension, which shall not exceed three consecutive school days, the student and the parent(s)/guardian(s) will meet with the Administration for reinstatement. The Administration reserves the right to determine the conditions for reinstatement.

An expelled student forfeits all privileges of the Immaculate Conception School student. The Administrator reserves the right to not re-admit an expelled student at a later date. If a student is to be expelled, the student is entitled to a prompt review procedure established by the Department of Catholic Schools. A written request for review must be submitted to the Superintendent of Catholic Schools within 10 working days of the notice of intent to expel. Parents are given the option to withdraw the student in lieu of expulsion.

The school reserves the right to deny attendance to anyone whose behaviour is contrary to the teachings and ideals of the school or whose behaviour or attitude is disruptive to the functioning of the student body.

Search and Seizure

Immaculate Conception School reserves the right to search school property (e.g., lockers, desks), a student's belongings, and areas under the student's control in order to enforce school policies, rules and regulations or otherwise to preserve a safe and orderly learning environment.

Conflict Situations

Conflicts are a normal and healthy part of living and growing. The Administration will implement acceptable conflict resolution techniques to work towards a solution.

Grades K-3 Discipline Policy

In the earliest years at Immaculate Conception School, students are learning the importance of making good choices, and how making poor choices can have consequences for those around them.

Students in grades K-3 need positive reinforcement to learn appropriate behavior. Teachers are asked to give a 5 to 1 ratio of praise to behavior correction when interacting with

students. All teachers are asked to develop a system in their classrooms for affirming and rewarding positive behavior choices. When a student in grades K-3 acts in a way that is not in accordance with acceptable standards for behavior at ICS, their teacher will utilize a behavioral intervention to correct the student.

Should a negative behavior incident occur after warnings, the teacher may issue a Behavior Incident Form to the student, which would be filled out by the teacher and student collaboratively, signed by the parent, and then submitted to the office of the assistant principal. In this way, students who need additional behavior interventions can be identified, and areas of frequent negative behaviors at ICS can be targeted for increased teacher reinforcement of positive behavior outcomes.

Grades 4-8 Disciplinary Policies

In the intermediate and middle school grades of ICS, teachers are still expected to utilize positive reinforcement to encourage desired behavior outcomes in their classrooms, including incentive-based rewards systems, a 5-to-1 praise to correction ratio, and positive language to enforce the PBIS behavior matrix expectations. However, students in grades 4-8 are also held to a higher standard of personal accountability and the disciplinary responses to negative behavior choices reflect this standard.

Demerits are intended as a communication between the teacher and parents that a student is not demonstrating the quality of behavior expected of an Immaculate Conception student. It has no consequences beyond serving as a record of communication between the school and family regarding inappropriate behavior and as a warning that repeated infractions will result in a detention. Demerits are cumulative over the trimester and are expunged annually. Demerits are not included in the student's permanent record and are not sent to schools following departure from ICS.

A detention is the consequence of repeated inappropriate behavior and is intended as a behavioral intervention to prevent future disciplinary infractions. Detentions are served after school on Tuesday from 3:00-4:00 p.m. as needed and may involve sitting quietly, writing a reflective essay, or performing an act of service to the Immaculate Conception community. Detentions are cumulative over the year and are expunged annually. Detentions are not included in the student's permanent record, and notice of them is not sent to schools following departure from ICS.

A disciplinary contract is the consequence of repeated disciplinary infractions resulting in detentions. The contract is drafted during a meeting between the assistant principal, the student, and the parents of the student, and may also include teachers, guidance counselors, or the principal. A disciplinary contract establishes an agreement between the student and the school for ways in which the student agrees to improve his or her behavior, and ways in which the school will assist in the student's behavior improvement objectives. Failure to meet the

expectations of the disciplinary contract may result in suspension, Saturday detention, or expulsion.

Suspension at ICS means that a child will not be able to attend classes for a period of one to three days. Suspensions will be noted on a student's attendance record in his/her permanent file. At the discretion of the administration, suspensions will be served either in school or out of school. While on suspension, the student is responsible for missed work. After the specified amount of time for suspension, the student and the parent(s)/guardian(s) will meet with the administration for reinstatement. Administration reserves the right to determine the conditions for reinstatement. During a suspension, he/she will forfeit the right to go on field trips with the class. Multiple suspensions may result in disallowing reregistration for the following year or expulsion. Suspensions are included in the student's permanent record, and notice of them is sent to schools following matriculation from ICS.

Expulsion is the consequence of illegal, dangerous, or excessively inappropriate, disruptive, or destructive behavior. Any expelled student forfeits all privileges of the Immaculate Conception School student. The expulsion will be noted in the permanent records retained at ICS. The principal will make any decisions regarding suspension or expulsion. The decision to expel or suspend will be communicated to the parent/guardian of the student immediately. If a parent/guardian chooses to appeal a decision to expel, he/she must contact the appropriate Associate Superintendent and submit all relevant written documentation.

Discipline Protocol and Description of Infractions

When a disciplinary infraction occurs, teachers use the following procedure:

1. Teacher completes and gives the student the written demerit/detention form.
2. Student has demerit/detention form signed by a parent.
3. Student has two school days to return signed demerit/detention form to the teacher.
4. Teacher submits form to the office of the Assistant Principal, who logs the disciplinary infraction in PowerSchool.

The following system generally describes the escalation of disciplinary consequences for behavior infractions:

- 3 Demerits = Detention
- 3 Detentions = Implementation of a Disciplinary Contract
- Violation of Disciplinary Contract = Probable Suspension
- 3 Suspensions in a School Year = Grounds for expulsion

Infractions resulting in demerits include, but are not limited to, the following:

- Tardiness to class without a teacher note
- Lack of preparedness after prior warning
- Talking at inappropriate times during class after prior warning
- Failure to follow stated instructions after prior warning
- Dress code violations
- Chewing gum or eating other food anywhere except dining hall
- Isolated incidents of disrespect in manner or language to classmates or teachers
- Vulgar or inappropriate language
- Dishonesty
- Cell phones ringing or vibrating in a locker
- Taking or using another's possessions without permission
- Failure to return a signed demerit within two school days
- Doing schoolwork for other classes while in class
- Failure to clean an excessively dirty desk or eating area after prior warning
- Inappropriate use of iPads/Chromebooks

Some offenses are severe enough to merit superseding the traditional demerit and resulting in immediate detentions and/or implementation of disciplinary contracts.

Infractions resulting in immediate detentions include, but are not limited to, the following:

- Inappropriate physical contact with classmates or fighting
- Harassment or Bullying, including cyberbullying
- Blatant and offensive disrespect to a teacher or administrator
- Damage or destruction of school property
- Forging a signature on a demerit or detention form
- Theft, damage, or unauthorized use of another student's electronic device
- Using a cell phone anywhere inside or outside the building after entering and before leaving
- Inappropriate communication about classmates or teachers outside of school
- Violation of Academic Integrity Policy (pg. 34)
- Inappropriate use of ICS technology
- Entering a restricted area of the ICS campus, including all vacant classrooms and hallways

Some infractions are severe enough to merit immediate suspension or expulsion or to result in a student's inability to return to ICS the following year. Infractions that may result in immediate suspension or expulsion include, but are not limited to, the following:

- Possession or use of drugs, alcohol, tobacco, or e-cigarettes anywhere on campus
- Possession of pornography, including viewing it on an iPad or Chromebook at school

- Excessively violent fighting or inappropriate physical contact with a classmate
- Violation of a public law either inside or outside of school
- Public defamation of ICS students or ICS staff, teachers, and administrators
- Theft, damage, destruction, or compromise of another student's electronic device, which would include taking personal information off of another student's device without their permission.
- Hacking or otherwise compromising the privacy or security of the network, email, or other electronic communication of ICS.

Academic Integrity Policy and Plagiarism

ICS students are to foster and maintain honesty, trust, responsibility, and academic excellence. All members of the school community, including students, parents, and faculty, must be dedicated to this vision. This policy is established to create a positive learning environment and help build students' moral character. The community of Immaculate Conception School expects a commitment of academic integrity from all students. Students should produce and submit their own work and refuse to ignore when they are aware that others do not produce and submit their own work. If a student believes an act of cheating or plagiarism has occurred, the student is encouraged to talk to the teacher directly and promptly.

The following actions are considered examples of academic dishonesty:

- Discussing test questions or answers with someone who has yet to take the test
- Using unauthorized aides such as notes or a "cheat sheet" on a test or quiz
- Giving assistance to another student during a test or quiz
- Copying another student's work or allowing another student to copy your work
- "Recycling" work from another course
- Copying information from a source without giving proper citation
- Paraphrasing information from a source without giving proper citation

If a Middle School student is believed to have cheated or plagiarized, the student will be asked about the assignment in question. If a teacher is dissatisfied with the response the matter should be referred to the Assistant Principal. If academic dishonesty is determined, a zero will be given on the assignment and the student will receive detention.

Outside of Regular School Hours Policy

Immaculate Conception School reserves the right to use its system of disciplinary consequences as a response to behavior that occurs outside of school which still violates stated rules for appropriate conduct at ICS, including online. It is expected that ICS students act in a way that proudly represents the Catholic values of respectfulness, responsibility, and kindness that are inherent to our school culture even when they are in public or at other non-school events.

Harassment Policy

Harassment or abuse of any kind is not acceptable behavior in Immaculate Conception School and will result in disciplinary action up to and including suspension/expulsion.

Policy

It is the policy of the Archdiocese to prohibit discrimination, including harassment, on the basis of race, color, sex, national origin, religion, age, disability or handicap, or protected activity (i.e., opposition to prohibited discrimination or participation in the complaint process) in its education programs and activities. Each Catholic school shall adhere to this policy with respect to students. (Employees are similarly protected from harassment by a separate Archdiocesan policy.) A school is not required to adopt any rule, regulation, or policy that conflicts with its religious or moral teachings.

Scope

This policy applies to all students in Archdiocesan elementary, middle and secondary schools. The Archdiocese neither condones nor tolerates harassment of students at school, at school-related activities or functions, or in any school-related setting. Harassment of students, whether engaged in by other students, teachers, administrators, or others, is prohibited. Violation of this Policy is grounds for disciplinary action up to and including termination of employment or suspension or expulsion from school, depending on the nature and severity of the offense and the individual's disciplinary record.

Prohibited Conduct

For purposes of this Policy, "harassment" means verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, sex, national origin, religion, age, disability or handicap, gender identity or expression, or protected activity, that:

- Has the purpose or effect of creating an intimidating, hostile or offensive environment
- Has the purpose or effect of unreasonably interfering with an individual's academic performance
- Otherwise adversely affects an individual's educational opportunities

Harassing conduct includes, but is not limited to, epithets, slurs, negative stereotyping, or threatening, intimidating or hostile acts that relate to race, color, sex, national origin, religion, age, handicap or disability, gender identity or expression. "Sexual" harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct is used as the basis for educational decisions or has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive environment.

Procedure

Any person who believes that a student is being subjected to harassment should immediately report the harassment to any one or more of the following individuals: the student's teacher, guidance counselor, the principal of the school, the Superintendent of Catholic Schools.

Individuals are encouraged to report harassment early, before it becomes severe or pervasive, so that preventive action can be taken. All complaints will be investigated promptly, thoroughly and impartially, and will remain confidential to the extent possible.

Any retaliation, reprisals, or intimidation, whether by the alleged harasser or from another source, directed toward the complaining party or anyone else as a result of the filing or investigation of a harassment complaint is considered a serious violation of this Policy and should be reported immediately.

Once the investigation is complete, the school will take immediate and appropriate corrective action when it determines that this Policy has been violated. The complaining party and the complained-of party will be advised of the investigation's findings and conclusions. A report of the findings will be forwarded to the Department of Catholic Schools.

Bullying Policy Statement

Bullying, harassment, or intimidation (as defined below) of any student is prohibited in all Archdiocese of Baltimore Schools. Retaliation or reprisal against anyone who reports such behaviors or participates in an investigation of a report is also prohibited. Such behaviors are contrary to school life in a Christ-centered community, which respects the dignity and uniqueness of all of God's children. To foster a school environment where all students are educated in a safe and caring atmosphere, all Archdiocesan schools will follow established procedures for bullying prevention, intervention, and response.

Discrimination and harassment of students on a basis of race, color, sex, national origin, religion, disability or handicap, gender identity or expression, are also addressed under the Archdiocesan Student Harassment Policy in the Code of Conduct. Suspected abuse or neglect of students is addressed under the Policy for the Protection of Children and Youth.

"Bullying, harassment, or intimidation" means intentional conduct, including written, verbal, or physical conduct or an intentional electronic communication, that:

- Creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and:
 - o is motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity,

- religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or
 - o is sexual in nature; or
 - o is threatening or seriously intimidating; and,
- occurs on school property, at a school activity or event, or on a school bus; or substantially disrupts the orderly operation of a school.

Electronic technology means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, pager, etc.

Retaliation means an act of reprisal or revenge, i.e., getting back at a person for an act he/she committed (such as reporting misconduct).

Reporting forms are located in the main office and on the school's website.

Internet Access & Use Policy

Acceptable Use Policy for the Internet and Technology Tools

Technology skills are necessary to ready our students for their future. Access to the Internet and technology tools (including, but not limited to, software tools, web-based applications and services, computer equipment, iPads, Chromebooks and other personal electronic devices) allow students to conduct research, produce digital content, and communicate with classmates and teachers. The Internet and technology tools put enormous power at the fingertips of users. As such, they also place a great deal of responsibility on users.

It is imperative that technology resources be used to build community, encourage critical reflection, and foster readiness for future learning. Developments in technology at Immaculate Conception School are to be used ethically, legally, and responsibly. As in other areas, our students are expected to make good choices with regard to their behavior.

Individual users are responsible for their activity on the Internet and with technology tools, including the material stored and information shared. In order to protect private and personal information, unauthorized disclosure, use, or dissemination of personal information is prohibited. Immaculate Conception School reserves the right to edit Internet accounts for child-only configurations, and to run filtering and monitoring software for students' protection.

The purpose of this policy is to insure that student users (and their parents) recognize the limitations Immaculate Conception School imposes on the use of the Internet and technology tools and that they understand the standards of behavior Immaculate Conception School expects of users.

All users of the Immaculate Conception School network and technology tools, whether on a School-owned or personal device, are responsible for adhering to the following guidelines for acceptable use.

Acceptable uses of the Internet and technology tools are only for authorized academic and school-related activities that support learning and teaching and:

- Respect the privacy and property rights of others and the well-being of Immaculate Conception School
- Are consistent with Roman Catholic values and morals
- Treat technology tools and computer equipment with respect.

Unacceptable uses of the Internet and technology tools include but are not limited to:

- Violating the rights or privacy of others, including by photographing or filming an individual without consent
- Posting or distributing videos or photographs without consent of the persons depicted and of Immaculate Conception School
- Using technology to send profanity, obscenity, or other offensive or harmful language
- Unauthorized copying, downloading, or installation of content, software, or applications (including plagiarism or “pirating” music)
- Sending false information or sending messages to the Immaculate Conception School community that fail to identify the sender (including anonymous messages or messages using a pseudonym)
- Using any program designed to disrupt network performance or breach network security, such as software designed to capture passwords or break encryption protocols
- Revealing personal information beyond what is required for login while using Internet or web-based resources
- Responding to inappropriate messages from others (which should be reported to Immaculate Conception School Administrators)
- Downloading or copying information onto disks or hard drives without prior teacher approval
- Accessing, downloading, storing, or printing files or messages that are inappropriate or may be offensive to others (including pornography and other inappropriate images)
- Sharing of passwords or attempting to discover another’s password (passwords should be changed frequently)
- Using or accessing another’s account (network accounts are to be used only by those for whom the account has been established)
- Intentionally writing, producing, generating, copying, or introducing dangerous codes or programs designed to cause harm, including, but not limited to viruses, bugs, ‘worms’, etc.
- Intentionally damaging, altering, or tampering with any hardware, software, printers, keyboards, speakers, etc.
- Accessing or searching files, directories, or folders for which the user does not have authorization

- Intentionally erasing, renaming, or disabling of anyone else's files or programs
- Accessing social media, email, or other off-task websites or apps during School without explicit permission of a teacher or adult supervisor
- Violating School conduct rules or the law.

Harassment/cyber-bullying of others online, whether against a student, non-student, or employee, is serious, is prohibited, and is contrary to the School's policy and values. Harassment/cyber-bullying whether it is initiated on campus or off campus, online or in person, should be reported immediately to a faculty member, and may lead to disciplinary action and possible criminal prosecution under Maryland's law prohibiting the Misuse of Interactive Computer Service ("Grace's Law").

Parents are responsible for:

- Reviewing and discussing this policy with their child as well as supporting the School in its enforcement
- Partnering with the School in monitoring their child's technology use
- Modeling appropriate Internet behaviors for their child
- Reporting any concerns regarding this policy or their child's use of the Internet or technology tools to the Administration

Failure to adhere to the policy guidelines may result in a revocation of a student's Internet access and other technology privileges and disciplinary action up to and including suspension and expulsion.

Web-based Services

Immaculate Conception School uses Google Apps for Education as well as other web-based education tools, sites, and services ("web-based services") to provide students with important web-based educational experiences and enhanced opportunities to communicate and share collaboratively with one another. As part of students' use of web-based services, certain educational records may be created, collected, or stored. Directory information, such as a child's name, email address, grade/age, and enrollment status, may also be shared with web-based services. Immaculate Conception School may access, monitor, and review children's use of web-based services and Internet use and children shall not have any expectation of privacy with respect to any communications or activities through such services. Use of web-based services is for educational purposes only and subject to the conduct and acceptable use guidelines set forth in this Handbook. A list of the School's web-based services that have corresponding privacy policies are available upon request. By enrolling a child in Immaculate Conception School, the parent consents to the child's participation in the School's academic activities and programs, including the child's use of and access to web-based services as described in this paragraph. In

order to withhold or withdraw consent for the use of web-based services, parents must contact the School principal in writing.

Student/Parent Device Agreement

Immaculate Conception School implements a 1:1 device program in multiple grades. The Acceptable Use Policy and Device Agreement (AUP) will be reviewed with students in grades 3-8 at the beginning of each school year. After the AUP and device agreement have been reviewed in school, parent/guardian AND student must sign the agreement which will remain on file with the Administration. New 7th and 8th grade families must complete the 1:1 iPad training program before the first day of school in order to be issued the device.

While at Immaculate Conception School, all devices will be subject to the content filter as established by the School. While at home, student devices may lose the connection with Immaculate Conception's content filter. If you would like to provide content filtering for your home, you should contact your internet service provider. Inappropriate use or misuse of a device will result in consequences depending on the severity of the infraction as determined by the School Administration.

Terms of Use

- A device will be given to students for use according to the guidelines set forth in this document.
 - Immaculate Conception School is the owner of and retains the sole right of possession for all devices issued to a student in Preschool through grade 5. The device will be loaned to the student for use.
 - The parent/guardian is the owner of and retains the sole right of possession of a device issued to a student in grades 6-8.
- Immaculate Conception School will issue a device to a student upon compliance with the following:
 - Completion of the Chromebook training module (grade 6)
 - Completion of the iPad training module (grades 7-8)
 - Submission of signed Acceptable Use Policy and Device Agreement.
- **Students may be subject to loss of privilege or disciplinary action in the event of intentional damage and/or violation of policies and guidelines.**
- **Parent/guardian may be subject to legal action and/or financial responsibility for the device and cover (if applicable), in the event of intentional or accidental damage and/or violation of policies and guidelines.**
- Student devices will be subject to routine monitoring by teachers and/or administrators. Users shall have no expectation of privacy while using student devices or while using other Immaculate Conception School electronic resources, including with respect to the contents of computer files or any communication undertaken by way of electronic resources and/or Immaculate Conception School's network. Teachers and/or Immaculate Conception School's administration may conduct an individual search of a student's

device, files, or other related items at any time if there is suspicion that Immaculate Conception School policies or guidelines have been violated. The school retains that right to duplicate any information created by students in a computer system or on any individual device or computer. Students who violate this agreement or any other classroom rules relating to device/computer use, are subject to disciplinary action up to and including suspension or expulsion from school.

- The Technology Team or designated administrator retains the right to collect and/or inspect the device at any time and alter, add, or delete installed software or hardware.
- Immaculate Conception School reserves the right to modify the terms of this contract and/or the Immaculate Conception School Technology program.

General Care

- Heavy objects should never be placed or stacked on top of the device. This includes books, musical instruments, sports equipment, etc.
- Any inappropriate or careless use of the device should be reported to a teacher immediately.
- Do not do anything to the device that will permanently alter it in any way.
- Use both hands when carrying the device.
- **Willful and deliberate damages or neglect of the devices will cause Immaculate Conception School to charge the student/parent replacement and repair costs based on the fair market value.**
- Do not write, draw, paint, place stickers/labels or otherwise deface your device or device case (if applicable). Devices and the device cases (if applicable) used in Preschool through grade 5 are the property of Immaculate Conception School.
- Do not eat or drink while using the device.
- Students in Preschool through grade 5 must return an assigned device to the designated “home base” during lunch, “specials” (if not needed), and the end of the day.
- Device sound must always be muted unless permission is obtained from the teacher for instructional purposes.
- **Each student is responsible for his/her assigned device.**
- **Students who have their devices confiscated for any reason will still be responsible for completing assignments done primarily on the device. In addition, losing documents through digital transmission is not an excuse for an incomplete assignment.**
- Students are to clean the device screen with a soft, dry anti-static cloth or with a screen cleaner designed specifically for LCD type screens only (no Ammonia).

Rules and Regulations

- The student is required to use the device exclusively for the work associated with class. Should a student be found using Network or Internet resources for purposes other than assigned classwork, such as, but not limited to, social

networking, checking email, engaging with unrelated media, or doing anything that is not directly related to class, the device will be confiscated until the student meets with an administrator who will decide disciplinary action.

- If at any time, a student is found to be accessing inappropriate media on their device, the teacher reserves the right to confiscate the device and turn it in to a school administrator. The parents of the student will be contacted immediately, and appropriate disciplinary action will ensue.
- The following are **always prohibited**:
 - Pornographic, obscene, or vulgar content
 - Downloading, uploading, sending, or importing inappropriate content
 - Illegal use or transfer of copyrighted materials to any school owned device
 - Deleting any folders or files you did not create or that you do not recognize
 - Sharing login/password with another person
 - Logging on to another person's device without his/her permission
 - Using devices not assigned to you (except as part of a supervised team/group activity.)
 - Removing labels and identifying stickers on the device
 - Attempting to bypass web filtering
 - Videoing or taping on school property (not permitted unless it is related to a school assignment)
 - Emailing or chatting during class when not related to a school assignment
 - Using profanity
 - Cheating
 - Plagiarism
 - Providing your personal information to anyone over the Internet.
- **In the event that a device is lost or stolen, parents will be charged a replacement fee or are responsible for replacing the device.**
- **In the event that a device is damaged beyond warranty coverage, parents are responsible for the cost of repairs or the cost of replacement.**
- In the event that a device needs to be restored, the Technology Department will not be responsible for backing up personal information on the device or responsible for any data loss.

Consequences for Violation AUP and Device Agreement

Consequences for violating this agreement including the terms of use include but are not limited to:

- Discipline up to suspension or expulsion.
- Loss of technology privileges up to a trimester or the remainder of the school year depending on the severity of the offense.
- If the device is confiscated from a student five times during the course of the school year for minor infractions detailed in the device agreement, the student

will forfeit all privileges associated with and the use of the device for the remainder of the school year.

Cyberbullying

Cyber Bullying Is bullying which is carried out through an Internet service such as email, chat room, discussion group, or instant messaging. It may also include inappropriate use or distribution of images, videos, or audios of another person. Any form of cyber bullying will not be tolerated under any circumstances. Students will not access chat rooms or social networking sites and will not give out any personal details over the Internet. Students will be respectful of others when using Devices or any other electronic communication device at school.

Internet Access/Filtering

As required by the Children's Internet Protection Act, a current filtering solution (blocking and monitoring inappropriate websites) is maintained by the school for school use on the Device. The school cannot guarantee that access to all inappropriate sites will be blocked. It is the responsibility of the user to follow guidelines for appropriate use of the network and the Internet.

Student Pledge for Device Use

1. I will follow all the rules as stated in the Parent/Student Handbook, regarding the Acceptable Use Policy and Device Agreement.
2. I agree that any inappropriate use of the device will result in disciplinary action that may include the loss of device use and school suspension or expulsion. Inappropriate use includes but is not limited to:
 - a. Visiting inappropriate websites
 - b. Possessing inappropriate pictures or media files
 - c. Cheating
 - d. Installing unapproved applications
 - e. Deleting installed applications
 - f. Installing a Passcode for the device
 - g. Changing the background
 - h. Deleting or changing another student's work in any application
 - i. Other violations of this agreement.
3. I will take good care of the device assigned to me.
4. I will only touch the device assigned to me.
5. I will only use the device in a classroom under the supervision of a teacher.
6. I will not take pictures or videos unless instructed by a teacher.
7. I will keep food and beverages away from my device.
8. I will use my device in ways that are appropriate, meet school expectations, and are educational.
9. I will not deface any part of the device or case that is property of Immaculate Conception School.

10. Students in Preschool through grade 5 - I understand that the device is the property of Immaculate Conception School

Parent Expectations

For students to experience all the success and benefits that the device program can offer, Immaculate Conception School encourages parents to:

- Share in their child's excitement about this great opportunity for learning.
- Learn along with their child as they use this instructional tool to prepare for their future in the 21st century.
- Reinforce with their student appropriate Internet use and adherence to Internet guidelines when using technology. Parents should ensure that their child adheres to Internet guidelines established at home and at school.

Bring Your Own Device Policy

In order to "Bring Your Own Device" (BYOD) to Immaculate Conception School, students must understand the below rules and regulations and agree to adhere to the guidelines. This policy is an addendum to the Acceptable Use Policy for the Internet and Technology Tools

- I understand the term "device" means any portable machine that enables me to access text or interactive content. This may include, but is not limited to, an e-reader, iPad, or tablet
- I understand cell phones or other devices allowing for phone calls or texting do not qualify under this BYOD policy
- I agree to take proper care of my electronic devices at Immaculate Conception School
- I understand that the purpose of having my device at school is to read and complete schoolwork at the direction of my teacher. At no time will the device be used to play games, listen to music, access apps, or to browse the Internet unless such activity is relevant to schoolwork or is done under the direction of a teacher.
- I understand that if a device has cellular service, it may NOT be used on campus. If a student brings in a BYOD device that has cellular service, Immaculate Conception School CANNOT provide content filtering for any cellular service. Our campus content filtering can only exist on our own network Wi-Fi services. Students who have access to cellular service on their device are NOT protected from inappropriate content. Students are expected to follow this policy by NOT using the cellular service on their device. Immaculate Conception School cannot be held responsible for Internet content or apps viewed/used by a student.
- I will not use it to communicate with my parents or any other individuals during the school day without the expressed permission of a teacher.
- I am the only person who will use my device while at school. I will not lend my device to other students.

- If I am in elementary school, I will keep my device in the classroom storage bin during lunch/outdoor recess times and during Mass/assemblies. If I am in the middle school, I will turn off my device and lock it in my locker.
- Immaculate Conception School cannot be held responsible for damaged or missing devices.
- My device can be turned **on** during:
 - The time period before morning announcements
 - During class time with the permission of the teacher
 - Indoor recess
- My device will be turned **off** during:
 - Morning/afternoon announcements
 - Lunch
 - Outdoor recess
 - Dismissal
- If my device connects to the Internet, I will not access the Internet during school hours without the expressed permission of a teacher.
- I understand the consequences of not following the Immaculate Conception School Bring Your Own Device guidelines. They are:
 - First violation –Immaculate Conception School will contact the student’s parent and student BYOD privileges will be suspended for no less than two weeks. Disciplinary consequences (demerits or detentions) may also result.
 - Second violation – Immaculate Conception School will contact the student’s parent and student will lose BYOD privileges at Immaculate Conception School. Privileges may be reinstated the following school year. Disciplinary consequences (demerits or detentions) may also result.

Media Release

Immaculate Conception School respects the privacy and security issues involved with the use of technology. Therefore, Immaculate Conception School will take all reasonable precautions to ensure the privacy of the students’ identities in all published material.

By completing the Handbook form on School Admin, parents are giving their consent for their child(ren) to appear in all school publications to include, but not limited to, photos; artwork; profiles; stories; voice recordings; podcasts; video; live webcam; email; blogs.

Parents also give their consent for their child to participate in creating and editing published content as instructed and supervised by Immaculate Conception School personnel.

Disclaimer

Immaculate Conception School cannot be held accountable for the information and content that students view and retrieve via the network. Immaculate Conception School cannot be held accountable for inappropriate use of technology and Internet content while at school or at

home. Whilst every effort is made to ensure the information contained in this document is accurate and up-to-date it should be noted, however, that this information is subject to change without notice and Immaculate Conception School can accept no liability for the accuracy of all the information presented at any given time. Immaculate Conception School cannot be held accountable for data loss due to network or system failures.

Cellular Phone Policy

Cellular phones are to be turned off once students arrive at school each morning and should not be used anytime during the school day under any circumstances without the stated permission of a teacher. On school grounds after school, cell phones are to be used strictly as communication devices. Parents are asked to support this policy by not texting, calling, or otherwise electronically communicating with their children during the school day.

Middle school students must turn their cell phones off when they arrive at school each morning and put their phones into their lockers immediately when entering the building, where they must remain throughout the day. Middle school students can remove their cell phones from lockers only at dismissal when packing up their bags for departure, but should not turn them on or use them until **after they exit the building** at dismissal.

Elementary school students (grades K-5) should turn in their cell phones to their homeroom teachers upon arriving. The teachers will keep the phones in a secure location until dismissal. Students should not turn on their phones until they **exit the building**.

Violation of any of the policy stated above will result in demerit or detention, and seizure of the cell phone by the teacher or assistant principal until the end of the school day. The content of any cellular device brought into the building, including pictures, text messages, applications, internet history, and phone call records, can be subject to review by the principal or assistant principal at any time and without prior warning if inappropriate use of the device is suspected.

Student Organizations

National Junior Honor Society (NJHS)

ICS sponsors a chapter of the National Junior Honor Society. NJHS members are a select group of 8th graders that exemplify scholarship, character, service to others, citizenship, and most importantly, leadership. Consideration for this organization is initially based on academic achievement. After grades and exams are calculated for T2 in 7th grade, (the average includes all terms and subjects from 6th and 7th grade combined up until that point) eligibility is determined. Any student with an overall average of 93% or higher at that time meets the *scholarship* requirement for NJHS, and is eligible to apply to this organization (please note that no special

considerations are made for a B+ in an advanced curriculum course). The application focuses on the other four pillars of NJHS: *service, leadership, citizenship* and *character*. Student applications are reviewed by a committee of teachers and rated with respect to each pillar on a numerical scale from 0-5. In addition, each student is required to participate in a formal interview with a faculty member or administrator also rated on a numerical scale of 0-5. Acceptance to NJHS takes into account all three parts of the application process. Students who clearly demonstrate strength of character, dedication to service, interest in community leadership, and positive attitudes towards school, as well as exceptional academic achievement will be accepted. Students will receive a letter in the mail over the summer notifying them of their acceptance or denial to NJHS. Decisions made by the committee are final. An induction ceremony for the new members will be held at school during the first trimester of 8th grade. Families and guests are welcome to attend.

Student Council

The Student Council is a service organization which promotes leadership skills. Representatives are elected from each homeroom in grades 5-8. The representatives serve as a liaison between students and administration. Ideas regarding student activities, school service, and fundraising are brought from the representatives to the administration. In the fall, students in grades 5 through 8 vote on their student council officers for the school year.

A student may be removed by the school from either the Student Council or the National Junior Honor Society for the following reasons:

1. Two unexcused absences from scheduled meetings;
2. Non-performance of duties, in terms of representing his/her constituents properly or performing the duties of the organization;
3. Actions which are detrimental to the welfare and best interests of the school.

A student may be suspended by the school from these student organizations if he/she accrues three demerits in the course of a trimester or if he/she is failing two or more subjects.

Band

Instrumental music is taught once a week to those students who wish to participate in the Archdiocese music program. Any student in grades 4-8 can join the band. Fees are paid directly to the band program. Schedules are given to the students at the beginning of each semester. Lessons occur during the school day, and rotate on a weekly basis so students do not miss the same class repeatedly. Students are responsible for all work that is missed in class during band lessons.

Field Trips

Field trips are considered an integral part of the school's educational program and a valuable learning experience for students. Field trips are scheduled at various times during the school year. In advance of the trip, a permission form, required by the Archdiocese Department of Catholic Schools, is sent home. A student will be permitted to attend the trip only if the permission form is signed by the parent/guardian and returned to the teacher by the specified date along with any fee.

If, for some extraordinary reason, a student is unable to participate, the student is expected to attend school on that day and fees must still be paid since the rates were quoted to reflect total participation. Work will be supplied by the teacher(s), and the student will be assigned a classroom in which to work under the supervision of a staff member. If a student is unable to attend because of illness, we cannot promise a refund. The teacher must be notified if a child will not participate in the field trip experience. Students who are kept home from the trip will be marked absent. Parent(s)/Guardian(s) are encouraged to participate as chaperones on field trips as the need arises. However, because of safety and liability factors, pre-school siblings and other school-aged siblings are not allowed. We do not permit parents not selected as chaperones to join the group at the trip destination as this creates confusion.

All chaperones are required to complete Virtus training prior to the scheduled trip.

Academic Policies

Promotion Requirements

Students are promoted to the next grade upon successful completion of all subjects in a given year. Students in the 8th grade who successfully complete the requirements for all 8th grade subjects are candidates for graduation. However, students with excessive absences or those who have received two or more suspensions may not be allowed to graduate and/or may not be asked to return to Immaculate Conception School.

Retention

Students who do not successfully complete the required educational program may be retained at the current grade level. This decision is made by the principal in consultation with the parents.

Teachers of students in grades Preschool - 8 will provide parents/guardians with early notification of any on-going difficulties observed. The teacher will email or phone as the need arises.

Grades 3-7

Any student who earns an E for the year in language arts, math, social studies, Spanish, or science must receive 15 hours of summer tutoring by a qualified instructor in the subject. Students must take an assessment in the subject area prior to re-admittance on which they must demonstrate at least 70% proficiency. They must take this assessment prior to August 15th.

Any student who earns a D or E for the year in religion will be required to complete a project during the summer, as assigned by the teacher. The project must be submitted to the school by August 15th.

Any student who earns an E for the year in two subjects including religion, language arts, math, social studies, or science will be retained in the current grade if they are in grades 3-5. Students may not repeat grades 6 or 7 at ICS and are required to withdraw from the school.

Grade 8

A student in the 8th grade who earns an E in two out of the following subjects during the first trimester will be subject to an academic review conference with the administration: math, language arts, science, social studies, and religion. The determination to have the student transfer to another school is a possible outcome of that conference. Any 8th grader with a final average of E in math, language arts, science, social studies, or religion will not graduate with the class, may not repeat 8th grade at ICS, and will not be promoted to 9th grade.

Progress Reports

Students receive three interim and three progress reports during the course of the school year. The teacher may require (or the parent may request) a conference at any time. Trimester 3 progress reports are distributed on the last day of school. The letter grades are given based on the Archdiocesan policy as stated on the report. The marking codes for **grades 3-8** are as follows:

A+ 97-100	A 93-96
B+ 89-92	B 85-88
C+ 80-84	C 75-79
D 70-74	E 69 and Below

Parents of students in grades K-2 will receive a more generally coded, non-numerical progress report at the end of each trimester.

Standardized Testing

ICS follows the Archdiocese elementary school testing program. Currently, the Archdiocese uses the Scantron's Performance Series Assessments. The results of these tests analyze pupil progress, develop the curriculum, aid in making decisions related to student placement, and determine effective teaching strategies. The results of the tests will be communicated to the parents/guardians and results will be included in the child's cumulative records. Copies of test results are sent home and should be kept as they will be requested for high school admissions. Parents/guardians will be informed of the testing dates and are asked to not schedule any outside appointments or school absences during this week of testing. Students in grades 5 and 8 complete the Assessment of Catechesis/Religious Education (ACRE) exam annually.

Instruction/Curriculum

Immaculate Conception School delivers its instructional program and curriculum in concert with the Archdiocesan Course of Studies and policies as well as the regulations of the Maryland State Department of Education for non-public schools. Parents/guardians may contact teachers to review textbooks used in class. Students are required to come to class prepared including all materials itemized on the lists provided on the school website. As a part of our educational philosophy teachers do not offer extra credit or retakes of assessments, nor do they drop the lowest grade for the trimester.

Middle School Exams

At the conclusion of trimester one and three, students in grades 6-8 participate in trimester exams. These larger-scope assessments cover content from the entire trimester (and only that trimester). An 8th grade student will be exempt from his or her T3 exam with an A overall cumulative average in that subject (or B+ in an accelerated class). Graded exams are reviewed in class with the students; however they are not sent home. Parents can review the exams by setting up a time to view them at school.

Immaculate Conception School Accelerated Curriculum

ICS offers an accelerated curriculum in both mathematics and language arts in grades 4-8. Classes denoted as having an accelerated curriculum differ from standard classes in two primary ways:

- Students are held to a greater standard of personal and independent responsibility for their own learning, including monitoring their own grades, corresponding with their teachers about areas of concern, and planning ahead for tests and assignments.
- Students are asked to do work of a higher caliber, often reading more complex and mature texts or writing lengthier essays and papers in language arts, or performing

increasingly complex tasks in math that rely on students' recall of prior learning without teacher review, as well as application of concepts to new scenarios.

Placement Criteria

Placement into one or more of these programs is based upon three criteria. When considering student placement in an advanced class, the administration, ELA and mathematics team will rely on a combination of all three criteria to determine placement. Placement is not final and is subject to periodic review by the administration and teachers based on student performance throughout the year.

- Classroom performance
 - This category refers to student achievement on teacher - and team-made assessments such as quizzes, tests, and homework assignments
 - A student generally would need to achieve a grade in Language Arts or Math of an A or higher to merit placement in an advanced class
- Teacher recommendations
 - This category refers to teacher observations of student effort and conduct
 - A student generally would need to achieve effort marks of “good” or better to merit placement in an advanced class
 - Additionally, this category refers to teacher observations of student work ethic, willingness to collaborate, class participation, conduct, and self-confidence
- Standardized test scores (*Reading, Language Usage & Mathematics only*)
 - Immaculate Conception school uses standardized tests as a comparative tool to evaluate and compare student academic potential
 - A student would generally need to have standardized test scores in language arts or math that indicate their potential in that subject area exceeds that of the average student in order to merit placement in an advanced class

Once placed in an advanced course, a student must earn at least a B for the year in that course and maintain good effort evaluations in order to remain in the advanced course the following year. At the end of any trimester in which the student is clearly struggling, it would appear likely that a B for the year may not be probable, or if their standardized testing results are inconsistent, it may be determined that a change in placement is appropriate. Parents will be notified about any changes. Work done outside of ICS at other schools’ summer programs will not be considered when determining placement for students at ICS.

Middle School Awards

Students in grades 6-8 who demonstrate high academic achievement and who positively impact the learning environment can qualify for the Honor Roll or the B.U.G. Award.

- First Honors: All A's in major subjects (or B+ in accelerated classes). No "N" or "U" in any subject for conduct or effort, and at least a B in Spanish.
- Second Honors: A's in 3 of the major subjects (or B+'s in accelerated classes), B's in remaining subjects including Spanish. No "N" or "U" in any subject.
- The subjects considered "major subjects" for honor roll are religion, language arts, mathematics, science, and social studies.
- B.U.G. stands for "**B**ring **U**p Your **G**rade." A student will receive this award in T2 or T3 if they brought any of their letter grades up while maintaining their other grades in all major subjects.

End of Year Awards

Qualified 8th grade students are eligible for consideration for the following end-of-year awards:

Presidential Award for Educational Excellence

The purpose of this national award is to recognize and reward educational excellence. It is required that the student be in the 85th percentile or above in the standardized testing areas of Math, Reading and Language Arts. For each trimester of Grade 8, the student must earn an "A" or higher in each academic subject. They must earn at least a "G" in every special area class. The number and reason for missed attendance and tardy arrivals will also be considered. B+ in an advanced class is not considered for this national award.

Presidential Award for Educational Achievement

The purpose of this award is to recognize students who are making an outstanding effort to learn and improve in their academic subjects. These students must maintain a "B" or higher in each academic subject while in the 8th grade. They must earn a "G" or higher in every special area class. The student's attendance and punctuality are considered.

Summer Work Requirements

Students will be notified after the last day of the school year about summer work requirements. All students receive summer work in the subjects of English/Language Arts and Mathematics. It is expected that students return the following school year having completed all summer work requirements.

Conferences and Teacher Communication

In the best interest of students, the school welcomes and encourages positive verbal and written communication between parents/guardians and teachers. Whenever a situation occurs that causes concern, the issue should be addressed first at the level at which the situation arose. Therefore, parents/guardians should first contact the teacher involved, and then if necessary the school administration. Teachers will be seen by appointment only. Teachers and administrators will respond to parent emails or phone calls within 24 hours, but are not obligated to reply to messages or emails over the weekend, in the evening, or during holidays. Progress report conferences will be scheduled at appropriate times through the year. Out of consideration for the personal family time of teachers and the administration, phone calls to their homes are not permitted.

High School Visitation Policy

Students in the 8th grade are allowed three (3) excused “shadow days” to help in the selection of a high school of choice. These days do not count as absences nor do they otherwise affect the attendance record in any way. Students will, however, be required to complete any missing assignments.

Students in the 7th grade are allowed one excused “shadow day” to help in the selection of a high school of choice. This day does not count as an absence nor does it affect the attendance record in any way. Students will, however, be required to complete any missing assignments.

Academic Schedule

With time allotted for Homeroom at the start and end of the day, the academic portion of the school day is made up of 16 mods, each 20 minutes in length. Five minutes is scheduled between mods to allow for transition between rooms and use of the restroom when necessary. Each class period is made up of one, two, or three mods, depending on the age and subject matter taught.

Rotation of Days

There are five standard schedule days which rotate on a continuous basis. Each schedule may have a slightly different sequence of classes. The days are labeled by letter, A-E. Each day’s schedule as well as the next day’s schedule is always announced in the morning during announcements. Homeroom teachers have a responsibility to assist students and parents in knowing what schedule day it is and what to bring to school with them (e.g. Phys Ed uniforms on the proper day). In the event of a day with no classes, or a cancelled day of school, the schedule will always proceed to the next day in the rotation. A few examples:

Standard 5-Day Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	A-Day	B-Day	C-Day	D-Day	E Day

School Closed for Holiday

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	A-Day	B-Day	C-Day	D-Day	CLOSED
Week 2	E-Day	A-Day	B-Day	C-Day	D-Day

Inclement Weather

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A-Day	Was B-Day, until County closed for snow	After the snow, C-Day changes to B-Day	D-Day changes to C-Day	E-Day changes to D-Day and so on next week

Homework

Homework is important for the reinforcement of skills and for developing good study habits and a sense of responsibility. Parents/guardians are expected to see that their children fulfill their homework responsibilities. Students in grades 1-3 will often need a parent/guardian's help and encouragement with the homework assignments. In grades 4-8, students are encouraged to demonstrate increased independence in their studies and work. Students are responsible for recording daily homework assignments. Teachers will post homework assignments on Google Classroom as a support and for students who may be absent.

Homework may be included in determining the subject area grade on the progress report at the teacher's discretion. Parents/guardians should have full access to both PowerSchool and Google Classroom and are expected to consistently review these accounts. As students get older, ICS encourages them to take a more active role in monitoring their own work by checking PowerSchool and Google Classroom independently, and emailing teachers directly with questions on their own. For questions related to PowerSchool, please contact Carol Dixon at cdixon@theimmaculate.org. For questions related to Google Classroom, please contact the subject area teacher. For questions related to the iPad/Chromebook, please contact the IT Help Desk at helpdesk@theimmaculate.org.

Missing Work Policy for Grades 3-8

The grade will be lowered by 10% for each day an assignment is late without acceptable excuse (e.g. absence). The student will not be able to hand the work in for credit after one week (7 calendar days) from the original due date and the grade will be recorded as zero. If a student

is absent from school with an excused absence, it will be HIS or HER responsibility to ask a teacher or another student for the missed assignments. The due date will be extended by the number of days the student was absent with no penalty. Each teacher will maintain a website on Google Classroom as a reference tool for those students who have been absent or for any students needing access to assignments or classroom announcements. Please be sure to check planners as they may be the most accurate with regard to assignments.

Religion Requirements

Religion is a required course at every grade level at ICS, and includes participation in graded coursework. All ICS students, regardless of their personal faith affiliation, must attend religion classes, devotions, liturgical and prayer services. Students also participate in a Family Life program each year, which educates the students regarding the church's teachings on family, marriage, and health.

Accommodations for Students

Each student has God-given gifts that make them unique. With that in mind, ICS attempts to meet the educational needs of all students to the best of our ability. If a student appears to have differentiated learning needs, the teacher, Student Support Team, or school administration will contact the parents directly with concerns. Led by the Inclusion Coordinator, the Student Support Team, along with teachers and the administration hold regular meetings to discuss strategies that assist students who have differentiated needs. If a student is not progressing academically, the school may ask parents/guardians to initiate a professional consultation and/or evaluation through a private practitioner or the student's home public school to determine the exact learning needs. Parents/guardians may initiate this process on their own as well.

If an evaluation is deemed warranted and takes place, recommendations and an academic plan are developed and given to the parents/guardians at the summative meeting following the academic evaluation. If such a plan is developed and the test results determine that there is a need for accommodations and/or modifications within a student's learning environment, the Inclusion Coordinator and school administrators will consult with the parents/guardians to determine what accommodations, resources, plans, and school placements may be implemented. When appropriate, a Student Accommodations Plan (SAP) is developed at your child's Catholic school.

Guidelines for Student Accommodation Plan (SAP)

Documentation to support the need for accommodations must:

- state the specific disability as diagnosed, using the most recent DSM classification

- be within 3 years of most recent testing date; *Testing documentation older than 3 years is not valid.*
- provide a complete educational, developmental, and relevant medical history
- describe the comprehensive testing and techniques used to arrive at the diagnosis
- provide the professional credentials of the evaluator(s); Psychological diagnosis must be provided by a licensed, certified psychological clinician
- describe the functional limitations supported by the test results and how these limitations affect learning and testing
- describe the specific accommodations recommended as they relate to the classroom setting

Evaluation Services through Private Practitioners

ICS families may choose to seek a psychoeducational evaluation through private, licensed psychological practitioners at their own expense. In this case, parents select a practitioner of their preference and arrange testing with that provider to be completed outside of school. Once testing is complete, parents/guardians are encouraged to share the test results with the Inclusion Coordinator and ICS administration. If the test results determine that there is a need for accommodations and/or modifications within a student's learning environment, the Immaculate Conception School Inclusion Coordinator and administrators will consult with the parents/guardians to determine what accommodations, resources, plans, and school placements may be implemented. When appropriate, a Student Accommodation Plan (SAP) is developed at your child's Catholic school.

Evaluation Services through Public Schools

The evaluation process through the public school is generally called the IEP Process (Individual Educational Plan) and begins when a parent/guardian calls 'Child Find'. Following the initial phone call to the Local Educational Agency (LEA) Child Find, parents/guardians are given an initial meeting date within 30 days. At this initial meeting, parents/guardians and school faculty are invited to share their concerns, present information, and discuss whether an evaluation will take place. Catholic school staff, in particular the student's teacher, are a vital part of this process.

Federal law requires implementation of an IEP only in the public sector; however, if there is a need for implementation of an IEP, Immaculate Conception School administrators and/or the School Support Team will consult with the parents to determine the most appropriate academic placement for the child. When appropriate, a Student Accommodation Plan (SAP) is developed at your child's Catholic school.

Outside Services at ICS

Immaculate Conception School works in conjunction with a limited number of outside providers to provide student services during the school day. These services, such as speech/language and occupational therapy, must be approved by school administration. Outside providers are required to complete the Archdiocese of Baltimore private tutor form which is available through the Inclusion Coordinator. Service times are arranged through the Inclusion Coordinator to have minimal interference with classroom learning.

School Communication

News from the Nest is the school's weekly e-newsletter. This newsletter is sent via email weekly and shares key information, administrative announcements, and upcoming events. To ensure timely delivery, please maintain an accurate email address on file with the school office. Multiple addresses can be accommodated. To add or modify an email address, please contact the office manager at cdixon@theimmaculate.org.

Sometimes, paper information such as forms, fliers, and field trip forms will be sent home via "backpack mail," meaning in the folder of the youngest and only student in each family.

The Immaculate Conception School website is www.theics.org. The site contains a variety of school information useful for both parents and students, including links to PowerSchool, the Immaculate Conception Athletic Association (ICAA), Home School Association (HSA), and the SchoolAdmin Enrollment Portal.

Individual teacher Google Classroom pages contain information regarding specific classes, school calendars, and homework assignments. It should be checked on a daily basis by students and parents. Teachers are expected to post assignments on Google Classroom by 4:00 p.m. nightly.

PowerSchool is our student information system available to all parents online. It is the best way to monitor a child's learning and to make sure students are turning in work and performing well on assessments. Teachers are expected to update their electronic gradebooks on PowerSchool on a weekly basis.

Please note that all information sent home, posted to the school website, or included in school e-newsletters or announcements must be relevant to Immaculate Conception School's mission and approved by the school administration prior to publication.

Parents should make it a practice to routinely review these sites and communications in order to remain current on their child's progress, school policies, events, and calendars.

Parents should not communicate with students, either via email or texts, during the course of the school day. All messages for students should be delivered via the school office.

School Health Policies

ICS employs a registered nurse, on duty five days per week in the health room. Students must ask permission of their teacher and receive permission before going to the Health Room. The nurse will attend to the student and decide if the student is to return to class or be sent home. NO student is ever sent home alone. Students cannot contact their parents directly. Only the school nurse may contact parents asking that a student be picked up because of illness. If any serious injury to the head or any other serious injury occurs to a student, the nurse will call the parent/guardian. If the parent/guardian or alternative contact person cannot be reached in an emergency, the school will contact police/ambulance for assistance.

Emergency family information for each child is to be kept current. It is imperative that ICS have an updated form for each child and the school is informed immediately of any change in living arrangements and medical consideration. It is essential to have emergency contact numbers in the event the child must be sent home from school so that the child is picked up in a timely manner.

Students must have the appropriate health forms on file with the nurse in order to begin school. All required health forms are available under the 'Parents' tab on the school website, www.theics.org.

AHERA – In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require most schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings and implement response actions in a timely manner. Our program for fulfilling these responsibilities is outlined in our asbestos management plan. This plan contains information on our inspections, re-inspections, response actions and post-response action activities, including periodic surveillance activities that are planned or are in progress. The plan is kept in the principal's office and may be viewed upon request during normal business hours.

Maryland School Immunization Requirements

A child may not enter school unless he/she has submitted an official immunization record or other appropriate documentation of immunization status. The immunization record must have the month, day, and year of each vaccination and be signed by a physician or health department official. In the case of religious objection or medical contra-indication, form DHMH89 must be

submitted and kept on file and be approved by the school. Exempt students are excluded from school if there is an outbreak of the disease for which they are not immunized.

Communicable Diseases

Parents must call or email the school nurse if their child is diagnosed with a communicable disease. The school must notify the county Health Department. All reports are confidential. Reportable diseases include the following:

Measles - regular or German (Rubella)	Tuberculosis
Meningitis	Whooping Cough (Pertussis)
Hepatitis	Rocky Mountain Spotted Fever
Food Poisoning	Human Immune Deficiency
Mumps	Virus Infections (AIDS and all other symptomatic infections)
Adverse reactions to Pertussis Vaccine	Animal bites / Rabies
Lyme disease	Influenza
Chicken Pox	

Any student with drainage from the eyes associated with conjunctivitis (pink eye) must be kept at home until under treatment from a doctor. A doctor's note will be required for readmission to school. Students who have chicken pox are excluded from school until all lesions are scabbed over.

Health Records

Parents are required to complete a health form listing any allergies, serious medical conditions, medications, and emergency contact information. The school must be notified of changes that occur during the school year.

Injuries

If any injury to the head or any other serious injury occurs to a student, the nurse will call the parent and send home a report. The report is to be signed by the parent/guardian and returned to school. If the parent/guardian or alternative contact person cannot be reached in an emergency, the school will contact police/ambulance for assistance.

Food Policy

No food is to be sent into the classroom unless it is for the specified schoolwide holiday parties. **All food that is sent into school for parties must be store-bought with food labels.** It is necessary for us to take these measures because of the significant number of food allergies in our community. In some cases, these allergies are life-threatening.

Allergies

Parents must notify the school of their child's allergies including food allergies. School medication orders must be renewed each year by the physician and the order must be signed on or after July 1. If the student carries an Epi-Pen or inhaler with them, the physician must state this requirement on the order.

Dispensing of Medication

The administration of medication in school is discouraged. However, if a student's physician recommends that the student receive prescription or over-the-counter medication during the school day, a written order from the student's doctor is required. Medication can only be dispensed with a written order from the student's physician, specifying a start and stop date. The original medication container or box for inhalers must be brought to school. These containers or boxes should include the following: name of medication, direction for use, time for dispensing, name of doctor ordering the medication, date of prescription, expiration date as stated by the pharmacist, strength of medication/dosage, and student's name and grade.

Students may not possess, dispense or distribute medication on their own. Under special circumstances, individual students may be authorized by their physician to carry and self-administer emergency medications (e.g. inhalers, epi-pens). In this case, the school nurse must be consulted. All medication must be delivered to the school by the parent/guardian.

Calamine lotion and cough drops may be administered with a note from the parents. Cough drops should be brought to school in the original package in a sealed plastic bag with the student's name on it. The package should be given to the student's teacher. Cough drops that contain anesthetic will be kept in the nurse's office.

Illness

If your child is sick, call or email in the morning. It helps the nurses keep track of illness. You can reach the nurse's office at nurse@theimmaculate.org or at 410-427-4812. Parents/guardians may not send a child to school if he/she has vomited, had diarrhea, or a fever (100.0 °F) within the past 24 hours. If a child has been sent home from school for any of the above reasons, he/she may not return to school the following day and must be symptom-free for 24 hours before returning. Parents/guardians should not send a child to school until his/her temperature has remained normal for a full 24 hours without medication. **Students are not**

permitted to attend after-school activities if they are absent from school or sent home sick on that day. Students should not be dropped off to school if they are exhibiting any signs of illness or problems.

Bloodborne Pathogens

A complete Bloodborne Pathogens Standard Exposure Control Plan has been established by the school and can be found in each Faculty Handbook and on file in the office.

Vision/Hearing Screening

The school follows the directives of the Baltimore County Health Department and responds to parents'/guardians' requests for individual vision and hearing screening. The testing is usually done for:

- all new students who have not provided documentation of screening in the past year;
- all students the year they enter the school in Grades Pre-K, kindergarten, 1, and 8 or 9;
- grade 3 or grade 4 if funding is available
- any student with a suspected hearing or vision problem as reported by the staff or parents/guardians.

Insurance

The school provided the option for parents to purchase health insurance for their child.

Child Abuse and Neglect Reporting Policy and Procedures

Maryland law requires that all educators and other school employees, including volunteers, report suspected child abuse or neglect to the proper authorities in order that children may be protected from harm and the family may be helped. Our school policy supports Maryland laws in this regard and requires that all school staff report suspected abuse and neglect to the Department of Social Services, Protective Services Division, and/or the local police department as well as the Principal.

Visitors

In order to ensure a safe environment for your child, all school doors will remain locked during the school day. All visitors must report to the office and receive an identification badge before visiting other parts of the school building. The visitor's badge must be visible while in the building.

Recess

All full-day students have daily recess. Please send your student with the appropriate outdoor clothing. No one is to remain in the classroom during the recess period unless working

directly with a teacher. If a student has a broken limb or another serious health problem, the parent/guardian is to send a medical note explaining the condition and required modifications. Rain or other precipitation will warrant inside recess. Indoor recess can also occur when the National Weather Service forecasts a heat index (combination of air temperature and relative humidity) exceeding 105 degrees. Additionally, weather that is too cold can merit indoor recess as well. The administration will determine whether recess is outside or not using the following guidelines:

ICS Policy on Determining Outdoor Winter Weather Safety									
Wind Speed									
Air Temperature		0	5	10	15	20	25	30	35
	40	40	36	34	32	30	29	28	28
	35	35	31	27	25	24	23	22	21
	30	30	25	21	19	17	16	15	14
	25	25	19	15	13	11	9	8	7
	20	20	13	9	6	4	3	1	0
	15	15	7	3	0	-2	-4	-5	-7

Outside for Recess
Inside for Recess

School Counseling Program

The Immaculate Conception School counseling program is available to help faculty, parents/guardians, and students develop positive learning experiences. The program consists of a variety of services and activities, including individual and group counseling for students, parent and faculty consultation, information services, and referral assistance to other programs and services in the community.

The counselor is available five days a week to students. They may ask for help and present on their own, or they are referred by a teacher, member of staff, administration, or the child's parent. The ICS Counselor, along with the administration of the school, will talk with students when necessary if risk factors such as emotional issues, suicidal ideation, or other issues that pose a threat to the emotional, physical, or psychological well-being of the student are present.

Parental consent is not required for counseling related to school issues. Should these issues persist or a need for ongoing counseling is identified, the counselor and/or the teacher will contact parents/guardians to discuss the situation. Referrals for counseling are accepted from faculty and staff, parents, and students. The school counselor may be contacted by calling 410-427-4814 or 410-427-4815. If the counselor is unavailable, a message may be left on the confidential voicemail.

Liturgical Celebrations & Prayer Experiences

All students in grades PK-8 will respectfully attend the liturgical celebrations during the school year. All baptized Catholics will have the opportunity to participate in the Sacramental Life of the Church.

Daily Prayer

Prayer is an integral part of the daily life of the Catholic student. Every school day begins with morning announcements which include prayer. Every teacher also begins each class period with prayer. Each day will conclude with a final prayer over the announcements.

School Mass

Students will attend school-wide Mass at least two times a month at 1:45 p.m. Parents are welcome to join us at this mass, but students are required to sit with their respective classes.

Reconciliation Services

Twice annually, during Advent and Lent, eligible students will attend reconciliation services. These services will be announced on the school calendar. Parents are also invited to join the school at these services to receive the sacrament.

Lunch, Recess, and Snack Policies

Lunch must be brought from home most days. Pizza can be purchased for lunch on Friday and/or Chick-fil-A sandwiches with chips can be purchased for lunch on alternating Thursdays. These orders are also placed in advance and are coordinated by the H.S.A.

Teachers and/or volunteers are on duty to monitor the lunch and recess periods. Volunteers on lunch or recess duty are asked to circulate around the room or recess field to supervise all students, not just their own children. Volunteers are asked not to bring fast food or other treats for their own children when they are performing their volunteer service. If your student forgets their lunch, it can be dropped off at the Elementary or Middle School office.

Beverages and Snacks

At the beginning of the school year, students may order milk for the year. For safety reasons, children who choose to bring their own beverages must bring non-glass containers. Carbonated beverages may not be brought to school. Students may always carry a reusable water bottle with them throughout the day that they may fill with water before coming to school or at ICS. Students in grades Pre K through 5 should bring a nutritious snack from home.

Ice cream is available for purchase on Friday during lunch. Students pay for their selection with tickets/coupons. A book of ice cream tickets/coupons can be purchased through the H.S.A.

No food is to be sent in for birthdays or celebrations unless a class party is scheduled. In order to keep students with food allergies and sensitivities safe, ALL food must be store-bought with ingredient labels.

Policies Regarding Legal Matters

Student Records

Student records are maintained in a school office or a designated administrative area. Access to records is governed by the records policy.

Change in Name or Family Status

If there is a change in the family status/or the change of a child's name, it is important that the school be informed promptly of the change. In case of the change of custody, a copy of the portion of the court order that describes the custody arrangement must be on file with the school.

Non-Custodial Parent

Emergency contact information for each child is to be kept current. Children will only be released to the person(s) designated on the emergency forms, unless otherwise instructed by the custodial parent/guardian.

Immaculate Conception School does not allow a non-custodial parent physical access to his/her child during school hours or on school premises unless the custodial parent has consented or the school has a court order permitting access.

Records Policy (Family Educational Rights and Privacy Act)

Immaculate Conception School complies with the Family Educational Rights and Privacy Act (FERPA), which is a Federal law that protects the privacy of student education records. In

general, FERPA gives parents certain rights with respect to education records. (The rights granted to parents under FERPA automatically pass to the student when the student turns 18 or enrolls in college.) These rights and related procedures of Immaculate Conception School are as follows:

- Parents have the right to inspect and review the student's education records maintained by the School. Parents should submit to the Administration a written request that identifies any record(s) they wish to inspect. The School will make arrangements for access and notify the parent of the time and place where the records may be inspected.
- Parents have the right to request that the School correct records they believe are inaccurate, misleading, or otherwise in violation of the student's privacy rights. Parents who wish to request an amendment of the student's records should write to the principal and clearly identify the part of the record they believe is inaccurate or misleading and the information they believe should be included in a corrected record. If the School decides not to amend the record as requested, the School will notify the parent of the decision and the parent's right to request a hearing.

Parents generally have the right to consent in writing to disclosures of information from a student's education record. However, there are certain exceptions to the consent requirement, including disclosures under the following conditions:

- To school officials who have a legitimate educational interest in the information. A school official is a person employed by the School or the Archdiocese as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person or company with whom the School has contracted to provide a service (*e.g.*, attorney); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibilities or duties to the school.
- To other schools to which a student is transferring.
- In connection with financial aid under certain circumstances.
- To specified officials for audit or evaluation purposes.
- To organizations conducting certain studies for or on behalf of the school.
- To accrediting organizations.
- In order to comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in cases of health and safety emergencies.

The School also may disclose appropriately designated “directory information” without written consent unless a parent objects in writing. The primary purpose of directory information

is to allow the School to include this type of information in certain publications. Examples of such publications may include but are not limited to: a playbill; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets.

The School has designated the following as directory information:

- Student's name
- Parent/Guardian names
- Address
- Telephone listing
- Email
- Grade level

A log must be maintained of each request for access to and each disclosure of educational record information other than disclosure to parents or students 18 or older or school officials. The log should contain the name of the person(s), the date, and the legitimate interests the person had in requesting or obtaining the information.

Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Immaculate Conception School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520

Emergency Plans

Staff members are informed on procedures for emergency situations including injuries, bomb threats, intruders in the building, fire, and civil defense. Drills for fire, severe weather, and other potential threats are conducted during the school day following the recommended best practices of the Maryland State Department of Education. Exit notices are posted in every room. Students and adults leave the building quickly and silently to a pre-designated area.

If there are extreme weather conditions at the time of dismissal, the students will remain in the building until it is safe to commence the dismissal procedure.

Parents/guardians will be instructed on how dismissal will occur when they arrive on campus. If, during the course of the day, the school building is rendered unsafe for the students, the children will be taken to the church grounds or into the church until the building is once again safe or parents are notified and students are picked up. The designated point for a full-campus evacuation, should one ever be needed, is Trinity Episcopal, located across Joppa Road. In case of an emergency, parents will be notified via email. Additionally, announcements will be posted on the website.

The school's crisis management plan is amended on a regular basis to remain current. Revisions are made in conjunction with a school appointed team, the Office of Risk Management for the Archdiocese of Baltimore, and the Baltimore County Police and Fire Departments.

Inclement Weather Policy for Early Dismissal, Late Opening, and Closure

ICS follows the policies and decisions of the Baltimore County Public School System regarding early dismissals, late openings, and closures due to weather. We encourage you to sign up for the Baltimore County alerts <http://www.bcps.org/news/mobileapp.htm>. ICS will send out Swift K-12 alerts when possible. Information regarding late openings, early dismissals, or school cancellations will be announced over the radio and on various television stations. AM radio station WBAL is generally the first to break news of weather-related school closings, dismissals, or delays on their website www.wbal.com. ICS follows all decisions of Baltimore County Public Schools *except* in the event of hot weather. Because ICS is air-conditioned, the school will not close for hot weather. Students in the half-day preschool morning classes *will* attend school if the opening of Baltimore County is delayed by one or two hours.

Miscellaneous

Smoke and Drug-Free School Zone

ICS complies with the Drug Free School Zone and the Drug Free Workplace Act of 1988. There is no smoking or vaping allowed on our campus at any time.

Restricted Areas

When school is in session, students may not be outside the school building unless they are involved in a class or recess and are accompanied by a faculty member. The faculty rooms, library office, and empty classrooms are restricted areas for students. Corridors are to be generally clear of traffic except for movements at the change of class. For the safety of students, no child is permitted to return to the classroom or lockers after school hours unless accompanied by a staff member.

Home School Association

The Home School Association (HSA) promotes the mission of the school by providing a means for members of the school community to be of service to the school. The association promotes Catholic school education as it facilitates appropriate communication between the home and school community. Families become members of the HSA upon enrolling a child(ren) at ICS. Dues are incorporated into the annual tuition and fees. The Executive Committee,

elected by the parents/guardians, can and does conduct the routine business of the association, but only the general membership can create the spirit of dynamic good will that the association seeks to establish and perpetuate. Members of the HSA are encouraged to attend general meetings, participate in the activities and fundraisers sponsored by the association, and volunteer to the extent that they are able.

Volunteers and VIRTUS

ICS depends on parents for help and support through our volunteer program. Together the community shares in the responsibility of educating and caring for the children at ICS. Volunteers are needed as room parents, in the library, reading programs, Teachers' Resource Center, playground areas, kindergarten, lunch program, educational programs, field trips, and on the Home School Association Executive Board. Any service given will be greatly appreciated. All volunteers are required to wear a badge while in the school building, which is acquired by going through a Raptor security checkpoint at the front desk.

All volunteers must complete the VIRTUS training. This is an online course that takes approximately an hour, but it is absolutely required for any adults who will have substantial contact with students. More information about this program, including a link to the online training site, can be found under the 'Parents' tab on the website, www.theics.org.

HASA – Hearing and Speech Agency

If you have concerns about your child's speech and language, HASA (Hearing and Speech Agency) is able to provide on-site speech therapy sessions. Parents may make a request for a screening, for a small fee, based on concerns related to one or more of the following areas: receptive language skills (general understanding of language such as: following directions, repeating sentences, story comprehension, etc.) expressive language skills (i.e. expressing one's thoughts, defining, vocabulary, grammar, etc.) phonological abilities (i.e. rhyming, sound/symbol segmentation, etc.) articulation of speech (i.e. the actual way in which speech sounds are produced); vocal quality; and/or stuttering. A letter summarizing the screening results will be sent home. If weekly therapy or further evaluation is recommended, those services may be available on campus for an additional fee.

Immaculate Conception School Preschool

Immaculate Conception Preschool Philosophy

Immaculate Conception's Preschool program fosters spiritual, emotional, social, intellectual and physical development in our youngest of students. We believe that each child is a unique individual and special child of God. Our curriculum provides the structure and guidance needed for our students to grow in a fun, safe and nurturing environment. Each classroom is staffed by a certified teacher and an instructional assistant. Staff participates in

on-going, professional development to keep abreast of current, best practices in early childhood education.

Non-Discrimination Policy

It is the policy of Immaculate Conception Preschool not to discriminate on the basis of race, color, religion, age, sex, disability, sexual orientation, or national and ethnic origin in its educational programs, admissions policies, employment, and general policies.

Preschool Inclusion Policy

Immaculate Conception School welcomes children of varying abilities to the Preschool program. Our curriculum is based upon the development of the whole child. There is a balance of teacher-directed and self-selected activities which revolve around a monthly theme or unit. Center time is scheduled to allow for small group activity and re-teaching. Age-appropriate, domain-based activities are planned and implemented on a daily basis. Information obtained from children with an IEP/IFSP is taken into consideration when plans are developed and written. We also welcome children of all ethnicities and celebrate their diversity by incorporating their customs and language into our daily routines.

At the beginning of the school year, parents complete an “All About Me” form which recognizes the child’s likes and dislikes as well as their strengths and weaknesses. Parent/Teacher conferences are held twice a year to update these forms and discuss student progress. Ongoing assessment both formally and informally is completed and the information is compiled to assist with planning as well as student observations.

Immaculate Conception School Preschool Discipline Policy

“Start children off on the way they should go, and even when they are old they will not turn from it.” Proverbs 22:16

An integral component of a quality preschool program is helping children learn how to respect themselves, others, and the world around them. At the Immaculate Conception Preschool Program, we are committed to developing this respect by focusing on positive behaviors and reinforcing these behaviors.

We will utilize a positive approach to discipline by directing children toward age-appropriate behavior. Teachers help develop self-discipline by:

- Role-modeling positive, appropriate behavior.
- Encouraging children to use their words when they have a disagreement with their peers.
- Acting as a facilitator to assist children in settling their own disputes.
- Redirecting behavior when it is appropriate.
- Separating a child from the group (Time-Out) – one minute for every year of age.

- Counseling children individually about their behaviors.
- Making parents aware of disciplinary concerns through handwritten notes, emails, phone calls, and/or parent/teacher conferences.
- Children are given developmentally appropriate choices to allow for independent thinking.

If a behavior issue arises that does not respond to the above mentioned techniques, a conference will be scheduled with the parents/guardians, teacher, Assistant Principal and/or Principal. Together we will work to find a solution. Removal from the program may be necessary if the child's behavior interferes with the safety and well-being of the other children in the program. We are more than happy to discuss our discipline policy with you individually.

“Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.” Plato

Students with Disabilities and/or Special Health Care Needs

Once documentation of a disability or special health care need has been received and reviewed by school administration, teachers, and school nurse, a Student Advocacy Plan is put into place. This plan addresses whatever special accommodations are needed for the child. The plan is then shared with the parents and other involved parties, i.e., school administration, teachers, guidance counselor, and/or school nurse. The plan transitions with the child to the next grade level. Upon parent permission or request, the Student Advocacy Plan is shared with the next school.

Health care needs are documented with the school nurse and shared with the child's teacher. Complete health records are sent to the child's next school.

Arrival – Preschool

There are two options for full day and half day preschool drop-off. First, parents/guardians may take their children through the carpool line for the elementary school which drops off at the school's main entrance. The preschool students will enter the building with the other students. A preschool assistant will walk students to their classroom. Second, parents/guardians may park in the gravel or lower Church parking lots. They can then walk their child(ren) up to the morning drop off spot to an assistant who is helping with morning arrival.

Dismissal – Preschool

Half-Day preschool students will be dismissed at 12:00 from the breezeway doors. Parents/guardians should park in the Church or Parish Office parking lots then walk to the breezeway doors to wait for their child(ren) to be dismissed.

Full-day pre K 3's and pre K 4's will be dismissed at 2:45 p.m. Parents or guardians should park in the Church/Parish Office parking lots or in the Blue/Yellow line (if picking up another child) then meet your student(s) at the child's classroom door for dismissal.

In the event of a 12:00 p.m. dismissal school-wide, preschool classes will dismiss at 11:45 a.m. in order to keep the children safe and allow parents to exit campus prior to the school dismissal.

Inclement Weather Policy for Early Dismissal, Late Opening, and Closure

ICS follows the policies and decisions of the Baltimore County Public School System regarding early dismissals, late openings, and closures due to weather. We encourage you to sign up for the Baltimore County alerts <http://www.bcps.org/news/mobileapp.htm>. ICS will send out Swift K-12 alerts when possible. Information regarding late openings, early dismissals, or school cancellations will be announced over the radio and on various television stations. AM radio station WBAL is generally the first to break news of weather-related school closings, dismissals, or delays on their website www.wbal.com. ICS follows all decisions of Baltimore County Public Schools *except* in the event of hot weather. Because ICS is air-conditioned, the school will not close for hot weather. Students in the half-day preschool morning classes *will* attend school if the opening of Baltimore County is delayed by one or two hours.

Uniform for Preschool

- Students in the Preschool program are to wear the ICS PE uniform with one exception: their shoes should be a solid color with Velcro closures, no lights or sounds please.
- All PE uniforms and sweats are purchased through Flynn O'Hara

Developmental Screening and Assessment Policy

Maryland State Department of Education is recommending all children in regulated care and early childhood education programs be given a developmental screening that will be conducted within 90 days of enrollment. Immaculate Conception Preschool will be utilizing the Brigance 3 Early Childhood screen III, 3-5 years.

In addition to the Brigance 3, teachers complete progress reports, which are distributed three times per school year. The skills assessed reflect sound growth and developmental expectations of each age. Observations are conducted on students throughout the year. These

observations, be they narrative, anecdotal, and/or checklists, are used in conjunction with each child's progress report to help with lesson planning and remediation. These reports are kept in each child's school file.

Preschool Nutrition and Food Policies

Please let our school nurse and your child's teacher know if your child has any food allergies. Together, we will develop a plan to meet your child's needs. We request that you do not send in any "treats" to share at school unless it has been requested by the classroom teacher. All "treats" brought from home need to be store bought with the list of ingredients easily visible.

Snack Policy

We ask that you send in one nutritious food item and water for your child to eat during morning snack. Nutritious snacks limit fat, sugar, and salt and include fresh fruits/vegetables and whole grains. If we have any concerns, we will contact you. Milk can be purchased through our school to be served with morning snack. Please see our school's website for more information.

Pre-K Full Day students will be in class for lunch. Our policy is that the sandwich or main course must be finished before snacks or "treats" can be eaten. Please send in a drink for your child to have with lunch, such as a juice box or water bottle. Please do not send foods that must be heated. Putting heated foods in a thermos is a good way to serve warm food for lunch. If we have any concerns, we will contact you. Milk can be purchased through our school to be served with lunch. Please see our school's website for more information.

**We have water and healthy snacks available to children who forget their snack.*

Preschool Physical Fitness

Immaculate Conception Preschool has adopted MSDE's recommendations for physical activity. Our 4-hour preschool classes provide a 25-30 minute unstructured physical activity time each day they attend school. Students who attend our full day program are given two 25-30 minute structured physical activity times each day, and also attend physical education classes during the week.

Weather permitting, all unstructured/gross muscle play is outside, and when weather is an issue, we provide such activities in the classroom. At no time is physical activity withheld from our preschool students.

Preschool Communication Policy

In addition to the school-wide communication tools listed earlier in this handbook, the preschool teachers will also utilize the following methods of communication with the parents and guardians of our students:

- **Take Home Folders:** At the beginning of the school year, your child will be given an ICS take-home folder. Please make sure your child's folder is in his/her tote bag each day. Feel free to put notes to the teacher in this folder
- **Email:** You will be given your child's teacher and assistant teacher's email addresses at the beginning of the school year for communication purposes. ICS faculty is required to respond to parent emails within two school days
- **Monthly Newsletter:** A monthly preschool newsletter and calendar of events will be distributed through the take home folder. Both will be posted on the parent bulletin board and on each teacher's Google Classroom site.
- **Google Classroom Website:** Your child's teacher has a Google Classroom website with pertinent information regarding your child's class. These sites are updated weekly.
- **Progress Reports:** Progress reports are distributed three times throughout the school year
- **Parent Teacher Conferences:** held twice annually, in the fall and in the spring.

Preschool Developmental Benchmarks

Content of Study Early Childhood Education



Principles of Developmentally Appropriate Practice				
Auditory Descriptors				
Keywords	2 – 3 years old	3 – 4 years old	4 – 5 years old	5 – 7 years old
Listens	Begins to listen.	Begins to listen without interrupting.	Listens without interrupting while maintaining eye contact in small group for a limited time.	Listens without interrupting while maintaining eye contact within larger group for lengthening time.
Repeats	Repeats two items in order.	Repeats three items in order.	Repeats a short patterned series of sounds, words, or numbers.	Repeats a patterned series of sounds, words, or numbers.
Directions	Follows simple one step directions.	Follows simple one or two step directions.	Follows simple two or three step directions.	Sequentially follows simple three step directions.
Rhymes	Recalls familiar rhymes.	Recalls familiar rhymes and poems. Attempts to finish a predictable rhyme.	Recalls familiar rhymes, poems, alternating phrases. Begins to finish an incomplete sentence with an appropriate word.	Matches and recalls rhyming words. Finishes an incomplete sentence with an appropriate word.
Sounds	Identifies and recognizes familiar sounds.	Begins to identify and recognize the difference in volume, tone, quality, and type of sounds.	Continues to identify and recognize difference in volume, tone, quality, and type of sounds.	Matches and identifies like and different letter sounds. Identifies beginning sounds and ending sounds (placement). Begins to identify middle sound placement.
Art Descriptors				
Keywords	2 – 3 years old	3 – 4 years old	4 – 5 years old	5 – 7 years old
Drawing ability	Attempts to draw a simple face.	Draws a face with facial parts and stick arms/legs.	Draws a stick figure with more defined body parts.	Draws a human figure that has major body parts with detail.
Creative drawing	Attempts to draw creative pictures which are unidentifiable. EX: will draw lines and say it's a tree.	Attempts to draw pictures which are semi identifiable objects. EX: will draw lines and say it's a house.	Attempts to draw a given picture with a visual aide. EX: given a picture, will attempt to copy it and have it be identifiable.	Draws various objects which are identifiable. EX: can draw something and have it identified.

Early Childhood Education 1

Selection of colors	Tends to use one color.	Uses one to two colors. Is fascinated with mixing colors.	Uses a variety of colors not necessarily appropriate with picture EX: purple face.	Uses a variety of appropriate colors.
Ability to stay within lines	Scribbles in and outside of picture.	Scribbles inside of picture (nowhere near the lines).	Attempts to color in a picture with various colors and heaviness.	Colors in picture using direction, outlining and controlled heaviness.
Painting ability	Paints with a large brush. Uses one color of paint excessively on a concentrated area.	Begins to paint with a brush on an easel. Mixes colors of paint together in a concentrated area.	Paints with a brush a picture that is semi identifiable. Begins to paint using an appropriate amount of paint, using the whole page.	Paints with a brush a picture that is semi-identifiable
Art mediums	Experiments with various art mediums with supervision.	Attempts to paint with various methods and materials: finger hand sand feet yarn etc.	Begins to create a picture using the various painting methods and materials.	Creates a picture using various painting methods and materials.
Molding with clay	Experiments with clay.	Begins to mold clay into shapes.	Starts to make objects using clay.	Creates figures and objects with clay.
Dramatics Descriptors				
Keywords	2 – 3 years old	3 – 4 years old	4 – 5 years old	5 – 7 years old
Imitation	Begins to imitate actions of adults and play of other children when engaging in dramatic play.	Imitates actions of adults and play of other children when engaging in dramatic play.	Uses impersonation in dramatic play, accompanied by excessive dialogue to clarify ideas.	Uses impersonation in dramatic play accompanied by dialogue to clarify ideas. Imagines and creates elaborate scenarios.
Symbolism	Uses simple symbolism when engaging in dramatic play EX: block is cup.	Uses simple symbolism when engaging in dramatic play. Likes to dress up in adult clothing and role play. Finds own theme or activity for dramatic play.	Uses symbolism when engaging in dramatic play. Likes to dress up in adult clothing and role play. Finds own theme or activity for dramatic play. Theme may continue for an extended period.	Continues use of symbolism, dress up, and role play. Creates pretend plays with plot and defined character roles. Is self conscious and creates character plays under adult supervision.

Use of props	Gives toys human characteristics when engaging in dramatic play.	Gives toys, animals, dolls, etc. human characteristics when engaging in dramatic play.	May continue to give soft textured toys human characteristics. Begins to use toys, animals, and dolls with their appropriate characteristics. Tends to be "rough" with toys.	Uses toys, animals, and dolls with their appropriate characteristics. Uses props and toys appropriately. May improvise with toys and props.
Acting	Acts out characters with adult help.	Acts out simple stories finger plays or nursery rhymes with adult help.	Acts out more complex stories finger plays and nursery rhymes.	Begins to perform before an audience.
Fantasy vs. Reality	Does not distinguish fantasy from reality.	Begins to distinguish fantasy from reality with difficulty.	Continues to distinguish fantasy from reality, with some difficulty.	Is capable of distinguishing fantasy from reality. Is more interested in "here and now" themes than fairy tales or frightening fantasy.
Puppetry	Picks up and experiments with puppets.	Begins to participate verbally or non-verbally in puppetry play.	Participates verbally or nonverbally in imaginative or puppetry play. Begin to use puppetry to tell and retell stories under close adult supervision.	Can use puppetry to tell and retell stories effectively under limited adult supervision.
Fine Motor Descriptors				
Keywords	2 – 3 years old	3 – 4 years old	4 – 5 years old	5 – 7 years old
Building blocks	Begins to build and balance with a few blocks.	Builds and balances with blocks.	Builds structures with blocks.	Builds more complex structures with blocks.
Finger / Thumb Control Manipulates Objects	Begins to turn pages of a hard page book. Manipulates small objects with hands. Places large pegs in a pegboard.	Turns pages one at a time of a hard paged book. Snaps, buttons, zips, and laces (not shoes). Places large pegs in pegboard. Drives nails and pegs already set in place. Manipulates small objects with hands.	Turns pages of any book. Snaps, buttons, zips, and starts lacing shoes. Ties knots. Drives pegs and nails set into holes.	Turns pages of any book properly. Places pegs in pattern in pegboard.

Crayon and pencil grip	Holds crayon with fist using jumbo crayon.	Holds crayons with fingers using jumbo sized crayon. Begins to develop handedness.	Holds regular crayon with thumb and finger. Begins to hold primary size pencil correctly. Begins to develop handedness with more consistency.	Holds pencil correctly. Child's handedness is well established.
Pouring	Pours liquid and sand using large containers.	Pours liquid and sand using various sized containers with spillage.	Pours liquid and sand using various sized containers with less spillage.	Pours liquid and sand to indicated markings.
Writing	Makes small marks. Begins to scribble and look at paper while scribbling.	Makes series of marks scribbles and looks at paper while scribbling. May attempt to write letters, name.	Prints letters on unlined paper. Begins to refine letter/number writing skills and can write on lines provided the spaces are large enough.	Prints on lined paper. Copies letter and numerals.
Pencil Control	Imitates circular vertical and horizontal strokes.	Copies a circle and a cross. Imitates circular, vertical, and horizontal strokes.	Traces and copies four basic shapes.	Traces copies and draws four basic shapes. Finishes incomplete designs.
Cutting	Snips with scissors. Holds scissors and cuts simple objects with guidance. Snips with scissors.		Begins to hold scissors appropriately and cuts large objects. Begins to cut on line continuously.	Uses scissors properly and with control. Cuts out simple shapes. Cuts on a line continuously.
Gluing	Attempts to glue with glue stick.	Glues with a glue stick.	Attempts to use liquid glue with some control.	Glues with liquid glue with more control.
Gross Motor				
Keywords	2 – 3 years old	3 – 4 years old	4 – 5 years old	5 – 7 years old
Walking on tiptoes	Experiments on tiptoes with or without shoes.	Walks on tiptoes without shoes.	Begins to walk on tiptoes with shoes.	Walks on tiptoes.
Balance	Stands with feet together without assistance. Stands on one foot with assistance.	Stands on one foot with assistance.	Balances on one foot (usually dominant foot) for a few seconds.	Balances on either foot for at least 5 seconds with eyes opened or closed.

	Balances by lifting hand and knee off floor or beam and alternating sides of body.	Stands on balance beam and walks forward on beam with assistance.	Begins to walk forward and sideways on balance beam.	Walks forward, backward, and sideways on balance beam.
	Begins to adjust balance while walking and carrying objects	Maintains balance while walking and carrying objects	Begins to kick a ball without losing balance.	Kicks a ball without losing balance.
Walking	Imitates walking forward, backward, and sideways.	Begins to walk forward and sideways on tape and/or footprints.	Walks forward backward sideways on tape and/or footprints.	Walks forward, backward, and sideways with agility and control.
Left and right directionality	Has no awareness of right and left side.	Becomes aware that there is a right side and a left side.	Correctly identifies the right and left side some of the time. Begins to follow left to right directionally.	Correctly identifies right and left side most of the time. Can imitate teachers' example. Uses left to right directionally.
Running	Attempts to run.	Runs.	Run smoothly.	Runs with control.
Skiping	Not yet demonstrating.	Attempts to imitate skipping with gallop-like movement.	Gallops. Begins to skip.	Skips smoothly alternating lead foot.
Steps	Goes up and down steps with both feet on each step with assistance.	Goes up and down steps with both feet on each step.	Begins to go up and down steps with alternating feet.	Goes up and down steps with alternating feet.
Hopping	Hops in place with two feet.	Hops in place on one foot with aid.	Hops in place with one foot usually the dominant foot.	Hops in place on either foot.
Jumping	Begins to jump.	Begins to jump without losing balance.	Jumps with both feet without losing balance. Begins to manipulate body in space in both directionally and laterally. EX.: jumps forward, backward etc.	Starts to jump rope. Manipulates body in space both directionally and laterally.
Imitation of Body Movements	Imitates simple body movements.	Imitates simple body movements and simple animal movements.	Imitates more complex movements.	Initiates more complex body movements.
Rolling a ball	Rolls a ball.	Rolls a ball with direction.	Rolls a ball towards an object.	Rolls a ball with accuracy.
Catches a ball	Catches a rolled ball.	Catches a large bounced ball.	Catches a large ball tossed or bounced. Catches a bean bag.	Catches a small ball tossed or bounced. Catches a bean bag.
Throws a ball	Throws a ball or bean bag.	Throws a ball or beanbag with some control.	Throws a ball or beanbag with increasing control.	Throws a ball toward a target with accuracy.

Bouncing a ball	Drops a ball.	Begins to bounce and catch a large ball with both hands.	Bounces and catches a large ball with both hands.	Bounces and catches a ball with both hands.
Kicking a ball.	Not yet demonstrating.	Attempts to kick a stationary ball.	Begins to kick objects on the run.	Kicks objects on the run without losing balance.
Language Descriptors				
Keywords	2 – 3 years old	3 – 4 years old	4 – 5 years old	5 – 7 years old
Communication	Speaks in three word sentences Uses pronouns: me, mine, you.	Communicates thoughts and needs in complete sentences of four to six words. Begins to speak in compound sentences uses plurals.	Communicates thoughts and needs in complete sentences. Speaks in compound sentences.	Communicates thoughts and needs in complete sentences.
Color recognition	Tries to name colors.	Recognizes and names five colors: red, blue, yellow, green, and orange	Recognizes and names ten color; basic five plus white, purple, black, pink, and brown.	Recognizes ten colors and shades: light dark etc.
Stories: listening and telling	Listens to stories.	Listens to longer stories. Uses simple sentences to tell about objects and illustrations.	Listens to and retells stories in sequence with aid of pictures. Creates own story dictated to teacher or adult.	Listens to and retells stories in sequence without aid of pictures. Begins to interpret story situations and predict story outcomes.
Identification of body parts	Names four major body parts.	Names six major body parts.	Knows functions of major body parts.	Knows functions of major body parts.
Identification concepts	Identifies and names common objects and pictures.	Begins to identify shapes (circles squares rectangles triangles). Identifies size differences: short/long, big/little, small/large, etc.	Identifies basic shapes. Begins to use concepts such as opposite and spatial relationships.	Identifies basic geometric shapes and solids. Uses concepts such as opposites, spatial relationships, and ordering. Recognizes and names letters plus some words.

Resources and Referrals for Baltimore County Residents

<u>Support Needed</u>	<u>24 Hour Services</u>	<u>Hotlines</u>
Youth Crisis	MD Youth Crisis Hotline	1-800-422-0009
Mental Health	Crisis Response System	410-931-2214
Social Services/Family Services	DSS (Dept. of Social Services)	410-853-3000
Parenting Skills	Family Tree Parenting Hotline	1-800-243-7337

<u>Services</u>	<u>Community Resources/Agencies</u>	<u>Phone</u>
Counseling Services	Main Street Community Health Center	410-526-7882
	Kennedy Krieger Institute	443-923-9400
	Sheppard Pratt Hospital	410-938-3000
Health Services	Baltimore County Department of Health	410-887-8741
Parent Support Services	Young Parent Support Center	410-853-3860

Informational Resources

Maryland EXCELS	Quality Early Childhood	marylandexcels.org
MSDE Office of Child Care (Region 3, Baltimore County)		410-583-6200
Child Care Links		410-288-4900
Abilities Network		410-828-7700 or 1-800-492-2523
Infants and Toddlers of Baltimore County		443-809-2169
WIC - Women, Infants, and Children		410-887-6000
Child Protective Services		410-853-3340

Child Find Services

Child Find is a special education service provided by the Baltimore County Public School System for identifying children from ages three through twenty-one who are suspected of having an educational disability and who may be eligible for special education and related services.

Child Find referrals are made by calling 443-809-3017

Immaculate Conception School: Receipt of Handbook Confirmation Form



2021-2022 School Year

****The Receipt of the Handbook Form should be electronically signed through SchoolAdmin.**

By signing below, you affirm that you have received this handbook and recognize Immaculate Conception School's authority in enforcing the policies stated herein.

Please list each of your children and their homerooms, then sign at the bottom of this page. Remove this portion and return it to the homeroom teacher of your oldest child.

Child's Name: _____ Homeroom: _____

Child's Name: _____ Homeroom: _____

Child's Name: _____ Homeroom: _____

Child's Name: _____ Homeroom: _____

Parent Signature: _____ Date: _____