

Dear Students and Parents,

Welcome to Immaculate Conception Grade School, a ministry of Immaculate Conception Parish. In choosing ICGS, you have demonstrated a commitment to the values and philosophy of a Catholic education.

The faculty and staff of ICGS look forward to working with you to promote spiritual growth and academic excellence in the context of the teaching of the Catholic Church. We are dedicated to creating an environment that supports each child developing to their greatest potential.

This Parent/Student Handbook reflects the policies of Immaculate Conception Grade School which supports the day to day operation. Please read this document carefully. You will be asked to sign a document given to you at open house that you intend to abide by the policies of Immaculate Conception Grade School during the 2018-2019 school year.

Let us ask God's blessings as we work together to help our young children develop into responsible, self-disciplined, moral Christian Catholics who are the future of our Church.

**Immaculate Conception Grade School
Faculty and Staff**

The Administration reserves the right to revise this handbook for just cause at any time. Teachers, parents and students will be given notification if changes are made. Reviewed, Revised and Adopted June 2018.

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MISSION STATEMENT

As an educational ministry of Immaculate Conception Parish, we partner with parents to prepare students for lives as Catholic leaders. As Christians empowered by the Holy Spirit, we focus on formation through prayer, message, concern, and service to community. We teach students to live a life that embodies these values, is centered in Christ, and strives for their greatest academic potential. They will experience a world around them rich in God's love.

PHILOSOPHY

Immaculate Conception Grade School merges a strong academic program with rich faith formation to maximize each student's potential. All students are encouraged to develop their faith through devotion to the values that strengthen our Christian life – to know the gospel message of Jesus, to deepen our connection to Our Father through worship, to celebrate our faith with others through community, and to share God's love with others through service.

ICGS works to support growth through a program attending to the whole child. While students are challenged to meet high academic expectations, we also recognize and cherish each child as unique and look to their individual needs. Creating an environment of love, faith, and justice in which education can flourish is our priority.

The school staff works as a part of a team with parents and parish ministers to guide our students to learn and grow. As a team, our emphasis is placed on the students' acceptance of responsibility as strong Catholics. Further, in recognizing our parents as primary educators, ICGS is proud to support their efforts to instill in their children Christlike attitudes and virtues.

ACCREDITATION

ICGS has been granted full recognition by the Catholic Schools Office of the Diocese of Joliet and by the Illinois State Board of Education. School evaluations occur on a regular basis in order to maintain accreditation and state recognition status. All elementary and secondary schools of the Catholic Diocese of Joliet shall be recognized by the Illinois State Board of Education. Schools must be registered with the State of Illinois and be recognized by the State Board of Education. To maintain ISBE recognition principals must annually comply with requirements which include meeting administrative deadlines as determined by ISBE thus ensuring compliance and recognition. IC Grade School has also received AdvancED accreditation. AdvancED is an accrediting agency consisting of the largest community of educational professionals from around the world. The program is founded in non-partisan, rigorous, onsite external reviews of schools and school systems to ensure all learners realize their full potential.

Immaculate Conception Grade School adopts wholly the Handbook of School Policies of the Diocese of Joliet as the school's own policies.

ADMISSIONS

ICGS follows the diocesan non-discrimination policy #5110 which states: "Schools operating under the auspices of the Diocese of Joliet admit students of any race, color, sex, national and ethnic origin to all the rights, privileges, programs and activities generally available to students at the school. Questions and/or concerns regarding discrimination in admissions should be directed to the principal (if applicable) the pastor (or parish administrator) and the Superintendent of Schools in the Diocese of Joliet. The names of the elementary and secondary schools can be found in the OFFICIAL CATHOLIC DIRECTORY, published annually."

Admission to ICGS will be open to all children of the parish who satisfy the age requirements of the Diocese of Joliet and the State of Illinois. Non-parishioners are admitted based on the availability of space and appropriate programming.

Admissions Policy

Admission to ICGS may be contingent upon space availability or appropriate programming for the incoming student(s).

- 1. No student shall be denied admission to ICGS on the basis of race, religion, color, gender, or ethnic heritage. They will share in the privileges and programs sponsored by the school.*
- 2. Priority will be given to children who are currently enrolled in the school. **Families must be financially current with tuition and fees to be readmitted to ICGS for the next term.***
- 3. Families with children currently enrolled in school who have met their financial obligations will be given first consideration for their siblings.*
- 4. Families who are **currently active registered** parishioners and are grade school alumni will be given next consideration.*
- 5. Families who are **currently active parishioners** will be given next consideration.*
- 6. Families who are **registered parishioners** in a parish without a school will be given next consideration. It shall be the policy of the Pastor of Immaculate Conception Parish that a family will not be allowed to register in the parish of Immaculate Conception, while still living within the boundaries of another parish, and thus take advantage of the "in parish" tuition at the time that family registers students of that family at Immaculate Conception Grade School. If the Pastor of a family of another parish requests such transfer for reasons acceptable to both Pastors, an exception may be made to this policy.*

7. *Newly registered families requesting enrollment will be considered “active members” after demonstrating weekly Mass attendance for a minimum of six months. Families moving into the area that can provide a letter of introduction indicating weekly Mass attendance from their previous pastor will be considered “active members” without delay.*

8. *Families falling into any other classification will be considered for admission after the registration forms are properly submitted to the school, subject to space and/or program availability. This may include families that also have IC High School students.*

9. *Any transfer students are subject to review by the principal if space and program availability is appropriate. Parents will be requested to sign the TRANSFER CONTRACT upon entry. Any transfer student to Immaculate Conception Grade School is subject to a three-month probationary period. At the end of the first grading period, parents of a student who is not meeting the standards of Immaculate Conception Grade School based on academic and/or disciplinary performance will be notified in writing so that appropriate measures can be taken.*

10. *Students requesting transfer into ICGS for eighth grade will, for the most part, be denied at any time during the school year.*

11. *Families who have not met their financial obligations from previous years will not be readmitted to ICGS for the next term without prior settlement and agreement with the Pastor.*

Certain exceptions may be made with the approval of the Principal and/or Pastor.

Other Admission Requirements

- ◆ Children entering Preschool 3 must be three (3) years of age on or before September 1, 2017.
- ◆ Children entering Preschool 4 must be four (4) years of age on or before September 1, 2017.
- ◆ Children entering Kindergarten must be five (5) years of age on or before September 1, 2017.

New students seeking admission to ICGS are evaluated on the basis of current standardized test scores and report cards.

Requirements include:

- 1.) Verification of active parish affiliation/stewardship
(use of weekly envelopes or automatic contribution)
- 2.) health and immunization records
- 3.) original birth certificate **
- 4.) report cards
- 5.) standardized test results
- 6.) record of any IEP (individual education plan)

Please note that registration is not complete until the birth certificate is received.

Report cards and standardized test results will be reviewed for students entering grades 1-8 to determine whether the program at ICGS will meet the educational needs of the students. An interview with the principal is part of the admissions process.

Testing in some academic areas may be held for new incoming students.

All new students will be given a trial period in which to integrate himself/herself both socially and academically. If during this trial period there are any problems, a student may be asked to withdraw his/her attendance at ICGS.

Class Size

Class size shall be limited to 30 students per classroom in grades kindergarten through eighth grade.

Preschool Class Sizes

Class size for preschool three shall not exceed 18 students per session and class size for preschool four shall not exceed 36 students per session.

Exceptions to class size are at the discretion of the Principal and the Pastor. Teacher aides shall be provided for kindergarten, first grade and second grade as needed.

PARENTS AS PARTNERS

Parents and educators must work as a team to promote the best interests of each child. As partners in the educational process at Immaculate Conception Grade School, we ask parents:

- 1.) to set rules, times, limits so that your child:
 - gets to bed early on school nights
 - arrives at school on time and is picked up on time at the end of the day
 - is dressed according to the school dress code
 - completes assignments on time
 - has a nutritional sack lunch every day

- understands their responsibility in the learning process
- 2.) to be a role model of our faith values and commit to parish involvement
- 3.) to actively participate in school activities such as Parent/Teacher conferences
- 4.) to see that the student is respectful of school property and books and if damage does occur, the student pays for any damage due to neglect or carelessness on their part
- 5.) to notify the school with a written note when the student has been absent or tardy
- 6.) to notify the school office of any changes of address or important numbers
- 7.) to meet all financial obligations to the school
- 8.) to inform the school and work with educators to meet the needs of any special situation regarding the student's well-being, safety, and health
- 9.) to complete and return to school any requested information promptly
- 10.) to read school notes and newsletters and to show interest in the student's total education
- 11.) to support the religious and educational goals of the school
- 12.) to support and cooperate with the discipline policy of the school
- 13.) to treat teachers with respect and courtesy in discussing student problems

Parent's Role in Education

We, at IC Grade School, consider it a privilege to work with parents in the education of children because we believe parents are the primary educators of their children. Therefore, it is your right and your duty to become the primary role models for the development of your child's life... spiritually, physically, mentally, emotionally, and psychologically. Your choice of IC Grade School involves a commitment and exhibits a concern for helping your child to recognize God as the greatest good in his/her life.

Good example is the strongest teacher. Your personal relationship with God, with each other, and with the Church community will affect the way your child relates to God and others. Ideals taught in school are not well rooted in the child unless these are nurtured by the example of good Catholic/Christian morality and by an honest personal relationship with God in your family life.

Once you have chosen to enter into a partnership with us at IC Grade School, we trust you will be loyal to this commitment. During these formative years (Preschool to 8th grade), your child needs constant support from both parents and faculty in order to develop his/her moral, intellectual, social, cultural, and physical endowment. Neither parents nor teachers can afford to doubt the sincerity of the efforts of their educational partner in the quest of challenging, yet nourishing, the student to reach his/her potential. It is vital that both parents and teachers remember that allowing oneself to be caught between the student and the other partner will never have positive results. To divide authority between school and home or within the home will only teach disrespect of all authority. If there is an incident at school, you as parents must make investigation of the complete story your first step. Speaking directly to the teacher/coach or school administrator will allow you to gather accurate information. Evidence of mutual respect between parents and teachers will model good mature behavior and

relationships.

Students are naturally eager to grow and learn. However, sometimes in the process of maturation new interests may cause them to lose focus. As this natural process occurs, the student needs both understanding and discipline. At times, your child may perceive discipline as restrictive. However, it is boundaries and limits which provide a young person with both guidance and security.

It is essential that a child take responsibility for grades he/she has earned and be accountable for homework, long-term assignments, major tests, service projects, and all other assignments. This responsibility also extends to times of absence.

Together, let us begin this year with a commitment to partnership as we support one another in helping your child to become the best person he/she is capable of becoming.

FINANCIAL RESPONSIBILITIES

Parish Support / Stewardship

In order to make Catholic education available to as many students as possible, the school board endeavors to keep tuition at reasonable levels. Immaculate Conception Parish provides the additional funds required and, therefore, families with students in our schools who are members of Immaculate Conception are expected to support the parish by the envelope system and be active parishioners through attendance at weekly liturgy and participation in parish functions.

Tuition

The tuition schedule for the 2018-2019 school year is listed on our website. Tuition is based on a sliding scale according to the number of students enrolled from a single family in grades 1 to 8. The tuition charge for Preschool and Kindergarten is on a per student rate. Non-parishioner rates are also listed.

Non-parishioner families who also have children at IC Catholic Prep are offered an IC Grade School tuition rate equal to 80% of the out-of-parish rate.

Those wishing to donate funds so that others may attend ICGS should contact our school office.

2018-19 Student Registration/Tuition Agreement:

- Immaculate Conception Parish strives to provide a community for their Parishioners to worship, educate, and serve. Tuition rates have been established to make Catholic education affordable. While our tuition rates and fees do not cover the entire cost to educate a student, our school has been blessed and supported by our Parish as they currently provide financial assistance (subsidy) to help fund our school operations. In order to invite and accommodate all families and their students into our Grade School, Immaculate Conception offers the above tuition rates. Please note that the active parishioner rate is intended for families celebrating the liturgy at Immaculate Conception Church as well as financially supporting

the parish, to the best of their abilities via weekly (Sunday) mass collections. In order to qualify for the “Active Parishioner Rate” of tuition and fees, the parish expects all families to be actively sharing their gifts of time, talent and treasure. Your continued faithful financial support, qualifies you for the “Active Parishioner” rate.

- The Parish reserves the right to adjust tuition rates (to “Inactive Parishioner rates”), for those Parishioners who do not meet or qualify for the “Active Parishioner Rate”. The Inactive Parishioner rate is intended for families from outside the scope of our Parish community, either non-Catholic or Catholic who choose to enroll their children for strictly the Grade School educational benefits, and do not support the parish.
- Families who have not met their financial obligations from the previous year for tuition and fees will not be readmitted to ICGS for the next term without prior settlement and agreement with the Pastor and/or Principal. Prompt payment of tuition and fees is essential to the efficient operation of the school. Students who attend the first day of class without having made a payment will not be allowed to return until a payment is made, nor will those students be permitted to participate in athletic or other extra-classroom activities.
- In addition, the administration has the right to withhold report cards and suspend all extra-curricular activities in the event tuition accounts are not current at the time report cards are issued. Families with delinquent tuition and fees will be informed by mail that their children will be denied enrollment for the subsequent semester. If a 50% payment is not made by the end of the first semester, the student will not be admitted for the start of the second semester. If 100% of the tuition is not paid as due by May 20, eighth grade students will not be allowed to participate in end of year celebrations and graduation ceremony.
- Tuition and books may be paid in full or in ten payments through the Smart Tuition collection system. If the full payment option is selected, the due date is August 1 for tuition and books. If the option for 10 payments is selected, payments are due on the 10th or 20th of the month. Fees are due in full with the first payment. A late fee of \$25 is assessed to all late payments.
- As a community that offers encouragement and support, we seek to meet the needs of all our families. If a family finds itself financially unable to meet this policy due to difficulties or situations that may arise, please do not hesitate to contact the School Administration. Exceptions can be requested by completing a Parish Family Exception Form.

Tuition Assistance

There shall be no intention to deny a Catholic education to families who are unable to pay tuition and fees. If tuition and fees cannot be paid in full or cannot be paid when due, the parents may submit an application for reduced tuition and/or an alternative payment schedule to the school principal during the first semester or as soon as the need arises. The principal will make the final approval for reduced or alternative tuition.

The Diocesan Catholic Education Foundation awards a certain number of need-based tuition assistance grants to students (entering Kindergarten through 8th grade) through the FACTS program. Last year 300 grants were awarded at \$500 per student, with a maximum award of \$1,000 per family. The deadline for applying to FACTS for these awards is published in December. Last year the deadline was March 1. You can apply online at www.factsmgt.com. All supporting documents must be sent to the FACTS office by the deadline. Questions should be directed to the FACTS office at 1-866-315-9262. Families will be notified in May of awards. Additional notification will be sent to the grade school.

In addition to the diocesan awards, ICGS also offers some tuition assistance. The FACTS Grant and Assessment will also be conducting the financial need analysis for this school year. Families applying for financial aid must complete an application online at www.factsmgt.com and submit the necessary supporting documents to FACTS. The principal at ICGS will make the determination of any award and notify the family. The amount of tuition assistance varies from year to year.

A frequent question that is asked is what income level is too high and cuts off tuition assistance. Income is just one factor considered – other factors include housing costs, number of children, other tuition costs, special circumstances, etc. We cannot give a specific dollar amount as to whether to apply or not.

Tuition Payment Options:

All families are billed for tuition and fees through a third-party company called SMART Tuition. Families can choose to make one annual payment, or can choose to pay monthly. If the choice is to pay annually, tuition and fees will be due August 1. If the choice is to pay monthly, the fees will be due on the August due date (either the 10th or the 20th), whichever was chosen, and the tuition will be spread from August through May. There is no fee for the annual option. However, those choosing the monthly option will be billed \$50 from SMART.

SMART Tuition is able to accept payments by check or credit card. American Express, MasterCard, and Discover are accepted. They do not accept Visa. If a credit card is used there will be a 2.5% convenience fee attached to the payment. Smart tuition also accepts automatic debits from checking accounts.

Fees

Registration Fee: A \$100 registration fee will be assessed for each new family annually. This fee, which will be refunded only if a student is not accepted at

ICGS, will be credited to the tuition invoice for the coming year.

Additional fees are charged for books, materials, noon supervision, milk, testing, graduation, Confirmation, First Communion, early arrival, and technology. These fees are also listed on our website under tuition.

The additional fees and charges for materials, noon supervision, milk, testing, technology, etc. are typically billed at the start of school year and due immediately for those in the SMART program.

For those that are not part of the SMART program, the annual tuition, book fees and all additional fees are due at the beginning of August.

Returned check fee: There will be a \$25 returned check fee for all checks payable to ICGS that do not clear the bank.

Late Fees: A late fee of \$10 per month will be assessed to any family delinquent in the payment of activity fees. All activity fees are due and payable by the payment date in August prior to the beginning of the new academic year.

Delinquent Tuition

Prompt payment of tuition and fees is essential to the efficient operation of the school. Students who attend the first day of class without having made a payment will not be allowed to return until a payment is made, nor will those students be permitted to participate in athletic or other extra-classroom activities.

In addition, the administration has the right to withhold report cards and suspend all extra-curricular activities in the event tuition accounts are not current at the time report cards are issued.

Families with delinquent tuition and fees will be informed by mail that their children will be denied enrollment for the subsequent semester.

If a 50% payment is not made by the end of the first semester, the student will not be admitted for the start of the second semester.

If 100% of the tuition is not paid as due by May 20, eighth grade students will not be allowed to participate in end of year celebrations and graduation ceremony.

No child(ren) will be permitted to register for the next year with an unpaid tuition balance. All financial obligations must be met to guarantee participation in graduation exercises.

Withdrawal and Refund Policy: Families must notify the school in writing if a student is withdrawn from school. Parents of students who transfer from IC will need to sign a release of records form at the new school. In the event that a child withdraws, either voluntarily or as a result of a disciplinary action, the following refund policy will apply: All fees and tuitions collected will be divided equally into ten payments, representing the 10 months of each academic year (August through May of the following calendar year). The number of months the child has been in attendance at ICGS will be calculated and deducted from the total of ten months. The remaining number of months will be divided by ten to yield the percentage to be refunded. The SMART tuition collection process will be ceased as soon as practical by the business office, less the current administrative fee. Activity fees assessed for testing, First Communion, Confirmation, and Graduation will only be refunded if the actual event has not occurred. The grade school tuition clerk will be responsible for calculating the refund amount and communicating that amount to the family. In order for official records to be transferred, the parents' financial accounts must be settled according to the refund policy above.

Fundraising

Major projects of any established organization which have as one of their purposes to raise funds shall be submitted in writing to the administration of the Grade School at least 90 days before the event. It is necessary to receive approval of the school administration and of the School Board for such projects.

At ICGS, the tuition we pay unfortunately doesn't cover the entire cost of educating our children. Thankfully, our parish, Immaculate Conception, subsidizes a portion of the tuition for each student. Educating children is a mission of our parish. Still, there is a portion that remains. How do we raise those extra funds? That's where the ICGS Parents' Club comes in. Every parent of an ICGS student is a member of the Parents' Club. Our parents, working together throughout the year, volunteer in different ways to help raise funds to cover this gap. Some of the events that help to raise these funds include the following: Winter Fundraiser, Golf Outing, Gift Wrap Sale, Scholastic Book Fair. Unfortunately, if these funds are not raised, it means that there is less money to go toward our school's Operating Expenses and our tuition must significantly increase in order to make up that difference. In other words, it is our responsibility to work together and make a commitment to support our ICGS Parents' Club's efforts.

So then how do we raise money for **special projects & improvements?**

The ICGS Annual Appeal is a fundraising tool, put in place by the ICGS School Board back in 1993. These parents realized that our school needed a fundraising tool that would allow us to move beyond simply paying our operating expenses. The Annual Appeal allows our administration and School Board to continuously look to the future and raise the bar of excellence in various ways. Since 1993, the Annual Appeal has funded some of the following projects/improvements:

- SmartBoard technology in every classroom

- Renovation of locker rooms
- New playground
- Relocation and renovation of new library

This past summer two of our classrooms were refurbished as well as some painting throughout the school. The Annual Appeal will kick off in November.

EDUCATIONAL OPPORTUNITIES

Faith Formation - Spiritual Growth

Faith Formation is an integral part of everything done here at Immaculate Conception Grade School. Faith lessons and traditions are woven into the very fabric of our school. ICGS staff strives to promote ongoing education and opportunities for students to develop a life-long relationship with Jesus. Creating an environment in which this relationship is nurtured and strengthened is prioritized. The integration of faith experiences within all areas of our curriculum throughout the day will foster knowledge and attitudes that support our community centered in the catechism of the Catholic Church. In addition to daily religious instruction and prayer, the children plan and participate in weekly liturgies, Holy Days, seasonal prayer services and Reconciliation services. A wide variety of other experiences including Rosary and Adoration are also a part of the school year. School wide and grade level specific service projects are carried out on a monthly basis. ICGS strives to create a balanced program for students that focus on message, worship community and service.

Sacramental Preparation

Sacramental preparation is coordinated with the Faith Formation Office as a total parish celebration. Second graders are prepared for the reception of the Sacraments of Reconciliation and Holy Eucharist. Eighth graders are prepared for Confirmation. Grades 5-8 are expected to complete a designated number of service hours each year.

Confirmation Requirements:

Students preparing for Confirmation will participate in the parent-student meeting, a one-day retreat under the direction of competent staff, and all classes and activities required within the sacramental preparation program administered by the Faith Formation Office and the Grade School. The entire service hour requirement must be completed prior to Confirmation.

The clergy and principal are available to the students on an instructional and/or conference level.

Safe Environment Program

In order to maintain a Safe School Environment for our students, ICGS adheres to strict Diocesan guidelines in this area. The Diocese requests all schools to meet a wide variety of requirements from screening employees to providing mandated educational programs for the school community. Students in Kindergarten through 8th grade have the opportunity to participate in this safety awareness education plan. Our program is designed to be proactive in providing children the knowledge needed to recognize and respond to a variety of concerns including; aggression from other students, improper touch, and internet

safety. Information will be sent to parents on an annual basis clarifying the foundations of these programs which are determined through the Diocesan Catholic Schools Office.

Theology of the Body Education /Family Life/Technology Safety will be provided at ICGS and is to be integrated as part of the total curriculum as prescribed by Diocesan recommendation. The initiation of these programs, the manner of presentation, and presenters are at the discretion of the Principal.

Catholic Schools Week

Catholic Schools Week will be observed each year with appropriate celebrations, programs and activities.

Contests/Competitions

A variety of opportunities to participate in contests and competitions are available throughout the school year.

Destination Imagination- Destination Imagination is an educational program in which student teams solve open-ended challenges and present their solutions at the tournaments. Every year, students from across the U.S. and in more than 30 countries around the world take part in DI. The focus on this program is to help students experience creativity, teamwork, and problem solving. Students in grades 3 through 8 are allowed to participate in DI. This past year we had 4 teams travel to Tennessee to complete globally.

Fenwick Speech – ICGS has the opportunity to participate in the Fenwick Speech Contest each fall. The grade level, number of teams, and member selection will be determined by the moderator. ICGS regularly places among the top teams. The preparation is rigorous, but the benefits last a lifetime.

Fenwick Science Contest- This contest is open students in both 7th and 8th grades. Participants take a 100 question test over general science curriculum. A school may send a team with up to 20 members. There are after school review/preparation sessions a few weeks prior to the contest. The contest is held in November.

Geography Bee -Each January, ICGS holds its annual school Geography Bee in conjunction with the National Geographic Society. Classroom champions from grades 5 through 8 compete in MPH to determine our school champion. Our school champ must then complete a written test that is submitted to the National Geographic Society for evaluation. If ICGS's schools champ scores among the 4 top 100 Illinois students who take the test, he or she will qualify for the state bee. A win at the state level would qualify the student for the national competition in Washington, D.C. Parents are reminded to encourage their children to look over maps frequently, read the newspaper and news magazines, watch the news and play games involving geography. It is important that parents foster this type of learning to help prepare young people to be more knowledgeable about the world.

Junior High Math Contests- ICGS students have the opportunity to participate in Immaculate Conception Catholic Prep, Fenwick High School and Montini High School contests. Both contests are held on a Saturday in the fall. Each school gives awards to the top school overall and to the highest individual scores. All 7th and 8th graders are encouraged to participate.

ICCP allows calculators and has 2 types of tests, multiple choice and free response.

Fenwick has three rounds of individual competition, all of which are free response Fenwick also has a two person team challenge.

Spelling Bee- ICGS is enrolled in the Scripps National Spelling Bee program. A school spelling bee is held during Catholic Schools Week with students from grades 4 through 8 competing after being winners in their respective classrooms. The winner from the ICGS spelling bee goes on to compete at the DuPage Private School Bee, and the winner from that goes on to further competitions leading to the National Finals.

Curriculum

The Joliet Diocesan Core Curriculum Standards, which are consistent with Illinois State Core Curriculum Standards, are followed for the teaching of all subjects.

Religion

Religion values are the core of our daily life here at ICGS. Our beliefs and values are woven into everything we do at ICGS and into all curriculum areas. Helping our children develop a relationship with Jesus Christ gives them the foundation upon which to build a strong relationship leading to discipleship. Creating an environment that centers on reinforcing faith and the practice of Catholic values makes a positive impact on our children's lives. ICGS students come to understand that they can change the world through their work as a reflection of God's love. To call our young people into the life, mission, and work of the Catholic Church is a priority. It is our goal to help each student grow in spirituality as they prepare for full and active membership in the Church. Student growth is monitored through regular classroom assessment methods and the use of the Diocesan Religion Assessment Record.

Classroom Saint Patronage

All of the classrooms in grades K through 8 have been put under the patronage of a different saint. As students progress throughout the school year, it is the hope that the students will develop a special relationship with each saint of the homerooms. The students will spend time learning about the lives of these saints so that they can best learn how to follow their example. Likewise, above each doorway is a virtue attributed to each saint. Students will be encouraged to learn how to practice these virtues in their daily lives and to recognize when they are being practiced.

Catholic Faith Centers

A special place in each classroom s been designated as a focus area in recognition of our faith. These areas have been painted blue in honor of Mary, our Mother, and patron. On the bottom of these columns, special statue pedestals have been created to hold the statues of Mary. Above each statue, a special set of words in honor of Mary have been designated for each room, which will be used as part of classroom daily prayers. At the top of each column, a new crucifix has been placed.

The Preschool Experience

The Preschool Program is developmental in concept and practice. It is designed for three and four year olds who are potty trained. Academic and social skills develop through well structured engaging lessons set within a nurturing environment. The Preschool Program provides a strong foundation for learning for our youngest students. The structure is flexible while the experiences offered are adapted to the needs and interests of the preschool child. The preschool day includes Religion, Math, Language Arts, Music, Art Story Time, Social/Emotional Development and physical activity.

Our preschool offerings are:

- 4 year olds – full and half day programs (M-F)
- 3 year olds- half day afternoons (T and Th)

The Kindergarten Experience

We offer full and half day programs (M-F.) The programs are both designed to offer a child centered curriculum for students. Religion instruction focuses on coming to know Jesus and understanding that we walk with Jesus through life. Basic reading readiness, language development, math skills, science concepts, motor skills, art, music and social sharing through playtime are emphasized. Our goal is that through this balanced curriculum every child will have the opportunity to experience success in academics and develop a positive self concept.

The Kindergarten 5 + 3 Class

The Kindergarten 5 + 3 Class meets three (3) afternoons a week (M,W,F.) This class is designed to provide extended academic experiences for students in Half-Day Kindergarten. Concepts are explored in greater depth and student experiences are broadened in relationship to their general studies. This time allows more attention to be given to all curricular areas with emphasis in Language Arts, Math, and Science. Children in the Enrichment Class are able to have lunch, share in recess and enjoy an afternoon filled with enrichment activities.

General information related to grade level curriculum follows:

Grade 1

Religion

As a faith community we pray together every morning, afternoon, before meals, and before we leave school. The students learn to make the Sign of the Cross and the following prayers: the Hail Mary, the Our Father, and the Glory Be.

These prayers help students learn to pray the rosary. First Graders also learn the Guardian Angel Prayer.

Our “Blest Are We” series invites children to learn and live the Catholic Faith. Each unit is based on particular theme or area of catholic belief and practice. The themes correspond to the four pillars of catechism: What Catholics Believe, How Catholics Worship, How Catholics Live, and How Catholics Pray. This integrated and balanced approach helps the students learn and deepen their faith and catholic identity. We pay special attention to scripture readings and the lives of the Saints.

Language Arts

Our language arts program centers around the “Superkids” program. This program encompasses all six language arts areas including phonics/phonemic awareness, spelling, comprehension, vocabulary/grammar, fluency and writing. Superkids is a multi-sensory approach in order to better reach the learning needs of all students. This program also integrates other subject areas including science, social studies and character development.

Math

Our first grade math curriculum integrates hands on learning and the use of manipulatives. At this grade level we prioritize an understanding of basic mathematical concepts including place value, number theory, money, measurement, geometry, and fractions. An important part of first grade math involves understanding and learning basic math facts. Parents are encouraged to practice basic addition/ subtraction facts in order for children to commit them to memory.

Science

At the first grade level your child will be engaged in various science activities that involve critical thinking and exploring new ideas. This year we begin to build the skills that are the foundation for future learning in science education. General units of study are living things, the earth, weather, matter, and energy sources.

Foss is a research-based science curriculum. The program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. In first grade we are focusing on earth science and life science. Students will be studying pebbles, sand and silt along with insects and plants.

Social Studies

Our first grade social studies curriculum offers many examples of citizens of good character. Our students begin to understand their role in society as a whole. Students will explore what it means to live as a responsible person in their community. General areas of content are rules, love for country, where people live, and our changing world.

Grade 2 **Religion**

The Religion book is “Blest are We” by RCL Benziger. This is a very special year for second graders. In January they will make their First Reconciliation and in May their First Holy Communion. The year is spent preparing for these sacraments and growing closer in our relationship to Jesus. This year a “Jesus Day” Retreat has been added in early December. During preparation for First Holy Communion, the students will make banners at school in an afternoon workshop and have an evening retreat with parents close to their First Holy Communion Day.

Math

The math book is published by Sadlier-Oxford. In second grade the focus is on four critical areas; understanding of base ten notation, building fluency with addition and subtraction, using standard units of measure, and describing and analyzing shapes. Students should drill their math facts daily. They will use the ALEKS online program during class time and at home. For home practice children can use flashcards, dice, or play games. Once a week students take a time test of basic facts and also complete “Minute Math” sheets. Parent support and help is requested as students work toward mastery of their facts. In order to meet the needs of all students we have grouped them by ability.

Language Arts

Second grade is also using the “Superkids” program. It has a strong focus on phonics and has wonderful magazines and chapter books to go with each unit. The units are meant to each last for four weeks. This series blends the instruction of phonics, spelling, writing, grammar, and reading together. The daily teaching of the DOL will still be taught to reinforce grammar skills. In an effort to meet the needs of all the students we have grouped them by ability in Reading. Special intervention time is also allotted.

Science

The children will learn about plant and animals- their needs and how they are met, the classification they are in, and how they change during their life cycles. Students will write their first guided report on a particular animal. Children compare matter and sounds in the Matter and Energy unit. Other units are earth science and physical science.

Social Studies

Students learn how to be thoughtful and caring citizens. They study community, our government, the world around us and its resources. Students also learn map and globe skills. They locate and identify states and continents. Beginning in January and going into February we do a unit on pioneers. Students develop an appreciation of our early settlers who helped shape our nation. All national holidays are celebrated through various activities- projects, web sites, etc.

Grade 3 **Religion**

Every class begins with a prayer or song. The curriculum focuses on five

concepts:

1. The Church is one family guided by the Holy Spirit.
2. The sacraments of initiation are studied and the focus is on how they help unify our Church.
3. The Church is Holy and we are taught by Jesus how to forgive others and work toward healing. The sacrament of reconciliation is focused on an integral part of life.
4. The Church is Catholic and welcomes all. The four kinds of prayer are explored and experienced.
5. The Church is Apostolic and continues the mission to spread the good news. The students reflect upon their calling to share God's word.

The Feasts and Seasons of the church year are studied including Advent, Christmas, Lent, Holy Week, and Easter.

To prepare the students for Sunday's Liturgy the Gospel readings are read and discussed in class.

Language Arts

The Language Arts program focuses on phonics, vocabulary development, writing, grammar, reading comprehension and fluency. Spelling consists of twenty words per week and phonics rules are reviewed and practiced. A test is given on Friday along with three dictated sentences with a goal of five dictated sentences by year end.

Vocabulary instruction includes parts of speech, synonyms, antonyms, and analogies. This works well with our 6+1 Writing Traits Program. In this program students develop skills in writing a paragraph, narrative writing, poetry, autobiographical, and diaries. Students learn to use organizers, rough drafts, revise, edit, and publish their works.

Reading comprehension focuses on literary elements, reading comprehension strategies, and various genres. Classroom novels are used in small group to enhance science and social studies units.

Math

Third grade continues to build on their mathematical foundation by extending their knowledge to larger numbers as well as strengthening their problem solving skills. Topics of study include multiplication and division, multi-digit addition and subtraction, fractions, geometry, time, perimeter, area and volume.

An important part of third grade math involves understanding and learning basic math facts. Parents are encouraged to practice basic multiplication/division facts in order for children to commit them to memory.

Science

The third grade science curriculum provides many opportunities to experience hands-on activities that help to relate science concepts to everyday lives.

Students study animal communities, including their lifecycles, adaptations, and

habitats. In correlation with this area of focus, students have an opportunity to dissect owl pellets and raise baby chicks. The science curriculum also provides a study of the earth and solar system. Within this area, students study weather, climate and environmental issues. One of the highlights of the year for students is the opportunity to participate in an “Invention Convention,” in conjunction with the unit on simple machines. Original inventions are created that complete a task through the use of a simple machine.

Social Studies

The focus of the third grade social studies curriculum is communities. Our study includes our city of Elmhurst. A docent, from the Elmhurst Historical Museum, visits and shares artifacts and information about immigrants to our area.

Students also study the three branches of government and their functions. They learn about the responsibilities of citizenship and participate in a mock election.

Grade 4 Religion

The focus of fourth grade religion is on teaching students what we as Catholics believe, how/why we worship, the different types of prayer experiences, and how God calls us to live our lives.

Students spend time learning and understanding major components and traditions that provide the foundation of our faith. Time is spent in coming to know the story of creation in God’s Goodness, the Ten Commandments, the Beatitudes, the Gifts of the Holy Spirit, Stations of the Cross, the Rosary, and the Mass itself.

Language Arts

Our Language Arts curriculum focuses on writing, grammar, vocabulary development, reading comprehension and fluency.

The use of our 6+1 Writing Traits Program works hand in hand with our Writers Workshop. Students delve into brainstorming, drafting, peer editing, proof-reading, and publishing. The students focus on parts of speech and the conventions of writing. They also develop a broader vocabulary and work on writing an introductory and conclusion paragraph along with topic and closing sentences. A variety of assignments are completed; narrative, expository, informative, and imaginary writing.

A list of twenty five words for spelling and twelve vocabulary words are given every other week. Word attack and decoding skills are reviewed and practiced. Tests are given on Friday including five dictated sentences.

In Reading, students acquire a wide range of comprehension skills including knowledge of literary elements. This is taught through classroom novels and novels of the students’ choice. The focus is on genres, text features, reading comprehension strategies, and literary devices.

Math

In 4th grade leveled classes enable differentiated lesson plans and assignments. Concepts are presented and modeled on the Smartboard/document camera. Additionally, manipulatives are used for a more hands-on experience when reinforcing and teaching concepts. Students are engaged by using real life situations, working on the smart board, and games. The proper mathematical terms and vocab are used when presenting concepts. Areas of study in fourth grade include multi-digit operations, money, fractions, geometry and probability.

Science

Science curriculum is designed to stimulate curiosity and reinforce the basic science concepts. Providing a hands-on program engages our learners to explore and learn the world around us. Working with activities and experiments help us uncover new information and allow us to internalize the concepts presented. Throughout the school year students will experience investigation of the human body systems, explore animal adaptations, create a replica of the solar system, understand the study of daily weather patterns, create a weather newscast, classify rocks and minerals, and research information related to building structures.

Social Studies

Fourth grade social studies curriculum focuses on time, people, and places within the United States. We begin with the American people, the US government, and the economy. Investigating the five regions, their climates, land features, and cultures, allow our students to gain a better perspective on the country we live in. Our culminating activity is Parade of States where we showcase all we have learned about our great country. Throughout the year students will use an interactive atlas, study historical documents using the document camera, investigate timelines and their relationship to events, and use laptops for research projects.

Grades 5 and 6

At ICGS the 5th and 6th grade teachers work closely as a grade level unit. At this level emphasis is put on helping students strengthen and refine study skills that will allow them to successfully meet greater academic challenges.

Religion

Religion is the most important class of the students' day. The religious instruction and Catholic values and formation incorporated in the other content areas give students a solid foundation on which to build their faith life.

Students participate in our weekly school liturgies. Students can be involved in choosing readings, writing petitions, serving as readers, and gift bearers.

Our text is the RCL Benziger series *Blest Are We*. Supplemental materials include Benziger's Family Life program. An appreciation of God's gift of life is fostered through the basic themes: family living, personal growth/ understanding, respect for life, and Catholic sexuality. In addition, family and interpersonal relationships for both boys and girls are taught in in-depth sessions by homeroom teachers and the school social worker.

The sixth grade curriculum focuses on the Old Testament which aligns with the Social Studies curriculum. Old Testament stories and teachings compliment the Old Testament. Church doctrine is related to the Bible study. A strong emphasis is placed on the saints. The students create a prayer book and are encouraged to pray in many forms. Also, an intensive study of the Mass is done in the spring. The fifth grade curriculum focuses on the Sacraments and there will be a project for each chapter.

Prayer life is fostered by prayer services, encouragement of spontaneous prayer, Reconciliation Services, and Stations of the Cross.

English/Language Arts

Students will be staying in their assigned ELA classroom for Writing, Reading and Vocabulary. This will allow us to dig deeper in all standards and link all reading and writing standards to themed units.

Writing

It is the goal of the Writing curriculum to instill in the students an excitement about classical literature and nonfiction sources, and to provide instruction and practice in traditional grammar.

The Grammar component consists of an intensive study of nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. Basic sentence diagramming is taught at the appropriate grammar level.

Composition instruction includes paragraphs, letters, reports and creative writing, such as stories and poems. Students will write a formal narrative, argument, and expository/informational piece. They will also be conducting research and

presenting this information in a formal piece along with a creative piece using media. Students will practice their speaking and listening skills by presenting their formal writing in speeches. The composition instruction follows a format of prewriting, writing, revising, and proofreading. The students will compile a writing portfolio.

Reading

The goals of the Reading curriculum are to teach necessary skills at the appropriate level of instruction, to provide successful reading experiences, to strengthen students' reading in content area, and to instill a love for reading. Basal and Literature books are used to provide skills and introduce students to a variety of genres. Fifth and sixth graders are divided by ability levels for class. Novels, selected by the teacher, will be read and studied in class throughout the year as an integral part of the Reading program. Students will be working independently as well as in groups on book studies. They will read a variety of studies such as: themes, genre, author and interest. They will be asked to get books from the library or from home to participate in these activities. Students use a spiral notebook to journal, record definitions, answer comprehension and higher level questions, and take class notes. Students are notified about a week before a test. All assignments are listed on the schools website under Homework Connections. Papers will be sent home periodically for parent review.

Vocabulary

- Text: Vocabulary Workshop Series
 - 5th Level A
 - 6th Level B
- The expectations of the students are as follows:
 - memorize spelling of all 20 words in the unit
 - complete the work in each unit
 - understand the meaning of words and use them in assignments
 - understand the part of speech of the word

Mathematics

The goals of the math program are to provide positive experiences in mathematics, to develop fluency with fractions and decimals, to ease transition into pre-Algebra topics and to teach necessary strategies so that students become successful problem solvers. Fifth & sixth graders are divided into three ability levels for math class.

Our books are: Sadlier's "Progress in Mathematics" and Prentice Hall's "Course I" and "Course II", and "Course III." They are designed to help us follow the Common Core standards and Diocesan standards for math. Besides following the material in the text, students take part in activities that are divided between whole class involvement and working with partners or small groups. A "hands-on" approach is used when applicable to help teach and reinforce concepts and skills. Problem solving and challenge activities provide opportunities to practice and apply critical thinking skills.

Texts: Sadlier: www.sadlier-oxford.com/math/index.cfm

Prentice Hall: www.PHSchool.com/atschool//txtbk_res_math.html

In all of our math classes students use the ALEKS program. Students are expected to complete 60 minutes each week (Thursday to Wednesday) between time given at school and at home. More information about the ALEKS program is available on our website. Regular math homework is assigned Monday through Thursday. Points will be taken off for late and incomplete work. After 3 missing assignments parents will be notified.

Science

The Intermediate grade science curriculum is designed to provide students with opportunities to develop and apply their understanding of science. Students gain an appreciation of science through inquiry- based learning, hands-on experimentation and classroom discussions. Students also learn to use scientific method for problem solving and experimentation. Finally, students use and develop skills in reading, writing, and math to demonstrate performance in science.

In Grade 5, students develop content knowledge in the areas of life science, chemistry and astronomy.

In Grade 6, students develop content knowledge in the areas of earth science, scientific experimentation with controls and variables, and biology.

Studying science involves learning factual information, proper terminology and current theories. It also involves learning to think critically using this new knowledge.

Both grades 5 and 6 learn how to plan an experiment and follow it through, using the scientific method. Students learn how to follow the format used in the State Science Fair at the Junior High level.

Note taking in class is essential, and is the students' responsibility at this level. A variety of informational text will be used in class, including, but not limited to multiple texts, scholarly articles, non-fiction books, news reports, and scientific web applications.

Students attend science in the morning, opposite math class. Evaluation is based on tests, quizzes, homework, lab reports, and projects.

Social Studies

5th Grade Text: Harcourt *The United States: Making of a New Nation*

Online Resource link:

<http://www.harcourtschool.com/ss1/Grade5/grade5a.html>

The goal of Social Studies is to provide students with a solid base of knowledge for understanding our world and its values. This includes knowledge, skills and values necessary to make informed decisions necessary for responsible citizenship in a culturally diverse society.

In 5th grade, students study the early history of our country from the first Americans to the Colonization of America and events leading to the American Revolution. World geography and map skills are also emphasized.

A special project, the Heritage Fair, brings both 5th grade classes together. In February, students will share their family immigration stories with each other. Ethnic food will also be shared.

A comprehensive approach is used involving lecture/ discussion, group activities and projects, and research, culminating in presentations, reenactments and recreations that are integrated to all areas of the curriculum.

The focus of 6th grade Social Studies is world geography and history, with a special emphasis on the ancient civilizations of Mesopotamia, Egypt, India, China, Greece and Rome. During the second semester, students will study the Middle Ages, Byzantine Empire, Renaissance, Reformation, Nationalism and Imperialism.

The students will also participate in our annual History Fair which will include a research project, historical exhibit and a presentation.

The curriculum is rich and exciting, providing the students a wonderful window in the past.

Grades 7 and 8

Grades 7 and 8 educators work as a unit. They are dedicated to maintaining a system that allows for standardized expectations and a continuous flow of curriculum as students progress through these years.

Religion

During 7th grade, the textbook focuses on the Life of Christ. Also highlighted in each chapter is the life of a Saint or Blessed person. We will be concentrating on understanding the messages Jesus taught, as told in the Bible, to further our understanding of what it means to be a true Christian in today's world. The core foundations of our Catholic faith will also be reviewed and taught. Some of the areas are the 10 Commandments, the Beatitudes, the 7 Sacraments, Feasts and Seasons of the Liturgical Year, the Rosary, and other prayers.

English

The goal in Junior High English is to help students achieve a proficiency and comfort in writing and speaking. This is done by instruction in grammar along with techniques for writing and oral presentations. Students are exposed to the four genres of narrative, descriptive, expository, and persuasive writing. All the seventh and eighth grade students use the Prentice-Hall series, Grammar and Writing and workbook.

The seventh grade course of study covers the eight parts of speech with focus on

correct usage in sentence writing especially with pronouns and verbs. With techniques given in class, students write research papers in science as part of their science fair project, character sketches, and narrative, descriptive and persuasive multi-paragraph compositions. The Writing Process is always followed with composition writing.

The eighth grade course of study also covers the eight parts of speech with focus on verbals, phrases and clauses in sentence writing. Journaling will be done once a week in class. With new writing techniques along with the reinforcement of those presented in seventh grade, students write multi-paragraph narrative, descriptive, expository, and persuasive compositions. The Writing Process is always followed in any composition writing. Eighth graders study methods for good oral speaking and give oral presentations.

Literature

Students will read and analyze a variety of novels. Some activities will include Literary Circles, small and large group discussions, book reports, reader's theater, and other projects. Basic reading skills will be reviewed and literary elements identified and developed. The following are some of the skills and general literary areas that will be included: genres, themes, point of view, characterization, setting, plot, conflict, predictions, metaphor, simile, and symbolism.

These skills will be reviewed with the use of the novels and Literature text book.

Vocabulary

Vocabulary for both 7th and 8th grades consists of studying a unit every two weeks. There are twenty words associated with each unit. Word analysis, decoding skills, pronunciation, word usage, etc. will be worked on. During the first week the words from each unit are reviewed. At the end of the second week, students will take the final unit test. Both the units and tests are corrected and given on consecutive Fridays.

Math

Grade 7

The seventh grade Math curriculum starts with a review of basic math concepts. Students will start by getting a strong number sense when working with fractions, decimals, and percents. Seventh graders will be working with Pre-Algebra and geometric concepts throughout the year. They will work with integers, variables, and multi-step equations. We will also begin to graph on a linear plane. Seventh graders will have daily homework assignments and regular chapter quizzes and tests.

Grade 8

Eighth graders will briefly review some Pre-Algebra concepts in the beginning of the year. They will start by working with integers, variable, and equations. We will build on these skills as the year goes on. Students will be learning how to graph lines, parabolas, absolute value equations, and inequalities. They will do a lot of work with systems of equations, polynomials and factoring. Eighth graders will use the algebra they have learned to understand geometry as well. Students

will have daily homework assignments and regular quizzes and tests.

ALEKS

In all of our math classes students use the ALEKS program. Those who attend Math at the high school are expected to complete allotted minutes in homeroom time given each week. Students are expected to complete 60 minutes each week (Thursday AM to Wednesday PM) between time given at school and at home. They are also expected to complete a five question review quiz each week. More information about the ALEKS program is available on our website. Regular math homework is assigned daily Monday through Thursday. Points will be taken off for late and incomplete work. After 3 missing assignments parents will be notified.

Science

The foundation of the Junior High Science program is rooted in a hands-on, inquiry-based approach. Activities are designed to strengthen science process skills of questioning, hypothesizing, measuring, designing experiments, and collecting, recording and displaying data. Problem solving skills and critical thinking skills of analyzing results, drawing conclusions, and applying scientific principles to everyday situations are further developed so as to enable students to meet the challenges of future scientific endeavors. A strong Math-Science connection is woven throughout the curriculum. The Prentice Hall *Science Explorer* series is used. The focus of the seventh grade curriculum is life science. The textbooks Environmental Science, Cells and Heredity, and Human Biology and Health are used. All seventh grade students participate in science fair. The focus of the eighth grade curriculum is physical science. The textbooks used are Chemical Building Blocks, Chemical Interactions, and Motion, Forces and Energy.

Students in grade seven participate in the annual **Science Fair** sponsored by the Illinois Junior Academy of Science. Outstanding projects may move on to Regional and then State competition.

Social Studies

Students in grade seven complete the study and testing of the United States Constitution. The eighth grade students complete the study and testing of the Illinois State Constitution.

Academic Enrichment - Specials

Specialists teach Art, Band, Computer technology, Library, Music, Physical Education and Spanish.

Art

The Art program at ICGS centers on the elements and principles of design. A variety of techniques and media are explored based on the maturity, needs and abilities of the students. Color theory, sculpture, painting, printmaking, two and three dimensional design, photography, drawing, art appreciation and digital art are the broad areas of focus. Where appropriate, projects are designed to reinforce concepts in other curricula. Art experiences foster independence and

decision-making skills.

Band

ICGS Band Program is contracted through Music Education Services. This program is available to students in 4th through 8th grades. As part of the band, students have the opportunity to act as a part of a team; learning, growing in skill, participating and performing. Music is a universal language and adds a new dimension to a child's life. Lessons for beginners, intermediate and advanced students are held within the structure of the school day and before and after school. Band concerts and opportunities to play for other student bands are scheduled throughout the year.

Computer Technology

Students in all grades are being prepared for a future in technology through regular weekly classes. Instruction in Kindergarten through 8th Grade takes place in the Computer Lab on desktop computers. Students also utilize state of the art laptop computers in both the lab and in their individual classrooms. Students at all levels learn about the parts of a computer, how to use a word processing program, keyboarding skills, Web 2.0 applications, and SMART technology including SMARTBOARDS and SMART Response. Some of the additional skills and software learned at each level are:

- Easybook Deluxe
- Microsoft Office: Microsoft Word, Excel, PowerPoint, Publisher
- Key Skills
- Type to Learn
- Internet Safety

Research projects are done through the Internet. Teachers are integrating the use of technology into all areas of the curriculum. Each classroom has two desktop computers, a printer and SMARTBOARD technology. Each student and parent will be required to read and sign an acceptable use policy before using the Internet. See Internet Use Policy.

Library

The library offers students many opportunities to read for enjoyment as well as for information. Students are introduced to the Dewey Decimal System, learn to appreciate a variety of literature styles, and are introduced to many new authors. The students at ICGS in grades Pre-K through 4th grade attend library every other week. Students in Pre-K and Kindergarten participate in traditional story times. In first grade, most of our time is spent learning how to use shelf markers, selecting books from shelves, putting books back on the shelves, and proper care of library materials. First Graders also experience some traditional story time. In second grade, we spend time learning the difference between fiction and non-fiction books, how students can locate picture and fiction books. They too get to experience some story time. Third grade students practice and delve into the non-fiction section of the library, learning how non-fiction books are shelved using the Dewey Decimal System instead of by author. In fourth grade, we spend time discussing new books that we have read and enjoyed.

Music

Grades one through four explore rhythm, movement, pitch, melody, and basic musical concepts. In third grade, harmony skills and part vocalization are introduced. Third grade students learn the basics of reading music through instruction on the recorder. Grades 4-8 continue to build on their vocal and theory related skills and music history which includes various styles and corresponding composers. Concerts are performed at Christmas and in the spring.

Physical Education

The Physical Education curriculum at ICGS is based on the premise that physical education is a continuing learning process. Different skills and learning curves appear at different times throughout the eight years at ICGS. The student is encouraged to explore his/her own personal ability and its relationship to motor development, sport skills, recreational activities and health fitness.

Physical education instruction at the primary level (grades 1 & 2) focuses on the students' locomotor movement and motor skills. At the intermediate level (grades 3 & 4) the motor skills and locomotor skills are continued and introductory activities to organized sports are introduced. During the middle school years (grades 5, 6, 7, & 8) the emphasis is on sport skills, recreational activities and personal health fitness. Throughout the entire experience and understanding of the importance of life-long health fitness is prioritized. Classes meet twice per week.

If a student needs to sit out of gym for any reason, a note from the physician currently treating the child for the health problem is required. A parent may submit a note for one time only requesting gym exemption due to a medical concern. Any further need would require a doctor's note. Missing gym class impacts a student's ability to participate in after-school Athletics and recess. Every attempt will be made to provide written work that may substitute for class credit.

Reading Resource

ICGS is fortunate to offer a reading resource program that provides intervention and enrichment for our students. The program is developed and supervised by our Reading Specialist who also holds a Gifted Certificate. The structure for the program is designed to enhance our ability to meet the diverse needs of students. Intervention and/or enrichment classes are offered in grades one through four. The specialist also works in close consultation with teachers in Preschool, Kindergarten and 5th through 8th grades. The reading specialist will also work with all teachers to aid in differentiation within the general classroom. ICGS is able to offer both intervention and enrichment in grades one through four.

Math Resource

ICGS has a Math specialist to provide guidance and support for our program. In addition, there are intervention and enrichment pieces in place for grades 2 through 8. Kindergarten and first grade have an aide in each class. The

structure for the math support program is developed for each grade level on an independent basis. The plan for support may include team teaching in the classroom, small group pull out reinforcement or extension, or offering an additional math group at a specific grade level. Our Math Specialist also consults closely with our preschool educator.

Spanish

Spanish language classes are taught to students in full-day Kindergarten and the enrichment program for Preschool 4. Students in grades 1 through 5 receive Spanish education one day per week; grades 6 and 7 receive two scheduled days per week and an additional rotating period each week. Grade 8 is scheduled for three Spanish periods per week. The focus of the program is to provide basic oral language skills and support a general foundation in Spanish. Through the years vocabulary, common expressions, and cultural insights are developed and strengthened. Students in grades seven and eight are offered an option to select a two session a week program. This additional time supports a greater development of skills prior to eighth grade graduation.

Extra-Curricular Activities

After School Clubs - 3:15-4:00 unless otherwise specified

Chess Club- IC is proud to offer our Chess Club experience. Chess Club gives students the opportunity to develop their skills through practice and sharing of knowledge. Students in grades 2 through 5 are encouraged to come for fun. Students in 6th through 8th grades offer their insights as chess counselors. This year, our hope is to bring in guests who will help expand and strengthen student skills.

Choir- This year we will have 2 school choirs; a senior choir for eighth graders and an additional junior choir that will sing from time to time. Students will participate in leading our weekly masses. In addition they will participate in prayer services and other school events. Practice is scheduled by the Parish Music Director. A Sunday Children's Choir has also been established for children (grades 2-8) in our parish to sing at the monthly family mass.

Drama Club- This exciting club has been developed for those in grades 3 through 5. The Drama Club will meet on Tuesdays each week in the school library. The students involved work on drama skills and create a final presentation. Additional Monday practices are held as the performance date approaches. During the school year, two sessions of Drama Club are offered. The Fall session runs from September through November. Our Spring session will begin in February and end in April.

High School Math Prep- The High School Math Prep class is designed to help 8th graders prepare for their high school entrance exam. Students will spend the time reviewing Pre-Algebra and Geometry concepts that are part of the course curriculum.

Math Minds- 7th and 8th graders-This after school session will appeal to students

who enjoy math and are interested in working with mathematical challenges. Those students who want to participate in the ICHS and Fenwick Math Contests can come and sharpen their skills as well. The students will review concepts and further skills with higher level problem solving.

Tech Club – This club is open to students in grades 5-8
Tech club will meet from 7:20-7:50 every Thursday morning.
Students will become “Certified Tech Assistants”.

As a Tech Assistant, students will:

- Learn how to help teachers move the laptop carts.
- Learn how to help teachers pass laptops out & collect them during classroom use.
- Understand how to properly plug laptops into the carts
- Learn basic troubleshooting strategies so you can help your classmates solve problems that arise.
- Help with basic routine maintenance of ICGS computers
- Create tech presentations on behalf of ICGS

Tutoring- ICGS is excited to be able to offer after school tutoring programs for students with needs. The program is held one day a week after school. Parents will be notified if this option is available for their child.

Yearbook- Yearbook is open to all students in 6-8th grades. Meetings are held on Mondays after school beginning in November. Yearbook is a great opportunity for those who like to be creative and/or organized. There are a variety of jobs available including photography, page layout, computer graphics, and writing.

Field Trips

Field trips are to be educationally oriented relative to grade level and subject matter. If transportation is necessary, it must be contracted with an approved bus company. Teachers will be diligent when planning field trips to insure costs incurred will not cause financial hardship for families. Diocesan field trip forms will be used as a guide.

Medications/First Aid Care and information regarding a student health care plan will accompany the student.

A cell phone will be available on the trip to teachers and chaperones.

*** ICGS holds an annual bus safety drill for all students in grades 1-8 and also teachers follow the School Bus Safety Curriculum.*

Fine Arts / Enrichment Program

The ICGS Parents' Club provides Grades K-6 with Fine Arts volunteers trained to present a variety of pictures, artists, and music to the children. The 7th and 8th grades attend special Fine Arts assemblies with a special day at the end of the school year for the 8th grade class. In addition, periodically throughout the school year, age appropriate enrichment programs are scheduled by the Parents' Club.

Athletics

The interscholastic athletic program are part of the educational process, and are

consistent with the philosophy and goals of the Diocese and ICGS. The athletic program is an outgrowth of a sound physical education program and emphasizes good sportsmanship, teamwork, and person development. The team sports include football and basketball for boys, basketball and volleyball for girls, and track and cross-country for both. ICGS is a member of the Suburban Parochial League. All athletic participation requires maintaining school defined acceptable grade averages in all subjects and adherence to ICGS Standards of Behavior. For further details and complete coverage of our Athletic Policy see the Athletic Handbook. Athletic Handbook may be viewed on-line. ICGS is proud to participate in IMPACT, a concussion baseline testing program, for all of our student athletes.

Eligibility Rules/Regulations

Student-athletes should recognize that participation in the ICGS athletic program is not a right but a privilege. With this privilege come responsibilities in the areas of preparation, attitude, sportsmanship and academics. These responsibilities exist both in and out of school and in athletic and non-athletic settings. By joining the ICGS athletic program, a student becomes a representative of ICGS. Our athletes are expected to represent our school in a positive manner at all times.

Academic Eligibility

Student-athletes will be expected to comply with all ICGS academic standards during the school year. Parents should assist their student-athlete in coordinating their schedules to maintain these standards.

Students who do not achieve and maintain a grade of C (78%) or better in all subjects will have their eligibility to participate in practice(s) and game(s) reviewed by the administration.

Decisions regarding participation will be made by the Principal in consultation with the ICGS staff. The Principal's decision on participation will be final. If the student-athlete is declared ineligible, the ineligibility period will be one week, from Monday to Sunday. Further ineligibility is left to the discretion of the administration.

Disciplinary Eligibility

Student-athletes are expected to comply with all ICGS behavior standards during the school year. Any student-athlete disciplined by the school may be suspended from practice(s) and game(s).

The Principal shall determine the imposition and length of any suspension. The Principal will notify the Athletic Director and the parents/guardians of any suspension from athletics, and the termination of any such suspension. The Principal's decision regarding athletic suspensions will be final.

Health Eligibility

1. School Absentee

If a student-athlete does not attend at least one-half day of school on the day of a game or practice, the student-athlete may NOT participate in that

particular game or practice. An excused absence may constitute an exception to this rule. Appeals may be made to the Principal and/or Athletic Director.

2. Excused from Gym Class

If a student-athlete does not participate in gym class the day of a game or practice, the student-athlete may NOT participate in that particular game or practice.

Interscholastic Athletics

a. Joliet Diocesan policy for Athletic Interscholastic programs will be the guideline for all IC Grade School programs and/or scholastic activities, with the primary objective being to provide students with the opportunity to participate on a team. Establishment of new, or elimination of existing athletic programs shall be by recommendation of the principal, subject to the approval of the School Board and Pastor.

b. The Interscholastic Athletic Program shall be administered according to the Athletic Philosophy as established by the Principal, with the advice of the Athletic Director, subject to the approval of the Athletic Board, School Board and Pastor.

c. The Interscholastic Athletic Program shall be under the direction of the Athletic Director who shall be responsible to the Principal. The Athletic Director shall be responsible for planning and organizing the Interscholastic Athletic Program.

d. All teams participating in interscholastic sports shall be headed by a qualified coach who shall be contracted by the Athletic Director with the approval of the Principal.

e. Non-refundable fees are charged for sports participation

Concussion Management Policy

The purpose of this policy is to safeguard student athletes by (1) educating student athletes, school personnel and parents/guardians about concussions, (2) requiring that a student athlete be removed from play when a concussion is suspected and requiring a licensed health care professional to provide clearance for the student athlete to return to play or practice, and (3) implementing the concussion management requirements specified by the Illinois High School Association and Illinois Elementary School Association.

This policy applies to athletic play occurring in Diocese-sponsored sports programs provided by elementary, middle and high schools regardless whether the sports program is intramural, interscholastic, afterschool or provided during the summer (e.g. summer sports camp). This policy applies regardless of whether the sports activity or program is offered by or through a Diocese consultant, vendor or partner.

Concussion Signs and Symptoms

A concussion is a traumatic brain injury that interferes with normal brain function.

A student athlete does not have to lose consciousness to have suffered a concussion. Signs and symptoms of a concussion include the following:

Signs Observed by Others	Symptoms Reported by Athlete
Appears dazed or stunned	Headache or "pressure in head"
Appears confused	Nausea
Forgets sports plays	Balance problems or dizziness
Is unsure of game, score, opponent	Sensitivity to light or noise
Moves clumsily	Double or fuzzy vision
Answers questions slowly	Feeling sluggish or slowed down
Loses consciousness (even briefly)	Feeling foggy or groggy
Shows behavior or personality changes	Does not "feel right"
Can't recall events prior to hit or fall	Concentration or memory problems
Can't recall events after hit or fall	Confusion

Removal and Return to Play

Any player who exhibits signs, symptoms or behaviors consistent with a concussion shall be immediately removed from the game or practice and shall not return to play until cleared in writing by a licensed health care professional. If a health care professional is not immediately available at the athletic event or practice and an injured student athlete has any of the described signs, symptoms or behaviors of a concussion, s/he shall be promptly taken to a facility for appropriate medical evaluation and care. A player must be removed from an interscholastic athletics practice or competition immediately if one of the following persons believes the player might have sustained a concussion during the practice or competition:

- a coach;
- a physician;
- a game official;
- an athletic trainer;
- the student's parent or guardian or another person with legal authority to make medical decisions for the student;
- the student; or any other person deemed appropriate under the school's return-to-play protocol.

A student removed from an interscholastic athletics practice or competition may not be permitted to practice or compete again following the force or impact believed to have caused the concussion until:

- the student has been evaluated by a treating physician (chosen by the student or the student's parent or guardian) or an athletic trainer working under the supervision of a physician;
- the student has successfully completed each requirement of the "return-to-

- play” and “return to learn” protocols established for the student to return to play the treating physician or athletic trainer working under the supervision of a physician has provided a written statement indicating that, in the physician’s professional judgment, it is safe for the student to return to play and return to learn; and
- the student and the student’s parent or guardian have acknowledged that the student has completed the requirements of the “return-to-play” and “return-to-learn” protocols necessary for the student to return to play; have provided the treating physician’s or athletic trainer’s written statement and have signed a consent form indicating that the person signing has been informed and consents to the student participating in returning to play in accordance with the “return-to-play” and “return-to-learn” protocols and understands the risks associated with the student returning to play and returning to learn and will comply with any ongoing requirements in the “return-to-play” and “return-to-learn” protocols. A sample acknowledgement is found in the link below:
[http://www.ihsa.org/documents/forms/current/Post-concussion%20Consent%20Form%20\(RPT-RTL\).pdf](http://www.ihsa.org/documents/forms/current/Post-concussion%20Consent%20Form%20(RPT-RTL).pdf)
 - A coach of an interscholastic athletics team may not authorize a student’s return to play or return to learn.

Licensed Health Care Professional

For purposes of this policy, licensed health care professional means physicians licensed to practice medicine in all its branches in Illinois and certified athletic trainers.

Concussion Policy/Fact Sheet

Information on the school's concussion and head injury policy must be a part of any agreement, contract, code, or other written instrument that a school requires a student-athlete and his/her parents or guardian to sign before participating in practice or *interscholastic* competition. The IHSA/IESA has provided a Concussion Information Sheet and Sign-Off Form that schools may use to notify athletes and their parents/guardian about the dangers of concussions and head injuries.
<http://www.iesa.org/documents/general/IESA-ConcussionSign-Off.pdf>

The parent/guardian of each student athlete and the student athlete shall receive annually a concussion information sheet and they shall submit written verification(s) that they have read the information. A student athlete may not participate in practice or competition prior to the school’s receipt of this written verification.

Each school shall also use education materials provided by the Illinois High School Association, and Illinois Elementary School Association see links below, to educate coaches, student-athletes, and parents/guardians of student-athletes about the nature and risk of concussions and head injuries, including continuing play after a concussion or head injury.
<http://www.ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx>

<https://www.iesa.org/activities/concussion.asp>

Concussion Oversight Teams (COT)

Each school shall form a Concussion Oversight Team (COT). The COT's primary function will be to develop return-to-play and return-to-learn protocols for students believed to have experienced a concussion. The protocols should be based on peer-reviewed scientific evidence consistent with guidelines from the Center for Disease Control and Prevention. These teams can contain a range of individuals based on the resources available to the school in their community or neighborhood but must include one person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols.

Per the law, each concussion oversight team must include to the extent practicable at least one physician. If a school employs an athletic trainer, the athletic trainer must be a member of the school concussion oversight team to the extent practicable. If a school employs a nurse, the nurse must be a member of the school concussion oversight team to the extent practicable. At a minimum, a school shall appoint a person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the concussion oversight team. A school may appoint other licensed healthcare professionals to serve on the concussion oversight team.

Coaches Training

All *interscholastic* coaches and licensed officials will need to complete a training program of at least two hours on concussions. Coaches, nurses, and game officials must provide the school with proof of successful completion of the training. Training must be completed every two years. Head coaches and assistant coaches must complete the required training. Compliant courses are available on the IHSA and IESA websites. *IESA member schools may access the course through the IESA Member Center. It is recommended all elementary schools with athletics join the IESA-\$75 dues-to allow access to these materials.*

Some Additional Resources

<http://www.ihsa.org/documents/sportsMedicine/Concussion%20Protocols.pdf>
<http://www.iesa.org/documents/general/IESA-ConcussionInfo.pdf>
http://www.cdc.gov/headsup/pdfs/schools/tbi_returning_to_school-a.pdf
http://www.cdc.gov/headsup/pdfs/policy/rtp_implementation-a.pdf
<http://www.ihsa.org/multimedia/articulate/2015-16/concussion/presentation.html>
<http://www.catholicmutual.org/Portals/0/Docs/Risk%20Mgmt/CARES/Healthcare/Concussion%20CARES.pdf>

ACADEMIC EXPECTATIONS

Academics are a priority. It is our goal to work with parents as a team in order to help our students reach their full academic potential.

ICGS maintains challenging academic programs at all grade levels. Every effort is made to differentiate within the classrooms in order to meet the needs of individual students. In addition, our Reading and Math Intervention/Enrichment Program help us to attend to the diverse abilities of our students.

Homework

Good study habits are taught and encouraged at all grade levels. Parents should assist their child/children in coordinating their schedules so that school assignments are prioritized. Homework, while not required at all times, is an integral part of the students' education. "With the vast amount of material which young people are expected to master, homework is a contributing factor to the learning process." (Joliet Diocesan Policy 6154)

Homework is an essential part of study and is assigned to enhance and/or reinforce that material. Use of a daily assignment book is required for students in grades two through eight.

Homework expectations are developmental through the grades.

Grades 1-3	up to 30 minutes
Grade 4	30-45 minutes
Grade 5	45-60 minutes
Grade 6	60-90 minutes
Grade 7-8	90-120 minutes

Students who are falling behind in classes due to missing or incomplete assignments may be assigned to a mandatory after school work session or recess/study period . Our hope is to promote a structured setting to allow students to focus on missing work and benefit from the practice in that curriculum area.

Homework Procedure for Absent Students

Homework for absent students will be available for pick-up between 3:15 and 3:30 pm. Student books and homework will be labeled with the absent student's name and placed on the grey cabinet in the hall near the main office.

Teachers will not be able to move homework and books from classroom to classroom. Therefore, anyone designated to take homework must be instructed to retrieve it from the cabinet in the hallway. It will not be delivered to specific classrooms. If at any time the grade level system for recording homework assignments for absent children is not working contact your child's teacher.

This system allows teachers to utilize all classroom time teaching and working with their students. The school office will not handle make-up assignments. All homework including physical education, music and art is to be handed in to the teacher within the specified time determined by the teacher of that curriculum area. (See Vacations and Absences)

Students are expected to complete assignments accurately, on time, and according to the Standards for Written Work at their level.

Grading Criteria

- A+ = 100%
- A = 99-96 Outstanding
- A- = 95-93

B+ = 92-91
B = 90-88 Very Good
B- = 87-85
C+ = 84-83
C = 82-79 Good
C- = 78-77
D+ = 76-75
D = 74-72
D- = 71-70 Improvement needed
F = 69-0 Little or no progress

Junior High Math/Reading Group Placement

In grades 3-8, we offer on-grade level, enriched and accelerated programs in language arts, reading and math. Determination for placement in accelerated programs is determined through evaluation of the following criteria:

- ◆ general class performance
- ◆ testing scores →national and local percentiles (ITBS/MAP)
- ◆ the ability to work independently
- ◆ study skills
- ◆ student motivation/desire to be challenged

Since our accelerated programs are set up to challenge students in grades 3-8 to work at a higher level of critical thinking, at a faster pace, and accept more responsibility for learning, we have set up a guideline for monitoring progress.

To remain in an accelerated program a student must maintain an 87% (B) grade point average. Grade average will be reviewed quarterly at issuance of report cards. Once a student receives a quarter score below 87% (B) they will be considered on probation for the accelerated program. This information will be discussed with both student and parent. A clearly defined plan for improvement will be outlined. If the child receives a second quarter grade below the designated score of 87% (B) during the same year (does not need to be consecutive) they will be placed in the level below their current assignment.

Honor Roll-Awards - A Student Honors Program for the 7th & 8th grade students is based on performance during each quarter of the school year. A grade of A or B is required in all seven core subjects, Reading, Math, Science, Social Studies, English, Vocabulary & Religion. In addition, academic enrichment subjects, Physical Education, Art, Music, and Spanish, will also require a grade of an A or B.

The scale used is as follows:

First Honors:	Second Honors:
7 A's	5 A's and 2 B's
6 A's and 1 B	4 A's and 3 B's

Students who receive an "X" in "Effort" or a number from "6 to 11" in "Behaviors that Support Learning" in any subject area on their report card are not eligible for the honor roll.

Awards are also given to children at the years end for academic achievement, attendance, and service.

Report Cards / Conferences

The school regularly furnishes parents with a complete report of students' progress. These reports include quarterly report cards, interim reports (approximately midway through each quarter), and parent-teacher conferences in November. Additional conferences can be arranged at any time during the school year with the teacher.

All parents of students in grades 4-8 will have access to School Speak, our online grading system. Student grades are updated by teachers on a regular basis. Mid-quarter reports are available on-line through School Speak. Report card envelopes are signed by parents and returned. For interim reports, the bottom portion of the report must be signed and returned to school.

Student records are confidential data and are not released to unauthorized persons. Parents wishing to see their child's files should call the school office and set up an appointment.

Report cards may not be released to students with outstanding fines/fees.

Academic Warnings

Parents have access to grades through School Speak. **Parents receive their access code and are able to review grades 24 hours a day.** We suggest that you monitor often to stay completely informed. Teachers will contact parents when a student's grade is falling below acceptable levels. Communication is essential to parents between interims and report cards in those cases when academic improvement has not been seen. Parents may e-mail the teacher, write a note, or call when there are concerns about their child's grade. The following is used to report to parents:

1.) Academic Warning:

The "Academic Warning" is a communication to parents concerning students in grades 5-8 who are averaging "78%" or below in any class. This warning is a failing notice mailed home two weeks after interims. This warning is intended to be just that, "a warning," and no further action is taken by the school unless the parents receive a notification from the principal.

Methods of improvement prior to end of quarter may include any or all of the following:

- 1.) all homework, to the best of their ability, is handed in and on time
- 2.) increased study and preparation for class
- 3.) additional help is being sought through school or an outside source
- 4.) full participation in class
- 5.) parent/child/teacher meeting to develop a plan supporting improvements
- 6.) corrections and extra credit opportunities utilized

If the student receives warnings citing a low "D" or a failing grade without improvement (see methods of improvement above), they may be pulled from

participation in athletic or extra-curricular activities and will be placed on **academic probation**.

Any student failing a semester in any subject area will be required to complete a summer school program approved by the school administration.

Failing Grades/Incomplete Grades

Incomplete grades will not be recorded on a student's permanent record. The work shall be completed within a specified time from the end of the grading period, or if not completed, the student will earn a failing grade in that subject for that quarter. Students who fail to maintain a cumulative 70% average in a major subject are required to fulfill summer school requirements as prescribed by the Principal. If there is not an appropriate summer school program available, then an educational plan for improvement must be approved by the administration. If the recommendation is for retention, the parents meet with the school administration to discuss student placement. If for any reason, ICGS cannot meet the needs of your child we will do everything possible to help you find another placement for your child.

Testing

ITBS – Iowa Test of Basic Skills

This is our annual standardized testing for grades 1-7. The testing takes place for two weeks in September. Grades 3,5,7 take the whole battery including the CoGat. Grades 4 and 6 take the basic Iowa. Grades 1 and 2 only take the CoGat.

Benchmarks

This is a computerized math and reading test correlated to our ITBS testing done in grades 2 and 3. This is administered 3 times per year.

Easy CBM

This is primarily used at kindergarten through second grade. It is a progress monitoring system for both math and reading that can be broken down by strand. There are multiple versions that are given regularly throughout the year either by hand or computer.

Map Testing

This is a computerized math and reading test for grades 4-8. This test is administered two or three times per year.

ACRE

This is a standardized test for religion. This test is administered to 5th and 8th grade during two days in February.

All Grades

Classroom Tests and Quizzes– Periodic classroom tests and quizzes are used to assess subject mastery.

The purpose of these tests is to:

- 1.) provide a measure of progress toward objectives
- 2.) provide positive feedback and
- 3.) allow the teacher to gauge the success of instructional goals.

Graduation Policy

In order for a student to qualify for graduation from eighth grade, she/he must fulfill the following minimal requirements:

- ◆ *achieve a passing average grade in religion*
- ◆ *achieve an overall passing average grade in each of the following subject areas: reading, social studies, language arts, mathematics and science.*
- ◆ *satisfactorily complete all assigned tasks and units of work in physical education, music, art, foreign language and computer class.*

Graduation Requirement

Students who do not successfully complete the eighth year course of studies at Immaculate Conception Grade School will be presented with a provisional certificate in lieu of a diploma at the graduation exercises.

Academic/disciplinary/financial issues may prevent a student's participation in the graduation ceremony.

Communication - Concerns

Open communication between parents and teachers is encouraged. Parents who have questions or concerns about assignments, procedures or disciplines in a classroom are expected to discuss this with the classroom teacher. Questions brought to the administration will be followed up only after parents have discussed concerns with the teacher.

Confidentiality is a very essential element in fostering effective communication and respect. All discussions, conferences and resolutions should remain only with the involved parties. For example, issues involving adults or children should not be discussed or reviewed in public or in the presence or within the earshot of a child. The details of a conference between a teacher and a given family are not a matter for other non-involved parties. Maintaining confidentiality will encourage respect, cooperation, and will help to foster more effective resolutions.

The following chart serves as a guide to how parents should handle specific concerns.

Concerns dealing with:	Should initially involve:	If not resolved, who to contact next:
Student's performance	Student	Student's teacher
Teacher	Involved teacher	Principal
Unfair discipline	Person who disciplined child	That person's supervisor

Specific classroom assignments	Teacher	Principal
School Board Policy	Principal	School Board
Principal	Principal	Pastor/ Catholic Schools Office
School rules or procedures	Principal	Pastor/ Catholic Schools Office
Athletic Concerns	Athletic Director	Principal

PARENTS' CLUB

The ICGS Parents' Club utilizes the talents and abilities of parents to enhance the development of the children. The Club provides activities, fun, help, and a feeling of family within the school. The Parents' Club sponsors programs such as room parent(s), enrichment activities, and Fine Arts. It also sponsors social and fundraising activities such as the Back-to-School Night, Father's Golf Outing, Halloween Hoedown, Book Fair, Hot Food Days, the Dinner Dance/Auction, and the ICGS Spiritwear Sale. Our hope is that all of our parents will participate in ICGS Parents' Club. (also see fundraising)

SCHOOL PROCEDURES

Attendance

The State of Illinois provides by law for compulsory attendance of all children between the ages of seven and sixteen years. It is the duty of the principal and teachers to insist upon daily attendance. Principals have the obligation to see that the requirements of the law of the State of Illinois are met. The responsibility for compliance with the law and the diocesan policy belongs to the parent/guardian of each child. Schools keep accurate and daily records of attendance, which are placed in the student's permanent file each school year. A summary of these records are permanently on file.

Absences

If a student is to be absent from school, the parents must call the school office at 530-3490 by 8:00 am. The answering machine is available 24/7. When leaving a message, please include student's name, grade, room number, nature of illness, if temperature is above 100° accompanied by cough or sore throat. Upon students' return to school, the parents are required to submit a written statement showing cause of absence. Students who fail to bring a note to their teacher will not be admitted to class. If a student is absent for three days or longer, a doctor's note must be presented upon return to school or the parent must make direct contact with the office. Prolonged absences will be addressed on an individual basis. (See Homework and Vacations)

Daily Schedule 2016-2017

7:40	Doors Open
7:50	First Bell
8:00	Tardy Bell, Prayers/Announcements
8:05-8:55	First period
8:55-9:45	Second Period
9:45-10:35	Third Period
10:35-11:25	Fourth Period
11:00-11:25	Lunch- KDG
	Recess-PK4/1st
11:25-11:50	Lunch- PK4/1st/2nd/ 5th/ 6th
	Recess- KDG/7th/8th
11:50-12:15	Lunch-3rd/4th/7th/8th
	Recess-2nd/5th/6th
12:15-12:40	Recess-3rd/4th
12:15-1:00	Prayers, Fifth Period
1:00-1:45	Sixth Period
1:45-2:30	Seventh Period
2:30-3:15	Eighth Period
3:15	Dismissal

Daily Schedule Preschool and Kindergarten

PRESCHOOL 3 – Tuesday and Thursday afternoons
12:00 – 3:15 pm

PRESCHOOL 4 – All day M-F 8:00 am – 3:15 pm
Half day M-F 8:00 – 11:00 am
5 + 3 - M, W, F – 8-3:15pm and T & TH 8-11am

KINDERGARTEN All day M-F 8:00 am – 3:15 pm
Half day M-F 8:00 – 11:00 am
5 + 3 - M, W, F – 8-3:15pm and T & TH 8-11am

Children may enter at 7:40 am

Please note:

On days when the grade school has ½ day, preschool and kindergarten

will dismiss at 11am. All other students will dismiss at 11:30 am.

Honoring Birthdays

As a school family it is important for us to recognize student birthdays. We help the celebration begin with an announcement of the student birthdays each morning. In addition, students are treated to a shining star for a “jeans” day to celebrate this special day during their birthday month. If you wish to send a birthday treat for your child’s class, you may send a **non-food treat** such as stickers, pencils, erasers, etc.

Books - Care of Property

Students rent all hard covered books. Books must be covered and a book bag to carry books and supplies to and from school is mandatory. Since school texts are shared by students throughout the years, they should be treated with respect by the students.

The cost of replacement or repair of school property damaged by a student will be charged to the student or to the parents of the student in addition to any other punitive action which may be warranted.

Early Arrivals

A supervised early arrival time is provided for students whose parental work schedule requires such a program on a regular basis. An annual fee is charged for this service. This program is held in the Preschool classroom. Students may arrive by 7am. Contact the office for details.

Only Students who have made prior arrangements with their teacher to come in early will be allowed in the building after 7:15am. We cannot allow students to be unsupervised in the building while retrieving books, doing homework, printing documents, etc. We ask that parents are cognizant of the fact that students will be asked to wait outside until 7:40 unless prior arrangements are made. If this becomes a regular habit, the annual fee will be charged.

After School Programs

Students at ICGS are able to take advantage of after school activities through the following entities: ICGS Extended Care, YMCA (630-834-9200), and RecStation (630-993-8900), a cooperative program between the Elmhurst Park District and District #205. Students who attend the Rec Station are walked to Hawthorne School by an ICGS educator.

Early Dismissals/Absence During the School Day

No student is allowed to leave the school premises during school hours without permission from the principal’s office. Medical and dental appointments during school time are discouraged. Students needing medical appointments during school hours require a written note by a parent. Parents are required to sign the student out and in upon return. Four student withdrawals under three hours are considered a ½ day absence. These absences are official and will be reported on report card and counted for loss of award recognition.

Lockdown Procedures – If for some reason the school needs to be locked down, all teachers and staff have been instructed on the procedures. Our

procedures have been reviewed by the Elmhurst Police Department.

Emergency Closings

When children are not in school: In the event of an emergency (snow, broken pipes, etc.) when school will not be in session, parents will be notified either by radio announcement (WGN, WMAQ, WLS, WIND) or by school arrangement where a message will be simultaneously broadcast by telephone to the home phone numbers to notify families of the closing. The same information will be posted on the school website (www.icgradeschoolelmhurst.org).

When children are in school during the school day: In the event an emergency occurs during the school day, our CRISIS MANAGEMENT PROGRAM will be followed:

Immaculate Conception Grade School has a complete Crisis Management Plan on file. This plan includes procedures to provide for the safety of the school community in the event of an emergency. Included in the plan are action plans for a wide variety of scenarios. The Crisis Management Plan may be reviewed in the office at your leisure.

Some important facts to know:

Emergency Evacuation: Once our school office is notified that an emergency evacuation must be enacted, we will initiate our School Reach Communication Program. This system will simultaneously dial parents' home, cell and work phone numbers with a message informing them of the problem and instructions on pick-up. **It is imperative that Family Emergency Information be consistently up-to-date.**

In the event of an emergency evacuation during the school day, ICGS has four alternate housing sites on record. They are listed below in the order that they would be utilized.

1. Hawthorne School 630-834-4541
145 W. Arthur St.
Elmhurst, IL 60126
2. Immaculate Conception HS 630-530-3460
207 S. Cottage Hill Ave.
Elmhurst, IL 60126
3. Immaculate Conception Parish 630-530-8515
Administrative Center
134 W. Arthur
Elmhurst, IL 60126
4. Elmhurst Public Library 630-279-8696
126 S. Prospect Ave.
Elmhurst, IL 60126

Once again, the order of location is as listed unless the emergency itself called for us to avoid first preferences.

Once parents arrive for pick-up at the designated location, two pick-up locations will be labeled as follows:

Last names beginning with letters A – L should report to one table

Last names beginning with letters M – Z should report to a second table

Children will not be released until parents sign them out.

Non-emergency Evacuation

Once our school office is notified that a non-emergency evacuation must be enacted, we will initiate our School Reach Communication Program. This system will simultaneously dial parents' home, cell and work phone numbers with a message informing them of the problem and instructions on pick-up.

In the event of a non-emergency evacuation from our building we will be following the procedures listed below:

1. Teachers will be notified to have students prepare for the dismissal, but will retain them in the classrooms until parents arrive. All efforts will be made to continue with school work and maintain a calm environment.
2. Once parents arrive for pick-up, they should report to one of the following doors according to their last name:
 - Last names beginning with letters A–L should report to front, west (bell door)
 - Last names beginning with letters M – Z should report to back door (near ramp)
3. Entering the door(s), parents should proceed to a table manned by ICGS faculty/staff. Parents will sign in to release their children from school. You will return outside to wait for your child(ren) to be released. All children from a family will be released through the door where the parent is located.
4. Preschool students will be signed-out directly from the Preschool room.

HEALTH & SAFETY

Illness, Accidents & HIV

An "Emergency Authorization Form" for every pupil shall be signed by parents and be on file in the school office. Please advise the school office of any changes that occur during the school year.

Should a child be injured, an effort will be made by the available personnel to

contact the parents of the child for information and instructions. If the parent cannot be contacted and the illness or injury is believed to be serious enough to require medical attention, the person in charge will arrange for the child to be taken to a doctor or a hospital for treatment as long as a signed "Emergency Authorization Form" is on file. This action on the part of the school personnel does not obligate the personnel of the school to assume financial responsibility for the treatment of the child.

The Joliet Diocesan Office stands ready to work with school officials, parents, and physicians in developing a logical course of action in the event that either a student or employee of a school in the Diocese of Joliet is identified as being infected with Human Immunodeficiency Virus or HIV (AIDS).

Medical Concerns: It is our responsibility to be pro-active in the protection of all students and staff members in the area of medical concerns. An annual, current, Medical Concern form must be submitted for each student, at the onset of each school year

Illness at Home: If your child complains of not feeling well, or has been ill during the night, please keep him/her home. In every child's best interest, and to prevent the spread of contagious diseases, he/she should be kept at home if they show any symptoms suggestive of acute communicable diseases such as;

- Nausea & vomiting
- Fever
- Inflamed or discharging eye
- Earache
- Diarrhea
- Sore throat
- Runny nose
- Lice

Parents are required to notify school immediately if a student contracts a contagious disease such as chicken pox, measles, H1N1, pink eye, etc... In addition the school should be notified of any head lice infestation. Students returning to school after an illness must be fever free and/or no vomiting for 24 hrs. In certain cases, a doctor's note may be requested prior to the student's return to school.

Illness/Emergencies at School: If a student becomes ill or suffers an injury at school, parents will be contacted. If a parent cannot be reached, we will notify the person indicated on the "Emergency Authorization Form." The "Emergency Authorization Form" is filled out and signed by parents and to be kept on file in the school office. Please advise the school office of any changes that occur during the school year.

Should a child be injured, an effort will be made by the available personnel to contact the parents of the child for information and instructions. If the parent

cannot be contacted and the illness or injury is believed to be serious enough to require medical attention, the person in charge will arrange for the child to be taken to a doctor or a hospital for treatment as long as a signed "Emergency Authorization Form" is on file. This action on the part of the school personnel does not obligate the personnel of the school to assume financial responsibility for the treatment of the child.

Allergies: Allergy accommodation requests are initiated by a parent/guardian to ICGS and include a physician's report outlining the severity of the allergy and the recommended actions that are medically necessary to avoid any reaction. The ICGS administration will review recommendations and discuss with parents what reasonable accommodations can be made. Allergy free is not a credible accommodation that schools make but will discuss effective practices to reduce the chance of exposure.

Medications: In accordance with State and Federal laws, children are **NOT** allowed to bring medication of **any kind** to school without a "Medication Authorization" form filled out by the doctor and the parent. If a child needs medication during the course of the school day, either prescription or over-the-counter (this includes cough drops, antacids, any pain reliever etc...), a "Medication Authorization" form will need to be completed. The "Medication Authorization" form is available from the school office, Nurse's office, or on the website (www.icgradeschoolelmhurst.org). The Medication Authorization" form is renewed every school year. The completed forms along with the medication (in its original container/package and child's name clearly marked) will be kept in the Nurse's office. In addition, parents are able to bring medication to school and administer it themselves, if needed. If a student has been diagnosed by a physician and is required to self-administer and self-carry medication for allergies, asthma, or diabetes. The following must be submitted; a completed Medication Authorization Form and Action Plan, or a detailed care plan completed by a physician. Additional medication must also be kept in the nurse's office.

Health Examinations

Physical Examinations-According to Illinois State Law, a physical examination by a licensed Physician/ Nurse Practitioner must be dated within one year prior to the first day of school for preschool, kindergarten, sixth grade, and for all new students. The Illinois Department of Health requires immunization against diseases following their guidelines. We ask that all health forms be submitted prior to the start of the school year to allow for review of each form. ****Students, not in compliance with physical examination/immunizations, will be excluded from school as of October 15, 2018.**

Sports Physicals- Sports physicals are required annually when a student participates in the ICGS athletic program (grades 5-8) unless they are a sixth grader. For sixth grade, the required physical will suffice as long as the approval for interscholastic sports is checked. Sports physicals are valid for 395. ****Failure to provide the current completed Sports Physical form will exclude the child in participation of any sport or practice until the sports physical is**

completed and on file in the Nurse's office.

Dental Examination- Dental exams are required by the State of Illinois for each student entering kindergarten, second grade, and sixth grade. The child must present proof of a completed dental examination performed by a licensed dentist. The exam must have been performed after November 15, 2017. We ask that all dental forms be submitted prior to the start of the school year, to allow for review of each form. **** Failure to provide the completed dental examination form may result in report card being withheld until examination is completed and on file in the Nurse's office.**

Eye Examination- Eye examinations are required by the State of Illinois for all entering kindergarten students and students entering Illinois schools for the first time. Proof of an eye examination by an ophthalmologist, optometrist, or a physician providing complete eye examination must be dated within one year prior to the first day of school. We ask that all completed eye forms be submitted prior to the start of the school year to allow for review of form. **** Failure to provide the completed eye examination form may result in report card being withheld until examination is completed and on file in the Nurse's office.**

ICGS STUDENT WELLNESS PLAN ON WEBSITE

Safety Procedures

Safety is a high priority item in all school policies. Teachers, staff, coaches, and students alike are urged to exercise care and caution while occupying school buildings and grounds and when coming to or departing from school and related activities.

A competent adult is always to be present in a supervisory capacity when students are engaged in any school related function/activity. No child(ren) may be left unsupervised at any time. All injuries are to be reported to the appropriate school authority.

Lunch / Noontime Supervision

All students remain for lunch. No student is permitted off school premises during the lunch hour. The milk fee, paid once a year, is per student.

No fast foods are allowed at ICGS.

If a student receives a fast food/hot lunch in any form, they will be asked to sit in the foyer/office to enjoy their lunch.

Fast food, (Subway, Panera, etc.) brought from home must be re-wrapped in foil or saran wrap.

All noon hour supervision is monitored by staff or other adults. At least one of the supervisors on duty will be state certified. Students are expected to maintain a courteous, respectful, and cooperative manner toward the supervisors. Students exhibiting unacceptable behavior during school lunch periods will be addressed according to the Standards of Behavior guidelines. Students failing to

cooperate with lunchtime/recess rules may be required to have an alternate lunch plan.

Playground General Guidelines

Rules and Expectations:

- Students will be responsible for their own actions and for following all STAR behavior and school rules.
- Students will respect others and self.
- Students will act safely.
- Students will use proper language and manners.
- Students will respect school property.

MISSING PERSON and HIS/HER SCHOOL RECORD

Section 1430 of the Diocese of Joliet school policies states : Each school shall follow the provisions of Section 5(a) of the Missing Children Records Act, 325 ILCS 50/5, which requires each school to have a system in place that flags records requests for any current or former student reported as a missing person by the Illinois State police.

The procedure is as follows:

Upon notification by the Illinois State Police of a person's disappearance, a school in which the person is currently or was previously enrolled shall flag the record of that person in such a manner that whenever a copy of or information regarding the record is requested, the school shall be alerted to the fact that the record is that of a missing person. The school shall immediately report to the Illinois State Police any request concerning flagged records or knowledge as to the whereabouts of any missing person. Upon notification by the Illinois State Police that the missing person has been recovered, the school shall remove the flag from the person's record.

Missing or forgotten items

There are times when students forget homework, a lunch, a project, school or gym shoes, etc. In an effort to help our students become more responsible, we are asking you to help us manage this problem. Please instruct your children that if they realize they have forgotten an item at home, they should ask their teacher when it would be appropriate to check the grey table in the hall way by the main office. We are going to ask that students not call home for non-essential items. If you find something your child left at home, please feel free to bring it to school and place it on the cabinet with the child's name. In either case, the child will be responsible to retrieve their item(s) from the hall way cabinet. Teachers will also be reinforcing this information with their classrooms on a daily basis.

Notes, Invitations, Gifts, Etc.

Our goal at ICGS is to make everyone feel an equal part of our school family. Sending selective invitations or gifts for specific individuals to school for distribution is not allowed. It is important to recognize that not following our procedure may create hurt feelings or feelings of exclusion among students. Please use the school directory and the U.S. Post Office for this purpose.

IT IS IMPERATIVE THAT THE SCHOOL DIRECTORY NOT BE USED FOR SOLICITATION PURPOSES.

Parking / Drop-off / Pick-up

Our parish and school campus are located on the same block with two other church communities.

Preschool and kindergarten parents will receive directives from their teacher.

THE PARKING LOTS AT ST. PETER'S UNITED CHURCH OF CHRIST AND THE UNITED METHODIST CHURCH ARE NOT TO BE USED FOR DROP-OFF/PICK-UP PARKING.

ALSO, THE PARKING SPOTS BETWEEN THE RECTORY AND THE SCHOOL ARE NOT TO BE USED DURING SCHOOL HOURS. THESE ARE RESERVED FOR RECTORY STAFF.

PARKING SPOTS BETWEEN THE SCHOOL AND CHAPEL ARE NOT TO BE USED DURING SCHOOL HOURS.

Arthur Street - Due to the proximity of ICGS to Hawthorne School, the Elmhurst Police Department has developed a traffic safety plan:

During the school day (8am until 2pm), two hour parking will be allowed on the ICGS side of Arthur (from the rectory to Cottage Hill.)

No stopping, standing or parking is allowed during the school day on the Hawthorne side of Arthur. Parents are expected to comply with these signs. Violators will be ticketed.

Because of the congestion at dismissal time, the Elmhurst Police have asked that parents walk their child(ren) to school or car-pool. If you do drive, consider picking up and dropping off at one of the areas away from the school, such as the old library or the York St. lot.

Morning Arrival

PLEASE DO NOT DROP OFF EARLIER THAN 7:40am (unless directed by school)

1.) Arthur St. - You may still drive down Arthur and drop off children in front of school. This must be a quick drop-off (kiss and ride). Students must exit vehicle from sidewalk side, not street side. Please be aware that there will continue to be a lot of congestion because we still have to contend with the right turn (at the

light) onto York.

2.) The drive-way between the grade school and the rectory may be used. You can enter from Cottage Hill into the driveway by the high school and follow it around to either:

A. the back area where there is a teacher and safety patrol students. Children can be escorted to their classrooms by safety patrol students or walk around to the back of the Grade School building and enter through the back door.

OR

B. follow it around to Arthur St. Children will then enter the Grade School by the front door.

CHILDREN SHOULD NOT BE WALKING THROUGH THE DRIVEWAY BETWEEN THE RECTORY AND GRADE SCHOOL

3.) York St. parking lot - This is the preferred option. You may only enter the lot from Church Street. All other entrances are blocked. Children may be dropped off at the designated area. If your child is old enough, you do not have to get out of your car and walk your child(ren) across the street. There is a crossing guard located at York and Arthur.

EXIT: You may exit only from the south exit of this parking lot, making a right turn only on to York Rd. You will not be allowed to exit onto Church St. If you must park in the lot, you must park in the north half of the lot.

Parents may park legally in an open spot and accompany their children to and from their car.

Dismissal

1.) York St. parking lot - If there are no open spaces available, cars may sit parked in the open movement lanes until children are present. Once children are present, cars should begin to move around the large rectangular area (the perimeter of the north side of the lot.) Drivers must move slowly around this designated area until their child is at the most northern area of the lot. This northern spot will serve as a pick up location for all the children. Drivers must stay alert and be aware of pedestrians and cars moving from parked spaces into the moving lane.

In addition, all students walking home in this area will be instructed to walk on the sidewalk along York and Church Streets instead of cutting through the parking lot.

2.) Arthur St. - From 2pm until 3:30pm, no stopping, standing or parking is allowed from York St. to Cottage Hill on the ICGS side of Arthur. On the Hawthorne side of Arthur – you will be allowed to pull to the curb while you remain in your car. Tickets will be issued for those parents who park and leave their car.

Pets

In order to accommodate those families with leashed pets, we have designated two areas near the school where they may wait for children. The first area is on Arthur St. directly in front of the Parish Administration Center (the rectory), west of the driveway near the school's front doors. The other area for leashed pets is on the southeast side of the school on York St. outside of the wrought iron gate.

Phones / Fax Use

Cell Phones

We realize that in this changing world there may be a need for some students to carry cell phones. In order to maintain a respectful environment for all, cell phones and any other personal electronic devices will be allowed at school provided they are kept in the locker or backpack and turned off during the school day. **Cell phones or other personal electronic devices out at any time during the day inside the school buildings will be confiscated and turned in to the office. Parents will be required to pick up the phone during instructional hours of operation. If the phone is confiscated a second time, the student may lose the privilege of bringing the phone to school. In addition, watches that may be used as cell phones follow the same guidelines as cell phones.**

School Phones

Students may use the school phones for emergencies only. They will not be permitted to call home for forgotten books, physical education uniforms, lunch, etc. (See Missing and forgotten items.)

The school fax number is 630-530-9787. It is a convenience for communicating with the school regarding changes in address, names, phone numbers, etc. It is **NOT** to be used to transmit late or missing assignments.

All School Picnics

An end of the year all school picnic is developed with room parent representatives. All activities and plans are made in conjunction with school administration.

Reporting Procedures

REPORTING ATTACKS on SCHOOL PERSONNEL to AUTHORITIES

Section 1460 of the Diocese of Joliet school policies states:

Upon receiving a written complaint from any school personnel, the superintendent or his or her designee shall report an incident of battery committed against a teacher, teacher personnel, administrative personnel or educational support personnel to the local law enforcement authorities immediately after the occurrence of the attack **and** to the Illinois State Police's Illinois Uniform Crime Reporting Program no later than 3 days after the occurrence of the attack. Note that reporting through the Uniform Crime Reporting Program does not satisfy the requirement to report the incident to local law enforcement authorities as well. 105 ILCS 5/10-21.7

REPORTING FIREARMS on SCHOOL PROPERTY to AUTHORITIES

Section 1450 of the Diocese of Joliet school policies states:

Upon receiving any report from any school personnel regarding a verified incident involving a firearm in a school or on school owned or leased property, the superintendent or his or her designee shall report such firearm-related incident occurring in a school or on school property to the local law enforcement authorities no later than 24 hours after the occurrence of the incident **and** to the Illinois State Police. Reports to the Illinois State Police can be made through the School Incident Reporting System (“SIRS”), a web-based application used by schools to report incidents electronically. Note that reporting through SIRS does not satisfy the requirement to report the incident to local law enforcement authorities as well. 105 ILCS 5/27.1A, 5/34-8.05

REPORTING DRUG VIOLATIONS to AUTHORITIES

Section 1440 of the Diocese of Joliet school policies states: Each school shall follow the provisions of the School Reporting of Drug Violations Act, 105 ILCS 127 which provides that the superintendent of the school or his or her designee shall report all instances of “drug violations” to local law enforcement officials or to the office of the county sheriff of the municipality or county where the school is located.

- a. A “drug violation” is when any of the following occurs on school property, on a public way within 1,000 feet of a school, or on any property owned, leased, or contracted by a school to transport students to or from school or to or from a school related activity:

A person knowingly manufactures, delivers, or possesses with intent to deliver, or manufacture, cannabis in a school, in violation of the Cannabis Control Act, 720 ILCS 550, Section 5.2; or

A person delivers a controlled, counterfeit or look-alike substance to a person under 18 years of age, in violation of the Illinois Controlled Substances Act, 720 ILCS 570, Sections 401(b) and or 407; or

A person knowingly possesses, procures, transports, stores, or delivers any methamphetamine precursor or substance containing any methamphetamine precursor in standard dosage form with the intent that it be used to manufacture methamphetamine or a substance containing methamphetamine, in violation of the Methamphetamine Control and Community Protection Act, 720 ILCS 646 et seq.

- b. Reporting. Upon receiving any report from any school personnel regarding a verified incident involving drugs in a school or on school owned or leased property, the superintendent or his or her designee shall report such drug-related incident occurring in

a school or school property to the local law enforcement authorities immediately and to the Illinois State Police. Reports to the Illinois State Police can be made through the School Incident Reporting System ("SIRS"), a web-based application used by schools to report incidents electronically. Note that reporting through SIRS does not satisfy the requirement to report the incident to local law enforcement authorities as well.
105 ILCS 5/10-27.1B

Student Pictures

The students in preschool, kindergarten, and grades one through seven will have school pictures taken every year. The contract with the photographer will be renewed each year. Graduation pictures for grade eight will be taken as well, but on a separate date.

Tardiness

Pupils in kindergarten through grade 8 not in their homerooms by 8:00 am, when the bell rings, are registered as tardy. Four tardies within one quarter will require the student to serve a detention. Excessive tardiness may impact learning potential and will be addressed on an individual basis by the administration.

Toys - Games

Students are not to bring "toys" such as cyber pets, laser pens, hand-held video games, etc. to school. IPODs, IPADs, Nooks, Kindles, and other hand held listening devices are expensive items and will not be allowed unless special approval is given for academic purposes. Teachers in primary grades will clearly define any exceptions to this rule. See cell phones.

Transfer Policy

OUT - Families must notify the school in writing if a student is withdrawn from school. Parents of students who transfer from IC will need to sign a release of records form from the new school. In order for official records to be transferred, the parents' financial accounts must be settled according to the refund policy above. Records will be sent by mail within 10 days of receipt of the signed form.

IN - Any transfer students are subject to review by the principal if space and program availability is appropriate. Parents will be requested to sign the TRANSFER CONTRACT upon entry. Any transfer student to Immaculate Conception Grade School is subject to a three-month probationary period. At the end of the first grading period, parents of a student who is not meeting the standards of Immaculate Conception Grade School based on academic and/or disciplinary performance will be notified in writing so that appropriate measures can be taken.

Students requesting transfer into ICGS for eighth grade will, for the most part, be denied at any time during the school year.

Transportation

The only permitted means of transportation to and from school are walking, bicycle, bus, or parent chauffeuring as well as parent- organized car pools. ALL bicycles are to be WALKED on and off school property. Racks are available on school grounds for securing bikes. Bike riders are to provide individual locks for their bikes. For safety reasons, skateboards, rollerblades, and scooters are NOT considered an acceptable means of transportation to school.

Uniforms

All Kindergarten through Eighth Grade students at Immaculate Conception Grade School are required to wear a uniform.

General Guidelines

Uniforms may be purchased from Dennis Uniform Company. All students are expected to enter and leave the building in full uniform. Because the dress and appearance of an individual reflect that person's pride and self-respect, personal neatness should be the goal for every student.

UNIFORMS ARE EXPECTED TO REMAIN CLEAN AND IN GOOD REPAIR.

- Blouses and shirts must be tucked in and buttoned at all times.
- Only clear nail polish may be worn.
- Clothing should be clean and in good repair.
- Only post earrings are allowed for girls; no earrings are allowed for boys
- Boys' hair length should not be longer than the shirt collar and should be neatly trimmed.
- Names should be sewn or written on the inside of the sweater/sweatshirt.
- Students are to change into school shoes if boots are worn in inclement weather. Boots of any type are not allowed to be worn in the classroom.
- Badges, pins, or other adornments are not appropriate with the exception the Principal's approval.
- One necklace, one bracelet or watch, and/or one ring may be worn by a student. Jewelry should be simple, not clumsy or distracting

The following items are not to be worn in school:

- acrylic/false nails
- body piercing/visible tattoos
- fad haircuts/dyed hair/hair extensions/hair jewelry attached or woven into hair
- heavy mousse, gels, sprays
- make-up of any type
- earrings for boys
- high-heeled shoes (even on dress-up days); they are a safety hazard for students and others in emergencies.

Hair Accessories: School headbands (purchased at Dennis Uniform), other

simple headbands without any large adornment (with no logo showing) in black, brown and navy, small clips, barrettes, bobby pins, and other small accessories in black, brown and navy colors are allowed. Large flowers, ribbons, or bows are not allowed.

Gym Shoes:

Kindergarten – Grade 8: Students must bring a dedicated pair of gym shoes (any color) to school to be left in their cubby/locker or PE locker.

IC Logo shorts worn between the beginning of school and October 15 and April 15 through the end of school must be purchased at Dennis Uniform store.

Uniforms - Girls: Kindergarten – Grade 5

Uniform	Blouse	Sweater	Shoes	Socks
ICGS jumper no less than 2" above knee	White/peter pan rounded collar	Navy blue vest	Solid color black, brown navy	White, navy, black
Navy slacks	White polo shirt with or without logo	Navy blue cardigan	Closed, low heel, non-wedged dress shoe	Knee-highs, full ankle socks or tights (no logo)
ICGS logo shorts 8/15-10/15 and 4/15 -June		Navy blue fleece with logo		

- **Plaid jumper:** no shorter than 2" above the knee; if a student continually breaks the 2" rule, they will be required to wear navy slacks.
- **Shirts:** If a shirt with school logo is chosen, it must be purchased at Dennis Uniform. No other logos are acceptable.
- **Shoes:** No boots, Crocs, moccasins, or slipper style shoes of any type may be worn inside the classroom.
- **Vest/ Sweater:** IC logo sweatshirt (dark blue or gray only), purchased through IC Parents' Club Spiritwear sales, may also be worn.

Girls: Grades 6-8

Uniform	Blouse	Sweater	Shoes	Socks
ICGS skirt no less than 2" above knee or skort	Short or long sleeve white oxford shirt or	Navy blue vest	Solid color black, brown navy	White, navy, black
Navy slacks	White or navy polo shirt with or without school	Navy blue cardigan	Closed, low heel, non-wedged dress shoe	Knee-highs, full ankle socks or tights (no logo)

	logo			
ICGS logo shorts 8/15-10/15 and 4/15-June		Navy blue fleece with logo		

- **Plaid skirt or skort:** no shorter than 2” above the knee; if a student receives an out-of-uniform notice for continually breaking the 2” rule, they will be required to wear navy slacks.
- **Shirts:** if white or navy polo shirt with school logo is chosen, it must be purchased at Dennis Uniform.
- **Shoes:** No boots, Crocs, moccasins, or slipper style shoes of any type may be worn inside the classroom.
- **IC logo sweatshirt** (dark blue or gray only), purchased through IC Parents’ Club Spiritwear sales, may also be worn.

Boys: Kindergarten - Grade 8

Uniform	Shirt	Sweater	Shoes	Socks
Navy blue trousers with belt loops (plain or pleated)	White polo shirt with or without logo (short or long sleeve) or grades 6-8 can wear a short sleeve or long sleeve oxford shirt	Navy blue cardigan or vest	Solid color black, brown navy dress shoe No boots	White, navy, black solid colors. Must cover ankle...no logos
Belt – brown, black or navy		Navy blue fleece with logo		
ICGS logo shorts 8/15-10/15 and 4/15 - June				

- **Trousers:** may be purchased at Penney’s, Kohl’s, or Dennis Uniform Co. Dockers or Arrow brand are acceptable.
- **Shirts:** A plain white t-shirt may be worn under the uniform shirt. If a white polo shirt with school logo is chosen, it must be purchased at Dennis Uniform. IC logo sweatshirt (dark blue or gray only) purchased through IC Parents’ Club Spiritwear or fleece purchased at Dennis Uniform, may be worn.

Non-Uniform Day Dress Code

Throughout the year there will be a variety of non-uniform theme days.

Guidelines for each of these days will have very specific non-uniform guidelines. Modesty is expected. Clothing must be clean and in good repair. Students will receive, prior to the event, detailed guidelines for the theme day.

The following items are not allowed on any non-uniform day:

- T - shirts with inappropriate words or images
- Low necklines (below collar-bone)
- spaghetti straps, tank tops
- running/exercising/yoga pants
- midriffs or tops that allow skin to show when arms are held above the head
- low-rider pants, shorts, pants too loose at waist, etc.
- short shorts or short skirts (ones that are shorter than fingertips when arms are held at the side of the body)
- hats
- flip-flops, boots, or Crocs - They create a hazard in an emergency.
- no rips, tears, stains, or markings
- no jerseys (unless specifically stated for that day)

NON-COMPLIANCE OF UNIFORM CODE

As a Diocesan Catholic School, ICGS is required to maintain adherence to a uniform code. Students not in compliance will be asked to call home for appropriate clothing and are subject to the related consequences:

- 1) An email indicating the infraction will be sent to the parent.
- 2) When a student accumulates 3 infractions in the first quarter, a detention will be issued as described in the above section.
- 3) For quarters 2, 3, and 4, students will receive 1 infraction notice before a detention is issued.
- 4) Multiple detentions may result in the loss in participation for the student in school dress down days.

Vacations

Family vacations during the school session are strongly discouraged. However, parents are responsible for this decision and it is to be understood that they assist students with the necessary make-up work within a reasonable amount of time as determined by the teacher. **Assignments will not be given to students to take on vacation**, nor will tutoring be available by classroom teachers following absences due to a vacation. Make-up tests are at the discretion of the teacher. A vacation form (copy located at back of this book) needs to be sent to the principal and classroom teacher at least one week in advance of any anticipated absence.

If the parents will be on vacation while children are in school, the school office must be notified of the details, i.e., length of time, caregivers' telephone numbers, etc.

DISCIPLINE

Immaculate Conception Grade School shall have a discipline policy that supports the philosophy and mission statement of the school and the rights and responsibilities of the students.

Standards of Behavior – for Students

The administration and staff at Immaculate Conception Grade School are committed to teach and model Christian values, encouraging students to live their lives as a reflection of Christ. The school strives to recognize and respect the dignity of each person and to offer a positive, Christ-centered, safe learning environment based on the social teachings of the Church. Discipline is considered an element of moral guidance rather than a form of punishment.

By implementing these standards of behavior, which have been developed within the context of our faith values, we create a safe and well-structured environment which allows children to focus on their education.

While recognizing the fact that there are many varieties of family discipline, to create a fair and just system, our school will maintain its own consistent expectations and disciplinary standards. Cooperation and support from parents are critical to encourage and achieve self-discipline.

Diocese of Joliet Bullying Prevention Policy

#5313 – Revised 2015

All elementary and secondary schools in the Diocese of Joliet shall actively seek to provide a supportive, caring environment in which all persons are safe from all forms of intimidation including bullying, which is unacceptable, unchristian and strictly prohibited.

For the purpose of this policy, bullying is defined in conformity with Illinois Law as follows:

“Any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

- (1) Placing the student or students in reasonable fear of harm to the student’s or students’ person or property;
- (2) Causing a substantially detrimental effect on the student’s or students’ physical or mental health;
- (3) Substantially interfering with the student’s or students’ academic performance; or
- (4) Substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school.” 105 ILCS 5/27-23.7 (b)

Bullying Conduct

Bullying conduct covered by this policy is conduct that occurs on school property or at school sponsored activities or events; while students are being transported

or walking to or from school or school sponsored activities or events; while students are waiting at school bus stops; or cyber bullying as defined hereinafter.

Cyber Bullying

This policy prohibits bullying and intimidation of students through the use of internet and social media sites on any electronic device (private, public, or school owned), whether on or off the school campus, or during non-school hours.

Any student who engages in bullying will be subject to appropriate discipline, up to and including suspension or expulsion and referral to local law enforcement. Behavioral interventions may be included as a component of the disciplinary actions. This may include but is not limited to mandatory counseling.

Retaliatory behavior by a student accused of bullying will also incur consequences. False accusations of bullying will result in disciplinary action taken against the accuser.

Any reported bullying issue will be promptly brought to the attention of the appropriate party: the Pastor or the Principal or designee, and thereafter investigated.

Reference: The Illinois School Code, 105 ILCS, 5/27-23.7

Respect for All Commitment

Faculty Commitment:

As a member of the Immaculate Conception Grade School faculty, I dedicate myself to working with our administration, parents, and students to create an environment free of bullying. (Bullying as defined by our Diocesan policy.)

As members of the ICGS staff, we believe that every child should be able to attend a school free of bullying.

This is what our commitment means:

- We will actively educate our students in recognizing their emotions and managing one's own feelings.
- We will enforce our diocesan policy on bullying.
- We will teach our students about less obvious forms of bullying such as gossiping, exclusion, and teasing.
- We will strive to recognize and monitor cases of persistent bullying and remediate.
- We will investigate every concern brought to our attention.

Parent Commitment:

As members of the Immaculate Conception School Community, we believe that every child should be able to attend a school free of bullying. (Bullying as defined by the school handbook) This is what our pledge means:

- We agree to be open to recognizing incidents of bullying and work together with our school to eliminate bullying at Immaculate Conception.
- We will become and remain aware of the expectations of our school community and discipline codes that will be enforced.

- We will continue to empower our children by working with Immaculate Conception Grade school to teach them communication tools and strategies that help eliminate bullying.
- We will recognize that bullying takes place in verbal and written communication inside and outside of the school which includes but is not limited to the internet usage.
- We will communicate to our child(ren) our expectations that all incidents of bullying experienced or witnessed by our children be reported to us and/or a teacher and administrator.
- We will inform teachers and administrators of any incidents of bullying related to our school or school community described and experienced by our child/children.
- We will report any change in the attitude of our child/children as a result in bullying.

We will adhere to this commitment. We understand that disciplinary procedures as described in the handbook will be administered in the event our child breaks their Respect for All Commitment.

Student Respect For All Commitment

As a student at Immaculate Conception Grade School, I agree to work with our school community to eliminate bullying at our school.

1. I will treat all of my peers with dignity, respect, and be a positive role model.
2. I will work to include others in activities (not isolate, hurtfully tease, mock, insult or harm others in any way)
3. I will try to assist any student who is being mistreated because it is wrong to be unkind to another human being.
4. If I am comfortable doing so, I will inform parent/guardian, teacher, or school administrator when I see hurtful behavior.
5. I will support students who have the faith and courage to report bullying.

Student Signature _____

Student Name (please print) _____

Grade _____ Room # _____

Parent Signature _____

STAR Program

The STAR Program is a system based on behavioral interventions and supports that promote positive behaviors in students. It is an all encompassing behavior management system that is structured to positively affect student behavior and improve the quality of student life within the school. The three levels of support working together that will increase success are Primary (school wide), Secondary (classroom), and Tertiary (Family/individual).

The STAR Program promotes and prioritizes the clearly defined values that are important in maintaining a school culture that is faith-centered. Our program emphasizes four key values – **S**afety, **T**aking responsibility, **A**ttitude that is positive, and **R**espect for all. These STAR expectations are specifically taught, demonstrated, reinforced, and posted throughout the school. These behaviors are continually discussed, clarified, and reviewed with students.

As in life, there are consequences built into the STAR Program. These consequences are structured to change aspects of an individual's situation or environment in order to promote success in the school setting. Our program is designed to function within the classroom setting as well as within large group gatherings. All areas and classes are included in this comprehensive management system.

Various rewards and privileges appropriate to grade level are a part of the program. These incentives may occur monthly or as special events.

The STAR Program expectations are listed on our website.

General Behavior

There are four value areas. Notices are given in Safety, Taking Responsibility, Attitude, and Respect. Listed below are the steps implemented when students disregard behavior expectations as defined by the STAR program.

1. General verbal and/or visual reminders of behavioral expectations
2. A RESPECTFUL REMINDER is given when general reminders are not affecting change in the student's behavior. This note will be brought home to be signed by the parent and returned to school the next day.
3. A MINOR OFFENSE is given when inappropriate behaviors continue to disrupt the learning of others. The note is sent home defining the breach in behavior, signed by parent and returned to school the next day. This Offense will result in a detention. BEHAVIORS MAY WARRANT SKIPPING THE MINOR STEP RESULTING IN A MAJOR.
4. When a SECOND MINOR OFFENSE occurs, a note is sent home to be signed. A student, parent, teacher meeting is scheduled to discuss the concerns and create an action plan for improvement. This offense will also result in a detention. Once a student has received two minors for the same general breach of behavior the next offense will result in a MAJOR.
5. When a MAJOR OFFENSE occurs, a note will be sent home defining the breach in behavior. The student, parent, teacher and principal will meet to review concerns and expectations. The student will incur loss of all school

**extra-curricular activities for one full week of the calendar. The consequence will also involve detention time or suspension.

6. If further offenses occur in one quarter, there will be a review involving student, parent, teacher, principal and pastor. This review team will consider external suspension, continued enrollment and/or readmission for the following school year.

**extra-curricular: any activity/gathering held under the auspices of the school i.e. school play, sports practices and games, etc. plus any in-school celebrations

*** leadership positions include student council positions, play assignments, and/or team captains

UNIFORM CODE

As a Diocesan Catholic School, ICGS is required to maintain adherence to a uniform code. Students not in compliance to our uniform dress code are subject to the related consequences:

- 1.) General reminders with student (or parent) about the infraction
- 2.) **RESPECTFUL REMINDER** – The principal will issue this note to be signed by the parent and returned the next day. The notice will indicate the area of concern related to the uniform infraction.
- 3.) Principal contacts parent to discuss the continued breach of the uniform code.
- 4.) **MINOR** – This note is sent home to be signed by parent and returned. The student will serve a detention and lose the privilege of school dress down days twice.
- 5.) Continued infraction of our Uniform Code will warrant a student, parent, principal meeting

MISSING WORK

An important part of learning new skills is practice and application. Homework helps us gauge student growth and guides our lesson plans. Students are expected to complete homework and other assignments thoroughly and on-time. Students who fail to complete assignments will be subject to the following:

- 1) Reduction or loss in points/score
- 2) Student must still complete the assignment. Efforts will be made by the teacher to encourage the student to complete assignments and when possible a note to parents will be sent. However, when a student is falling behind, students will be sent to the homework room during recess to start work on the missing assignment.
- 3) If a student demonstrates a pattern of missing or incomplete assignments, the teacher will schedule a meeting with the parent(s), principal, and student to develop an action plan. The action plan will include the student reporting to the homework room until assignments are complete.

**IMMACULATE CONCEPTION GRADE SCHOOL
GENERAL GUIDELINES for DISCIPLINE REFERRALS**

Below are some general infractions to our expectations for student behavior. Infractions not listed in these general guidelines are subject to referrals as well.

DETENTIONS

Office Referral:

Leave referral in office.

Tardiness (4 or more)

Starting Rumors

Deceitful Behavior including

Lying / Cheating / Copying

Repeated Misbehavior (even of varying type)

Indirect Bullying/Humiliating Others

Disrespect to Others/Hurtful Tease/Mocking/Excluding/ Name Calling

Misuse of Computer

Misuse of handheld electronic devices

Non Compliance with the Star Program Guidelines

Non Compliance with the Uniform Dress Code – *3 infractions in a quarter*

If a student misses an assigned detention, the student will be must make up the missed detention and then serve an additional detention (Total of 2).

MEETING WITH THE PRINCIPAL

Office Referral:

Send to the office with incident report sheet.

Fighting / Assault

Defiance of Authority/Insubordination

Profanity / Obscene Materials

Theft

Vandalism

Weapons

Drug / Alcohol / Cigarettes

Derogatory Language/Disrespect to Students and Adults

Harassment / Intimidation of Others

Direct / Immediate Threat to Self or Others

Repeated / Extreme Disruptive Behavior

Out of Control Behavior

Misuse of the Internet/Cyberbullying

Continued Misuse of handheld electronic devices

Continual Non Compliance with Star Program

Lunch/Recess Detentions

Lunch and After School Detention Rules:

- Students report on time to designated room and sign-in.
- Students will not be admitted if they arrive late.
- Students will remain seated in their assigned seats.
- Talking is not permitted during detention.

- Students will complete all assigned written work neatly and with proper use of grammar and punctuation.

Written work will come from the STAR Program Guidelines or other papers that allow students to reflect upon student responsibilities. In addition, during lunch, students may be kept in to complete late or missing homework assignments.

Suspension and Expulsion

The reasons for justifying expulsion from Immaculate Conception Grade School are as serious as they are rare. There are two general situations which may lead to expulsion:

1. when the moral, academic and physical well-being of the student body is in danger
2. when there is a prolonged and open disregard for school authority

An appeal process would be established within the administration of the school and that appeal process would be completed before the decision to expel is reached. The appeal process in no way limits the authority of the school's principal to invoke probation and/or suspension of a student. When a student has been expelled, the Regional Office of the Superintendent of Schools, as well as the Diocesan Superintendent, shall be notified immediately, in detail and in writing.

Non-Violence Policy

Violence is not a virtue of Christ and is not tolerated in school. Catholic schools provide a safe learning environment for all members of the school community. The climate of Catholic schools reflects Gospel values including an emphasis on the dignity of all persons which is necessary for respect, the interdependence of all persons which is the basis of community, and the rights and responsibilities of all persons which are the foundation of justice.

Violence is inconsistent with the unity and peace which are essential to living the Catholic faith in community. Violence also inhibits human development and successful learning. Therefore, violence is not tolerated in Catholic schools.

A weapon is anything used or intended to be used to threaten, intimidate, and/or harm persons. The possession or use of firearms, other weapons, or explosive devices on school/parish premises is not permitted.

All reported or observed instances of violence and threats of violence, whether they occur at school or a school-sponsored activity, will be addressed in a timely, serious, and appropriate manner according to the requirements of state and local laws and accepted educational practice.

The safety of students, faculty, and staff is to be given paramount consideration when making decisions regarding the discipline of persons who violate this policy.

Students and parents/guardians are encouraged to report concerns regarding potential acts of violence to an administrator or a teacher. Teachers must report pertinent concerns and/or pertinent information regarding specific students to the administration promptly.

Guidelines:

- 1.) A safe learning environment requires more than the absence of physical conflict or the toleration of others who are perceived as enemies. Violence prevention includes both reducing the risk factors that lead to violence and strengthening the protective factors that resist violence. ICGS includes the following among its prevention strategies:

reflects on what Jesus would do in problematic circumstances

emphasizes respect for every person

builds students' self-esteem and sense of belonging

teaches students conflict management and stress management skills

fosters positive relationships among students and between students and adults

maximizes students' academic achievement

promotes appreciation of differences, media literacy

provides parent education related to violence prevention

- 2.) The faculty and school/parish community are made aware of the causes and signs of possible violent behavior.

- 3.) All reported or observed instances of threatened or actual violence are addressed by the school administration. Appropriate actions may include, but are not limited to, parent/guardian conferences, mandatory counseling, suspension, expulsion, and legal action depending on the severity of the incident.

- 4.) If a student engages in threatening or violent behavior, before the student can continue to attend school, the administration must receive reasonable assurance from a competent licensed mental health professional that the student does not pose future danger to others. In addition, the student and his/her parents/guardian must comply with the recommendations of the professional evaluation. Appropriate release of information is signed by the parent/guardian to allow communication between school officials and the mental health professional.

- 5.) Parents and police are notified of and/or involved in the handling of any possession, threatened use, or use of a firearm or other weapon by a student according to Diocesan directives. Confiscated weapons are turned over to the police.

Substance Abuse Policy

When a student is found to be in possession of drugs, drug paraphernalia, tobacco, or alcohol on school property during the regular school day, or at any school sponsored extracurricular event, the following steps will be taken:

First Offense

- 1) The student will be immediately removed from class or the event by the Principal or Principal's designate.
- 2) The Principal or Principal's designate will notify the student's parent(s) or guardian, and the Pastor immediately.
- 3) The local police will be called.
- 4) The student will be sent home from school in the custody of his/her parent(s) or guardian and shall serve an "out of school suspension" for a period of three (3) school days. Said suspension shall also include all extracurricular events for a period of four (4) weeks to a semester.
- 5) The school board will be advised that the above stated action has been taken.
- 6) The Pastor, Principal, and student's parent(s) or guardian will meet within the three day suspension period to discuss further action to be taken.
- 7) Parent(s) or guardian, student, principal or principal's designate and any other adult witnesses will be required to sign a statement acknowledging a violation of Immaculate Conception Grade School Substance Abuse Policy. Said statement will further commit parent(s) or guardian to agree to some kind of intervention to assist their child. The nature of this intervention is to be agreed upon by the Pastor, Principal, parent(s) or guardian.
- 8) Failure to comply with above stated policy may result in immediate expulsion of said child.

Second Offense

A second violation of Immaculate Conception Grade School Substance Abuse Policy will result in the immediate expulsion of the student from Immaculate Conception Grade School.

Appeal Process: An appeal process would be established within the administration of the school and that appeal process would be completed before the decision to expel is reached. The appeal process in no way limits the authority of the school's principal to invoke probation and/or suspension of a student. When a student has been expelled, the Regional Office of the Superintendent of Schools, as well as the Diocesan Superintendent, shall be notified immediately, in detail and in writing.

DIOCESE OF JOLIET CATHOLIC SCHOOLS OFFICE
STUDENT AGREEMENT FOR INTERNET ACCESS AND RELATED
TECHNOLOGY USE

The Catholic Schools Office of the Diocese of Joliet and the School Immaculate Conception Grade School-Elmhurst, Il., support the use of technology in the instructional program through internet capable devices and digital equipment (sometimes collectively referred to as “Technology Resources”), as a means to facilitate learning and teaching in an interconnected digital world.

All uses of Technology Resources shall be for educational purposes only, and will be consistent with the Diocesan and School’s goal of promoting Catholic values and teaching, and academic excellence as defined in the respective mission and philosophy statements.

The Parents/Guardians of student users of Technology Resources must agree to and accept the Terms and Conditions below before their children will be granted access to the Technology Resources within the School. Both the Parent/Guardian and Student user acknowledge that the Code of Conduct herein also applies to personal electronic devices, including, but not limited to cell phones and other handheld devices, laptops and notebooks/tablets (“Privately Owned Devices”) Students and their parents or guardians are advised that the Diocese of Joliet Catholic Schools may not request or require a student to provide a password or other related account information in order to gain access to a student’s account or profile on a social networking website. The school may conduct an investigation and if the school has reasonable cause to believe the content of a student’s social media account has violated a disciplinary rule or policy of the school, the law requires the student to provide social networking website passwords or other related account information to gain access to the student’s account or profile. (IL School Code 105 75/15, Illinois Public Act 098-0129)

The failure of any user to follow the terms and conditions of this Agreement may result in the loss of privileges, disciplinary action and/or legal action.

TERMS AND CONDITIONS

1. Acceptable Use

The Diocese and Parish School will make reasonable efforts to ensure that technology is used in a responsible, moral and ethical manner consistent with the educational and moral objectives of the Diocese and School.

Responsibility

School administrators, teachers and staff work together to help students cultivate and manage their digital identity and reputation and online social

interactions in ways that are positive, ethical, safe and legal.. However, there is an enormous range of material available on the Internet, some of which may not be fitting with the particular values of a students' family. It is not practically possible for the Diocese and School to monitor and enforce a wide array of social and religious values in student use of the Internet. Therefore, the Diocese and School recognize parents as primary educators of their children and the need for them to be involved in instructing their children as to what material is and is not acceptable for access and communication through the School network system and at home when in possession of a school owned device.

The students, teachers and staff have the responsibility to respect and protect the rights of every other user in the School and on the Internet.

The Principal or Pastor has the authority to determine what constitutes inappropriate use and his/her decision is final.

2. **Code of Conduct** - Expectations for conduct Grades K-2, 3-5 and 6-8 are defined with the expectation for age appropriate behavior when using technology.

All users are to be polite and use appropriate language. Students using blogs are expected to treat blog spaces as classroom spaces. Speech that is inappropriate for class is not appropriate for blogging. While we encourage students to engage in debate and conversation with other bloggers, we also expect that they will conduct themselves in a manner reflective of representatives of this School.

- a. No inappropriate, obscene, or pornographic pictures or drawing are to be downloaded, displayed, printed, or communicated through any electronic or handheld device. c. No School related picture, video, or other digital images of students, School employees, volunteers and/or School related activities are to be uploaded to any site on the Internet, including video sharing sites, such as You Tube, without the expressed permission of the Principal or Principal's designee.
- b. No offensive, harassing or threatening remarks or comments related to another student, teacher, administrator, employee or volunteer of the School or Parish are to be placed on the Internet, personal websites, blogging sites, social networking sites, or sent via texting, instant messaging, email or on handheld devices. e. Cyber bullying is not tolerated. No student shall participate in communication that spreads hate, or discrimination based on race, national or ethnic origin, color, religion, age, sex, sexual orientation, marital status, family status or disability.
- c. No students shall transmit any material that is derogatory or defamatory or which is intended to offend, annoy, harass or intimidate or has the effect of offending, annoying, harassing or intimidating another person or persons through Technology Resources or Privately Owned Devices.

- d. No student shall upload, download, copy, forward or transmit any copyrighted material or any portion of such copyrighted materials, including, but not limited to music, video, photographs, pictures, pamphlets, books, newspaper or magazine articles without the permission of the teacher.
- e. No offensive, derogatory or defamatory letters, essays, papers, email or other written documents are to be uploaded, downloaded, forwarded, copied, transmitted, displayed, printed or communicated.
- f. The use of the School network shall not disrupt the work of other users and this includes, but not limited to disrupting the School network's performance, deleting or altering files or destroying data by downloading or spreading viruses and/or worms.
- h. The personal address, phone number or social security number of any student, administrator, teacher, volunteer or staff member is not to be used in email or on the Internet.
- g. The School network may not be used for the purchase of any type of merchandise, services, copying of copyrighted material or to send material or communication likely objectionable to the recipients.
- h. At School, no user shall be involved in or participate in, chat rooms, blogs or discussion groups without the express permission and/or supervision of the teacher/system administrator.
- i. No student shall post or send defamatory comments regarding the Diocese, School, administration, faculty, staff, or other students' comments or materials that could damage the reputation of the Diocese, School administration, faculty, staff or other students.
- n. No student shall install any software, games, files or other electronic media on school equipment or network, without the permission of the teacher/IT administrator or IT staff.
- j. No student shall use or disclose someone else's code or password without authorization.

3. Safety

Reasonable efforts will be made to protect users of the network from harassment, unwanted and unsolicited communication. Any network users who receive threatening or unwelcome communication shall immediately bring this to the attention of a teacher or Principal.

4. Internet Filtering

The school will use technology protection measures in compliance with the Children's Internet Protection Act (CIPA) to protect minors and all users against

access through such computers to visual depictions that are violent, obscene, constitute child pornography, or are otherwise harmful to minors.

5. Privacy

The user does not have any right of privacy or ownership whatsoever in relation to his/her use of the School network and/or email. Consequently, all electronic and telephone communication systems and all communication and information transmitted by, received from, or stored in any manner are the property of the Parish, School or Diocese and are to be used for educational purposes only.

To ensure that the use of the network is consistent with the educational objectives and philosophy of the School, Parish, and Diocese, authorized representatives may monitor the use of the network from time to time, which may include printing and reading of all information stored, and all emails entering, leaving or stored and all files created and saved in the system. The system administrator (Principal or designee, Pastor) may remove any material stored by the users which violates the terms of this Agreement.

6. Consequences for Inappropriate Use

The School network user shall be responsible for damages to equipment, systems, and software resulting from deliberate and willful acts or installation of unapproved software and/or files. Illegal use of the School network, intentional deletion or damage to files or data belonging to others, copyright violations or theft of services will be reported to the appropriate authority and will be deemed a failure to follow the terms and conditions of this Agreement. If a user mistakenly accesses inappropriate information, the user shall immediately inform the teacher or adult supervisor.

7. Web Pages

The School may choose to publish Web Pages for purposes of providing School or Parish information and teacher or class information. This may include the posting of meetings, agendas, student activities, projects and accomplishments, schedules and other information of interest to students, parents and the community. Classrooms may participate in the development of web pages as on-going educational projects. The posting of any material that may violate copyright law is expressly prohibited.

Disclosure of student information on the School website will be limited to first name and last initial. Photographs or video of students may be posted on the school website; however, no photograph or video of any student will be captioned with the student's name, or identify the student by name in any other manner. No image of a student may be posted in such a way that the image of that student may be matched up with the student's name. The principal or his/her designee shall monitor school web publications.

8. Personal Electronic or Cellular Devices

Students may not carry Privately Owned Devices with them during School hours unless special permission is granted by the Principal or his/her designee. Privately Owned Devices otherwise stored in student lockers must be turned off.

These items include, but are not limited to: cell phones, pagers, Mp3 players, iPods, cameras/video recorders, laptops, notebooks/tablets and all other handheld devices (which exception to those covered in #9 of this agreement).

9. Indemnification

The user's parent/guardian hereby agrees to indemnify the School/Parish/Diocese for any losses, costs, or damages, including attorney fees, incurred by the School, Parish, or Diocese relating to or arising out of the breach of, or the enforcement of this Agreement or the School/Parish/Diocese enforcement thereof.

10. Financial Obligations

The student, parent, guardian, agrees to be responsible for any financial obligation incurred through the use of the School network that is contrary to the terms of this Agreement.

11. Limitation of Liability

The School/Parish/Diocese makes no guarantee that functions and services provided by the School's computer system and network will be error free or without any defect. The School/Parish/Diocese has no responsibility for the accuracy or quality of information obtained through the use of the School network or for any damages users suffer.

Rec. 3/2019

DIOCESE OF JOLIET
ACCEPTABLE USE AGREEMENT: INTRANET/INTERNET
Grades K - 3, *
Including Summer Programs

As a part of my schoolwork, my school gives me the use of devices and technology resources for my work. My behavior and language should follow the same rules I follow in my class and in my school. To help myself and others, I agree to the following promises:

I will use technology to do school work, as explained to me by my teacher and not for *any other* reason.

1. I will use the Internet *only* in ways the teacher has approved.
2. I will not give my password to anyone else, and I will not ask for or use anyone else's password.
3. I will *not* put on any device my address or telephone number, or any other personal information about myself or anyone else.
4. I will not upload, link, or embed an image of myself or others without permission.
6. I will not play games or use other resources that a teacher has not approved.
7. I will be polite and considerate when I use devices. I will not use them to annoy, be mean to, frighten, tease, or poke fun at anyone. I will not use swear words or other rude language.
8. I will not use the technology to bully or threaten anyone, including teachers, schoolmates or other children.
9. I will not try to see, send, or upload anything that says and or shows bad or mean things about anyone's race, religion or gender.
10. I will not damage the device or anyone else's work.
11. I will not break copy or take credit for anyone else's work including any source on the Internet.
12. If I have or see a problem, I will not try to fix it myself but I will tell the teacher. *If the problem is an inappropriate image I will turn off the screen or cover it and then seek help.*
13. I will not block or interfere with school or school system communications.
14. My technology use is not private; my teacher may look at my work to be sure that I am following these rules, and if I am not, there will be consequences.
15. I know that the conduct that is forbidden in school is also forbidden when I use devices outside of school.

Print Student's Name: _____ School: _____

Student's Signature: _____ Date: _____

Parents: I have read and discussed with my son or daughter the Acceptable Use Agreement, and I give permission for him or her to use these resources. I understand that technology access is conditional upon adherence to the guidelines above. Although students are supervised when using these resources, and their use is electronically monitored, I am aware of the possibility that my son or daughter may gain access to material that school officials and I may consider inappropriate or not of educational value.

Print Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

*** STUDENTS MAY NOT USE TECHNOLOGY RESOURCES UNLESS THIS AGREEMENT IS SIGNED AND RETURNED TO THE TEACHER.**

DIOCESE OF JOLIET
ACCEPTABLE USE AGREEMENT: INTRANET/INTERNET
GRADE 4-8* (including Summer School)

I understand that _____ (insert school name) hereinafter (the" School") provides electronic resources, including Internet access and storage space for student work, as an integral part of the curriculum. Behavior and language in the use of these resources should be consistent with classroom standards. I agree to the following responsibilities and restrictions:

1. I will use the electronic resources, including storage space, only for educational purposes related to work in School and not for any personal, commercial or illegal purposes.
2. I will use the Internet only with the permission of the staff member in charge.
3. I will not use games or other electronic resources that have objectionable content or that engage me in an inappropriate simulated activity.

4. I will not give my password to any other user, nor attempt to learn or to use anyone else's password, and I will not transmit my address or telephone number, or any personal or confidential information about myself or others.

5. I will not upload, link, or embed an image of myself or others to any sites without expressed teacher permission and a signed parental permission slip.

6. I will not make statements or use the likeness of another person through website postings, email, instant messages, etc., that harass, intimidate, threaten, insult, bully or ridicule students, teachers, administrators or other staff members of the school community, make statements that are falsely attributed to others, or use language that is obscene or offensive.

7. I will not attempt to access, upload, or transmit material that attacks ethnic, religious or racial groups, or material that is pornographic or explicitly sexual in nature.

8. I will not violate copyright laws, damage or tamper with hardware or software, vandalize or destroy data, intrude upon, alter or destroy the files of another user, introduce or use computer "viruses," attempt to gain access to restricted information or networks, or block, intercept or interfere with any email or electronic communications by teachers and administrators to parents, or others.

9. I understand that my use of technology resources is not private, and that the school reserves the right to monitor use to assure compliance with these guidelines; violations may lead to loss of privileges including internet access and/or other disciplinary measures.

10. I understand that the prohibited conduct described above is also prohibited off campus when using private equipment if it has the effect of interfering with the educational process as decided by school administration, and that such off-campus violations may lead to disciplinary measures.

DIOCESE OF JOLIET – CATHOLIC SCHOOLS VIDEOTAPING AND/OR PHOTOGRAPHING OF STUDENTS AGREEMENT

The Diocese and Schools of the Diocese allow positive publicity of students using videotapes, digital images, photographs and web publications within the context of this agreement. Videotaping and/or photographing may be used in and by the Diocese and Schools of the Diocese as a facet of instruction for enhancing learning, to share information, to promote the school, to assist in providing a safe and secure learning environment, and to monitor/record student activities. Such videotaping/photography may be announced or unannounced and will be conducted according to diocesan guidelines. **However, the Diocese and Schools of the Diocese do not approve of the display of any videotapes, digital images, photographs on social networking or video sharing sites, such as YouTube, without the expressed permission of the administrator and all parties involved.**

I. Videotapes, photographs, digital images of students may be utilized by teachers, administrators, or their designee within the Diocese, School for classroom instructional purposes without advance consent of a student's parent/guardian. Such school diocesan staff shall maintain the confidentiality of these student records in accordance with state and federal laws and the established Diocesan student record procedures.

II. Photographs or videos of students posted on the school website shall not be captioned with the student's name, or identify the student by name in any other manner. No image of a student may be posted in such a way that the image of that student may be matched up with the student's name.

III. A student teacher under the supervision of a college/university, or other certified staff member may utilize videotapes, photographs, or digital images of students for his/her own professional use without the advance consent of a student's parent/guardian. Examples of educational videotapes/photographs include documenting science experiments, presentations, etc.

A release form is required from the parent/guardian when students participating in class activities with a student teacher are videotaped or photographed for purposes of assessment of teaching as part of the university class assignment and/or student teaching portfolio development.

IV. Students with the supervision of the administrator/teacher or approved designee, may videotape, photograph students without the advance consent of student's parent/guardian for educational purposes, to promote the school/school activities and to enhance learning. Examples: yearbook, school paper, sports games, etc.

V. Forms of release for videotaping, photographing of students **are not required** from the parent/guardian when:

1. A student has voluntarily chosen or been allowed by his/her parent/guardian to participate in, or be a spectator at, a school-related activity that is open to the public such as an athletic event, concert, theatrical presentation, dance, etc.
2. The student has chosen to be an officially designated school leader or role model, such as athlete, student council, and etc. for which there is potential for informal contact with news media.
3. Stock videotape footage or generic pictures. (I.e. yearbook individual and group pictures) are being obtained in public places. (i.e. hallways, gymnasiums, general classroom areas, playgrounds, athletic fields, etc.) by the Diocese and/or School.
4. Outside news media videotape or photograph students in areas that cannot be effectively shielded from the public, such as playgrounds, parking lots, athletic fields, etc.
5. Video cameras are in use to monitor public areas of a school/church facility or bus

Diocese of Joliet

**PARENT/GUARDIAN OBJECTION TO THE PUBLICATION OF
PERSONALLY IDENTIFIABLE STUDENT IMAGES AND WORK
JOLIET DIOCESAN SCHOOL SYSTEM**

The Office of Catholic Schools of the Diocese of Joliet and any of its schools may produce or participate in videotape, Internet (i.e. Website), digital or still photograph productions that may involve the use of students' names, likenesses or voices. Such productions may be used for the educational and/or school marketing purposes and may be copied or copyrighted with the school retaining any and all rights to such productions.

Videotaping and photographing of students is permitted without parent permissions as stated in the Videotaping and/or Photographing of Students Agreement. Parents/guardians have the right to object to the use of the child's /children's name, picture, or voice in these media and may do so by completing the form below and returning it to the principal of the school to be kept on file there.

I object to Immaculate Conception Grade School publishing my child's/children's personally identifiable image and work in places and via electronic, video, auditory, print, and any other media accessible by the public (including said School/Parish/Diocese; bulletins, newspapers, websites and other print publications).

Family Name _____
(Please Print)

Name of child/children _____
(Please Print)

Permission Denied _____
(Signature of Parent/Guardian)

Date _____

Do not return this page. A copy will be available for you to sign at the open house.

Visitors / Volunteers

For security purposes, all school doors are locked during the day and all visitors must report to the office immediately upon entering the building. Volunteers and visitors who plan to remain are required to sign in and out and wear an identification tag while in the building. In order not to interfere with the academic environment, alumni, family, and friends are asked not to visit the school during school hours.

Protecting God's Children

Any person who wishes to volunteer in our school must first comply with the three-step process required by the **Charter for the Protection of Children and Young People** adopted by the **U.S. National Conference of Catholic Bishops**.

This process requires:

- 1.) a background check,**
- 2.) participation in the Protecting God's Children workshop, and**
- 3.) acknowledgment and review of Pastoral Policy Regarding Sexual Abuse of Minors and the Standards of Behavior for Those Working with Minors (copy will be available at open house)**

Dates of workshops can be obtained by contacting the office or by accessing www.virtusonline.org.

ICGS stringently adheres to these guidelines in order to promote the safest environment for all children.

**DIOCESE OF JOLIET
STANDARDS OF BEHAVIOR
TO SAFEGUARD AGAINST CHILD ABUSE**

Revised 2014

In accordance with the USCCB Charter for the Protection of Children and Young People (Article 6) and Diocese of Joliet's Policy Regarding the Sexual Abuse of Minors (revised 2013), these Standards of Behavior have been developed to foster and maintain an atmosphere of trust and safety for minors participating in various programs within the diocese. All personnel, be they employees or volunteers who staff these programs, are expected to maintain high standards of professional, ministerial and moral behavior, and are expected to comply with these Standards.

A. Definitions

- A minor is defined as anyone under the age of 18.
- A vulnerable adult is one who habitually lacks the use of reason (Canon 99) or who, because of mental or physical disability is incapable of protecting himself/herself from sexual abuse.
- Physical abuse is non-accidental injury that is intentionally inflicted upon a minor or vulnerable adult.
- Sexual abuse is any conduct with a minor or vulnerable adult which is either unlawful and/or contrary to the moral teaching of the Church, which is engaged in by an adult employee/volunteer of the Diocese of Joliet or a parish/school/agency. It also includes acquisition, possession, or distribution of pornographic images for the purposes of sexual gratification, by whatever means or the use of whatever technology.
- An employee is a person who is compensated for services to a diocesan agency, parish or school.
- A volunteer is a person who functions without compensation in any role within a diocesan agency, parish or school.

B. Standards

The following Standards are intended to assist Church personnel in making decisions about interactions with minors and vulnerable adults in Church sponsored and affiliated programs. They do not supersede state law or State of Illinois Department of Children and Family Services requirements, nor are these guidelines intended to be all inclusive.

Responsible Professional Conduct

1. Ministry to minors respects the rights of parents to educate and form their children. Therefore, activities with minors are to be conducted with the explicit knowledge and consent of parents or legal guardians.
2. Church personnel are never to leave minors unattended during a class, session, event, etc.
3. Church personnel are responsible for releasing minors in their care only to

parents, legal guardians, or other persons designated by parents or legal guardians at the close of services or activities. In the event that Church personnel are uncertain of the propriety of releasing a minor, they are to contact the parent or legal guardian of the minor.

4. Church personnel are prohibited from the use, possession or being under the influence of alcohol or any illegal substance while working with minors. They are also prohibited from furnishing alcohol or illegal substances to minors or permitting minors to use such in their presence.

5. Church personnel may provide transportation in accordance with the Diocese of Joliet Transportation Policy.

6. Church personnel are prohibited from using physical discipline for the behavior management of minors. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behavior by minors.

Physical Proximity and Modesty

1. Church personnel are never to be nude in the presence of minors. Rare exception may be made when necessary for specifically designated medical personnel.

2. Minors are never to be nude in the presence of Church personnel. The appropriate supervision of locker-rooms may be the exception.

3 Changing and showering facilities for adults are to be separate from those for minors.

4. When officially approved overnight stays are necessary, an adult should never share a bed, sleeping bag or cot with a minor. An adult is not to spend the night in the presence of a lone minor, unless it is his/her own child.

5. Houses used as residences for priests and religious are exclusively for their use. Minors should not be allowed in the private quarters of those residences.

With the exception of occasional visits from family members, minors are not permitted to be overnight guests in the residences of priests or religious.

6. Counseling areas should have transparent windows or open doors. Care should be made to have another adult in the general vicinity during counseling sessions.

7. Adults should never meet with minors on a one-to-one basis in secluded areas or closed rooms.

Physical Contact

Appropriate affection between Church personnel and minors is important for a child's development. It is a positive part of Church life and ministry and should be given in public but not in isolated or secluded areas.

1. The following forms of affection, whether initiated by a minor or adult, are regarded as examples of appropriate contact:

- Side hugs
- Shoulder to shoulder hugs
- Pats on the upper back
- Handshakes
- High-fives" and hand slapping
- Arms around shoulders
- Holding hands while walking with small children

- Sitting beside small children
- Kneeling or bending to receive hugs from small children
- Holding hands during prayer
- Pats on the head when culturally appropriate
- Reciprocation of appropriate gestures initiated by a minor

2. The following forms of affection, whether initiated by a minor or an adult, are regarded as examples of inappropriate contact:

- Lengthy embraces
- Full frontal hugs
- Kisses
- Holding minors of school age on the lap
- Touching buttocks, chest or genital area
- Touching the knees or legs of minors
- Tickling
- Wrestling and/or roughhousing
- Piggyback rides
- Any type of massage
- Any form of unwanted attention

Communication

1. Verbal communication with minors is to be appropriate.
2. Church personnel are prohibited from engaging in any sexually oriented conversations or the telling of jokes with sexual content. However, it is permissible in an educational setting to discuss issues of human sexuality. These classes will convey the Church's views on the topics. If minors have other questions not answered or addressed by individual teachers, they should be referred to their parents or guardians. Church personnel are not permitted to discuss their own sexual activities with minors.
3. Church personnel are prohibited from possessing any sexually oriented or morally inappropriate materials (magazines, cards, videos, films, clothing, etc.) or accessing similar materials through electronic or other technological means in the presence of minors.
4. Church personnel are prohibited from using technology to interact with minors on issues related to sexuality, including but not limited to sexually related conversations, and viewing and/or distributing sexually motivated materials, and inappropriate expressions of affection.
5. Church personnel should remind minors that all communication sent digitally (texting, email, social network sites, posts, notes, etc.) is not confidential and may be reposted to others.
6. Church personnel's electronic interactions are reserved for professional and/or, ministry related purposes.
7. Laws regarding mandated reporting of suspected abuse/neglect/exploitation of minors and vulnerable adults equally apply to the virtual worlds as they do to the physical world.

Undue Attention

Certain conduct has been used by adults to develop inappropriate relationships

with minors. Activities include singling out minors or showing them unusual attention. Some examples of this behavior prohibited for Church personnel are:

1. Presenting gifts to a minor that would not ordinarily be given to an entire group of children, excluding awards, etc.
2. Allowing a minor to drive automobiles of Church personnel even though another adult may be present
3. Singling out a particular child for special dinners, events, trips or outings

The *Standards of Behavior to Safeguard Against Child Abuse* is to be given to all diocesan and parish employees, as well as to all parents and parishioners whose children attend parochial schools or attend Religious Education programs. The document is posted on the diocesan website: www.dioceseofjoliet.org Members of the clergy, religious, employees and all volunteers who work with minors will be required to receive in-service education that addresses their role in protecting minors.

Minors who serve as employees or volunteers will be informed that they have a right to a safe working environment and a right to disclose behavior not in accord with these standards.

CAUTION: Anyone who has reason to believe that a minor is being physically or sexually abused should make a report to Illinois Department of Children and Family Services (DCFS). Mandated reporters must report to DCFS at 1-800-252-2873 (1-800-25ABUSE)

DIOCESE OF JOLIET

POLICY REGARDING SEXUAL ABUSE OF MINORS

Revised February 2013

I. INTRODUCTION

On June 14, 2002, the United States Conference of Catholic Bishops approved the *Charter for the Protection of Children and Young People*. On December 8, 2002, the *Essential Norms for Dealing with Allegations of Sexual Abuse of Minors* were approved by Pope John Paul II. In June of 2005, the Charter and the Norms were revised, and in 2011, the Charter was revised in order to re-affirm the deep commitment of the Church to create a safe environment for children and youth.

The Diocese of Joliet first promulgated a policy regarding sexual abuse of minors on June 14, 1990. Revisions were made in September 1993, in June 1997, in June 2003 and July 2008. As with the previous edition, this policy is intended to be in conformity with provisions from the *Charter for the Protection of Children and Young People* and from the *Essential Norms for Dealing with Allegations of Sexual Abuse of Minors*.

This policy is designed to ensure appropriate responses to allegations of sexual abuse of minors and vulnerable adults by clergy, seminarians, religious, employees and volunteers. It addresses preventing sexual abuse through education and screening, reporting abuse, providing pastoral assistance to persons affected by abuse and the processing of allegations.

A copy of this policy is to be given to all clergy and seminarians as well as to all employees and volunteers who will sign an acknowledgement of its receipt. The policy is also to be published on the diocesan website.

II. DEFINITIONS

A. Sexual Abuse

Sexual abuse is any sexual conduct with a minor or a vulnerable adult which is either unlawful and/or contrary to the moral teaching of the Church, which is engaged in by an adult employee/volunteer of the Diocese or a parish. It also includes the acquisition, possession, or distribution of pornographic images of minors for the purposes of sexual gratification, by whatever means or the use of whatever technology.

B. Ministerial Relationship

A ministerial relationship is established between persons when care or services are given. Persons in a ministerial relationship with others include clergy, seminarians, diaconal candidates and religious, as well as employees and volunteers.

C. Employee

An employee is a person who is compensated for services to a diocesan agency, parish or school.

D. Volunteer

A volunteer is a person who functions without compensation in any role within a diocesan agency, parish, or school.

E. Minor

A person who has not reached his or her 18th birthday is defined as a minor.

F. Vulnerable Adult

A vulnerable adult is one who habitually lacks the use of reason (Canon 99) or who, because of mental or physical disability is incapable of protecting himself/herself from sexual abuse.

G. Director of Child and Youth Protection

The Director of Child and Youth Protection, also known as the Director, is appointed by Bishop to oversee the workings of the Diocesan Office of Child and Youth Protection.

III. POLICIES

A. Healing and Reconciliation

1. Ministry to Victims

The Victim Assistance Coordinator, appointed by the Bishop, is to coordinate assistance for the immediate pastoral care of persons who claim to have been sexually abused as minors or vulnerable adults. Such care will serve to nurture healing and reconciliation.

The Diocese of Joliet is to assist the healing process of the abused. For this reason, it seeks to treat all allegations of sexual abuse with a prompt, direct, thorough and confidential pastoral response. Appropriate assistance is offered to victims in accord with recommendations of the Review Board. This may include counseling, spiritual direction, support groups or other social services.

2. Ministry to the Accused

Appropriate steps are to be taken to protect the reputation of the accused during an investigation of sexual abuse. The accused will be encouraged to retain the assistance of civil and/or canonical counsel. When the preliminary investigation of a complaint so indicates, a priest/deacon may be referred for appropriate medical and psychological evaluation, as long as this does not interfere with the

investigation by civil authorities. When an accusation has been unfounded, the diocese provides pastoral assistance including psychological counseling to a person who was wrongly accused. All efforts are made to restore the good name of the person falsely accused (USCCB Norms 13).

3. Ministry to Communities

In faith communities in which the sexual abuse occurred or where a priest/deacon has been removed, a meeting is held between a representative of the Pastoral Response Team and representatives of the affected community. If requested, the Pastoral Response Team offers pastoral assistance (spiritual and psychological) to the affected faith community. Pastoral Response Team membership includes the Bishop or his representative, and may include the following individuals or their delegates: Superintendent of Schools, Director of Religious Education, pastor/head of institution, religious superior, as well as experts in trauma response/intervention services.

B. Prevention

1. Education

To foster a safe environment for children and vulnerable adults the Diocese is to have in place educational programs which include information about sexual abuse, its identifying signs, controlling access to children, appropriate boundaries in relationships, reporting incidents of abuse and the effects of abuse on victims. Prior to beginning service, all clergy, seminarians, diaconal candidates, religious, employees and volunteers are required to present proof of attendance at a Virtus Protecting God's Children program. This requirement applies to all persons who are involved with minors on a regular, recurring basis and those who may have an opportunity to be alone with children during parish, school or religious education sponsored events. The program is also available to parents and guardians. All persons who continue involvement with minors are required to participate in an updating educational program at least annually.

Children and youth are to receive instruction appropriate to their age level (USCCB Charter 12). Prior to beginning service, all clergy, seminarians, diaconal candidates, religious, employees and volunteers are to receive a copy of the Standards of Behavior for Those Working with Minors, and are to sign an acknowledgement of its receipt. The Standards of Behavior includes information about appropriate boundaries for those who have regular contact with children and young people (USCCB Charter 6). This requirement also applies to all persons who are involved with minors on a regular, recurring basis, and those who may have an opportunity to be alone with children during parish, school or religious education sponsored events. Procedures for reporting abuse are to be readily available in printed form and are to be the subject of periodic public announcements (USCCB Charter 2). The Office of Formation of Priests and Deacons is responsible for providing programs of human formation for chastity and celibacy that will assist clergy in living their vocation in faithful and integral ways. (USCCB Charter 17)

2. Screening

Prior to beginning service, all clergy, seminarians, diaconal candidates, religious, employees and volunteers are required to undergo a criminal background check. This requirement also applies to all persons involved with minors on a regular recurring basis and those who may have an opportunity to be alone with children during parish, school or religious education sponsored events. Backgrounds are evaluated using the resources of law enforcement or other agencies (USCCB Charter 13). Background checks are to be performed every five years for all seminarians, extern priests, diaconal candidates, and diocesan and parish employees must be fingerprinted for the purpose of obtaining a criminal background check. Fingerprints are submitted to the Illinois State Police and the Federal Bureau of Investigation for clearance as a condition of employment. Fingerprinting is administered by a vendor approved by the Diocese of Joliet. Prior to the individual being permitted to begin service, results are evaluated by the Diocese with its legal counsel when appropriate. Name-based background checks are used only for volunteers or for renewals of employees who were screened through that type of background check.

Anyone with a substantiated allegation of sexual abuse may not minister, be hired or volunteer in a diocesan agency, parish or school.

a. Employees

Any prospective diocesan, parish or school employee must complete an application that includes:

1. Employment history, indicating positions held, dates of employment, name(s) of the immediate supervisor, phone number(s), and reason(s) for cessation of employment;
2. Any allegations of physical or sexual abuse made against him/her, which may/may not have involved civil or criminal complaints;
3. A signed authorization to release the applicant's employment history to the prospective employer, as well as at least two references who are not relatives. Hiring agents must review the employment history and the references provided. All documents must be retained in the employees' file during the time of employment.

b. Volunteers

All volunteers are to complete an informational questionnaire provided by the entity for which they are intending to volunteer.

c. Businesses Furnishing Personnel

Any business supplying personnel for janitorial services, etc., is required to provide the diocese/parish/school with a copy of the criminal background checks of those persons who will be working at the facility. The business is also to provide a written guarantee that such personnel have never been arrested or convicted of any crime, that they are not aware of any complaint or allegation relating to sexual abuse or substance abuse, and that they are suitable to work in an environment where there may be contact with minors. Such information must be kept in a secure file along with the background checks of other employees and volunteers.

d. Members of Religious Orders

When any religious is presented for assignment or residence in an institution or parish, the appropriate religious superior is to provide the Bishop with a written statement about the person's suitability for ministry including information regarding allegations of sexual abuse.

e. Priests/Deacons

When a priest/deacon seeks an assignment in the Diocese of Joliet, his diocesan bishop or religious superior is to provide the Bishop with a written statement of suitability for ministry including information regarding allegations of sexual abuse. No priest/deacon of the Diocese of Joliet who has a substantiated allegation of sexual abuse or who has committed sexual abuse may be transferred for an assignment to another diocese.

f. Candidates for Priesthood and the Diaconate

The Diocese of Joliet uses adequate screening and evaluations in determining the fitness of candidates for admission to the seminary or to the diaconate. Additional evaluations are conducted during the years of formation. A comprehensive psychological profile of each seminarian/diaconal candidate must be obtained before anyone is admitted to the priesthood or diaconate.

C. Response to Allegations

1. Reporting

All persons, whether parishioners, employees, or volunteers who have reasonable cause to suspect an incident of sexual abuse by anyone including clergy, seminarians, religious or employees have a serious moral obligation to report the incident or allegation to civil officials (USCCB Charter 4). Under Illinois law, certain personnel (including school, child care and recreational program personnel) are considered mandated reporters and must report to the Department of Children and Family Services (DCFS) any situation in which they have reasonable cause to suspect physical or sexual abuse of a minor. Clergy are mandated reporters as to child sexual abuse. Reporting abuse of a vulnerable adult is made to the appropriate state agency. Reports of abuse should also be made to the Victim Assistance Coordinator. Complaints against members of religious orders are to be reported to the Victim Assistance Coordinator as well as to the respective superior. Procedures for making a complaint are available on the diocesan website, at parishes or diocesan offices, and are the subject of periodic public announcements. When a person reports an allegation of sexual abuse, the person will be received with the utmost respect and pastoral sensitivity. Victims are advised of and supported in their right to report abuse to civil authorities (USCCB Charter 4).

2. Assessment and Determination

a. The Bishop is immediately informed of any allegation. If he determines, after consultation with others, that there is a semblance of truth to the allegation, and that it is not manifestly false or frivolous, the assessment process begins. (Questions & Answers Regarding the Canonical Process for the Resolution of Allegations of Sexual Abuse of Minors) However, in no way will the process conflict with an investigation being pursued on a state or federal level. .

b. The Bishop notifies the Director of the Office of Child and Youth Protection (hereafter referred to as the Director) of the allegation, who in turn notifies the Review Board. He then appoints the Director to oversee an

investigation. This investigation will be conducted by professional investigators and may include other competent professionals such as diocesan counsel and members of the Review Board.

c. The Review Board advises the Bishop in his assessment of allegations of sexual abuse of minors and in his determination of a cleric's suitability for ministry. (USCCB Charter 2) In certain cases, the Review Board may consider it important to speak directly with the person making the allegation, the accused person, or other persons for the sole purpose of gathering additional information. The Board will also offer to the Bishop other advice it considers pertinent to the case.

d. The Bishop has sole responsibility for deciding if it is more likely than not that sexual abuse has occurred and for determining any action with regard to the accused. In the case of clerics of the Diocese of Joliet, with sending the case to the Congregation for the Doctrine of the Faith in Rome, all in accord with Canon Law.

e. After reviewing the case, the Congregation will advise the Bishop as to which canonical processes are to be followed.

APPENDIX

REVIEW BOARD

The Review Board is a consultative body that advises the Bishop regarding allegations concerning the sexual abuse of minors and vulnerable adults and related issues. (USCCB Charter 2, Norms 5)

A. Membership

The Review Board, whose members are appointed by the Bishop, is composed of not less than nine or more than eleven members of outstanding integrity and good judgment. The majority of members are laypersons, none of whom are diocesan employees. Members are to have expertise in one of the following areas: social work, civil law, education, treatment of sexual abuse of minors, or clinical treatment of sexual disorders. One member should be the parent of a minor and one member should be a pastor. When possible, one member is a victim/survivor of child sexual abuse or a parent of the same. Annually members select a chairperson and a vice-chairperson from among themselves. Consultants to the Board may include a representative of the Bishop, a canon lawyer, the Promoter of Justice, the Chancellor, the diocesan attorney and the Victim Assistance Coordinator.

B. Terms

Members are appointed for a term of five years, which may be renewed once (USCCB Norms 5). The Bishop has the right to terminate the appointment of a member at any time.

C. Meetings

The Review Board convenes whenever there is business to conduct or assembles at least on an annual basis. It will ordinarily meet in person, but members may participate by conference call.

D. Duties

Members of the Review Board are to:

- Advise the bishop in his assessment of allegations of sexual abuse of minors and in his determination of a cleric's suitability for ministry.
- Review diocesan policies and procedures for dealing with sexual abuse of minors on a regular basis.
- Advise the Bishop, as requested, on all aspects of cases, whether retrospectively or prospectively.
- Provide new members with an orientation to the Board and present them with a copy of the Pastoral Policy Regarding Sexual Abuse of Minors, a copy of the Charter for the Protection of Children and Young People as well as other appropriate materials.
- Attend all meetings, especially those involving particular cases.

E. Criteria for Making Recommendations

- A simple majority of the entire Committee membership is needed to make a recommendation to the Bishop.
- Members may be present in person or electronically
- When considering an allegation of sexual abuse, each member decides, after considering all the evidence presented, whether the allegation is more probably true than not.

F. Communication

The Bishop will insure that the alleged victim and the accused are provided with appropriate and timely information about the progress of the case.

G. Confidentiality

Deliberations and conclusions reached by the Review Board are to be held in strictest confidence. The Bishop, or his authorized representative, are the only persons who communicate with the alleged victim and the accused, the media or any other persons.

DIRECTOR OF CHILD YOUTH PROTECTION

The duties of the Director of the Office of Child and Youth Protection include, but are not limited to the following:

- Oversee the implementation of this Policy on a regular basis.
- Report regularly to the Bishop and the Review Board about the implementation of this Policy and the progress of individual cases of abuse.
- Supervise the work of the Victim Assistance Coordinator.
- Serve as the central information point for child abuse issues among pertinent members of the Diocesan Curia and diocesan attorney.
- Maintain all records pertaining to child protection and child abuse.
- Provide staff assistance to the Review Board.
- Prepare for the annual audit.
- Communicate to the public, i.e., within the Church community and beyond, the efforts of the

Diocese of Joliet to prevent the abuse of minors and to heal past abuse.

VICTIM ASSISTANCE COORDINATOR

The duties of Victim Assistance Coordinator include, but are not limited to the following:

- Receive allegations of sexual misconduct against minors and vulnerable adults.
- Listen with compassion to the experiences and concerns of victims.
- Advise victims of their right to report to civil authorities and inform them they will be supported in the exercise of that right.

•Inform the Bishop of allegations including any anonymous allegations or allegations that do not contain sufficient information.

CONFIDENTIALITY AGREEMENT

The Diocese does not enter into settlements which bind the parties to confidentiality settlements unless the victim requests confidentiality and this request is noted in the text of the agreement (USCCB Charter 3).

RECORDS AND REPORTS

The Director maintains written and electronic documentation regarding all information acquired by the Review Board, its determinations and decisions. All of the above records are confidential. However, law enforcement officials receive whatever information is necessary for them to carry out their duties. Information and records generated by mental health practitioners, including those of alcohol and substance abuse treatment providers, are retained or released in accordance with the provisions of Illinois and Federal laws.

The Diocese communicates transparently and openly about issues of sexual abuse within the parameters of legally mandated confidentiality and privacy especially to the faith communities directly affected (USCCB Charter 7).

The Diocese publishes an annual public report on the progress made in implementing this policy and cooperates with audits conducted by the National Review Board.

POLICY SUBMISSION

A copy of this policy as well as any revisions to the policy is filed with the United States Conference of Catholic Bishops within three months of its effective date (USCCB Norms 2).

**Immaculate Conception Grade School
132 Arthur St.
Elmhurst, IL 60126**

Vacation Form

Since it is impossible to make up the interaction and learning that takes place within one school day, we discourage students from going on vacation during this time. If you choose to do so, the teachers will give assignments missed upon return to class. Tests that were missed will be arranged by the teacher. **To be completed by Parent/Guardian:**

Last name First Name

_____, _____, grade ____ room ____

will be missing from class from _____ to _____ for a total number of _____ school days.

Upon return it will be the child's responsibility to get assignments and take tests that were missed from his/her teacher(s).

Parent signature Date