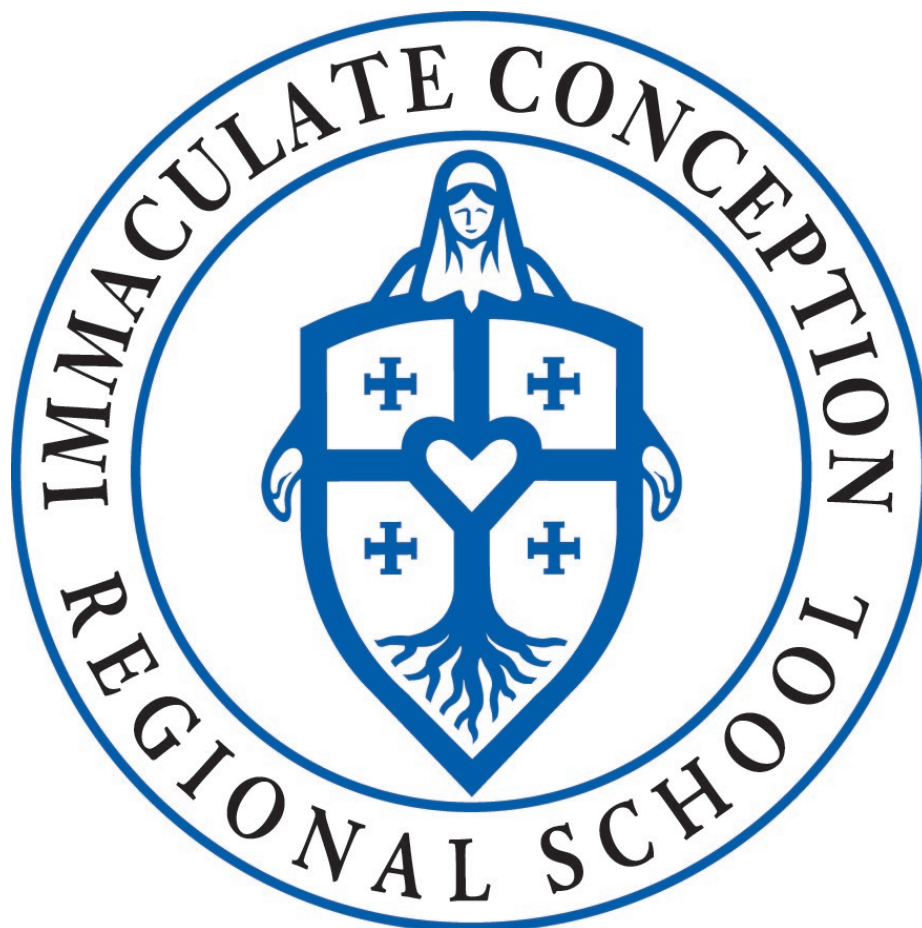


Immaculate Conception Regional School

Family Handbook



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ICRS MISSION STATEMENT

Immaculate Conception Regional School (ICRS) provides an education rooted in Catholic beliefs and values for students in Skagit and surrounding counties. ICRS emphasizes the spiritual, moral, intellectual and physical development of its students, while fostering community among students, parents and staff.

ICRS PHILOSOPHY

- We foster relationships, both human and divine, knowing that all knowledge and faith find their true origin in God.
- ICRS continually strives to be a genuinely Catholic School that deliberately and continually proclaims the Gospel.
- We recognize parents as the primary educators of their children.
- The dedicated staff of ICRS provides an excellent curriculum in academics, technology, physical education and the arts which stimulates the growth of each individual in confidence, positive self- image and personal responsibility.
- Staff and parents are committed to preparing our students to live as citizens in service and leadership to their Christian community and the broader world community.
- ICRS welcomes racial, ethnic, cultural and economic diversity among its families and focuses on kindness and a spirit of welcome.

SCHOOL WIDE LEARNING EXPECTATIONS

ICRS students are

1. Active persons of faith who
 - a. live out gospel values of compassion and stewardship
 - b. exhibit knowledge of Church teachings and practices
 - c. pray personally and at liturgies
 - d. guide decision-making with Catholic moral standards
2. Life-long learners who
 - a. communicate clearly and effectively
 - b. problem solve using critical thinking skills
 - c. demonstrate good study skills and a strong academic foundation
 - d. participate in creative arts and physical fitness
3. Active citizens of the global community who
 - a. respect diversity
 - b. work for the common good
 - c. are aware of current events
4. Self-aware individuals who
 - a. are accountable for their actions
 - b. affirm self and others

PURPOSE OF HANDBOOK

This handbook contains the policies and procedures of Immaculate Conception Regional School. It provides the information parents need regarding the education of their children.

STATE APPROVAL AND ACCREDITATION

In compliance with the Administrative Code for schools in the State of Washington, ICRS meets approval standards regarding calendar days, program hours, health and safety codes and administrative practices.

ICRS is accredited as a quality educational institution through the Western Catholic Education Association (WCEA) and the Northwest Association of Accredited Schools (NAAS).

By enrolling your children in ICRS, you, as parents, agree to abide by the practices and policies of ICRS.

RIGHT TO AMEND HANDBOOK

The school administration retains the right to amend the handbook. Parents will be notified of changes via the school newsletter.



DAILY OPERATION

Daily Schedule:

Preschool	M – F Half Day Hours	8:30 – 3:00 noon dismissal
Kindergarten, 1st-8th Grades	M, Tu, Th, F Wednesdays Half Day Hours	8:30 – 3:00 9:30 – 3:00 noon dismissal
Recess	K-4 th 10:15 - 10:30 a.m. 11:30 - 12:00 p.m. 1:30 - 1:45 p.m.	5 th -8 th 10:30 - 10:45 a.m. 12:00 - 12:30 p.m.
Lunch	K-4 th 12:00 – 12:30 p.m.	5 th -8 th 11:30 - 12:00 p.m.

Note: On most school days students will play outside at recess for exercise and fresh air. Please make sure students arrive at school with the proper attire, all marked with their name: coats, raincoats, boots, mittens, or gloves. There are so many rainy days that we can keep students in from recess on only the most inclement of days.

Daily Student Drop-Off

At 8:15 a.m., parents can drop students off outside the gates or by pulling into a parking space and having students walk along the designated walking areas. Students arriving before 8:15 should be taken to the Extended Day classroom and signed in.

On Wednesdays, students who arrive between 8:30 and 9:15, should be dropped off at St. Joseph Center and sign in with the staff in the foyer. At 9:15, students enjoy recess before school starts at 9:30.

Daily Student Pick-Up

To avoid congestion in the school hallways, parents should not pick students up from the classrooms, except for pre-school. At 3:00 p.m., teachers will send bus students directly to the bus parking area and Extended Day students to the Extended Day room. All other students wait in the classroom to be excused to the pick-up area on the playground. Parent cars form a “ferry line” which snakes through the playground in order to avoid backing traffic onto 15th Street. Students should not approach their car until drivers have entered their designated area on the playground. PLEASE PULL FORWARD.

Students who ride their bikes or have after-school classes, tutoring, or sports may depart at 3:00 p.m. when bus students leave, provided the coaches or instructors are on campus. If you have business at the school, please park and then pick up your child. Only preschool children and their siblings should be picked up at St. Joseph Center.

After School Plans

Parents complete an After School Plan for each of their children. Teachers are given the information. Parents and staff will abide by the plan unless the custodial parent/guardian sends a written note or email before noon on days the plan changes. Parents should update plans as needed.

HISTORY OF IMMACULATE CONCEPTION REGIONAL SCHOOL

Nestled in the heart of Washington's Skagit Valley, Immaculate Conception Regional School serves the educational needs of Preschool through Eighth Grade children throughout the valley and beyond.

During the years 1945-1946, members of the Skagit Board for the Catholic Children's Service Bureau, George Michael Dynes, William Hofstee, and Oscar R. LeCompte, together with the assistant pastor, Father William Grier put together a plan for a Catholic School. With the arrival of Father Joseph Brennan as pastor, the school was constructed as a parish school of Immaculate Conception Parish. Immaculate Conception School opened September 13, 1949, with an enrollment of 131 pupils, kindergarten to the 8th grade. The school was solemnly blessed and dedicated by the Most Reverend Thomas A. Connolly, November 6, 1949. The school opened under the direction of the Sisters of Saint Joseph of Newark, with six sisters commuting from Bellingham. The original structure contained five classrooms, an auditorium, offices, and custodial quarters. The first class of four students graduated the following year.

When Father Patrick O'Brien became the pastor in February of 1960, a fund-raising drive was initiated to improve the church plant, pay off the school debt and build a convent. The first lay teacher, Mrs. Jean Jansen, came in 1955 and served the school as sixth grade teacher and librarian for the next thirty years.

Being the only Catholic School in Skagit Valley, a bussing system was developed very early to accommodate Catholic children in outlying areas. In the mid-1980's, the school faced a financial crisis with the bussing program. The School Board reached out to Mount Vernon Christian School, also located in the Skagit Valley and also facing financial challenges, and the two schools have shared bussing ever since.

In 1987, the Immaculate Conception School Endowment Fund was established for enhancing the long-term viability of Immaculate Conception School. An Endowment Board continues to oversee the investment of funds. In 2003, funds were partially invested through Christian Brothers and the Fulcrum Foundation. Further funds were moved to Fulcrum in 2005.

Historically, ICRS operated as a parish school of the Immaculate Conception Parish. Yet the parents perceived the school as a regional school as students came from many parishes. To broaden the financial base of the school, in 1996 the Skagit Valley parishes took on a greater authority and responsibility for the school through a governance agreement which established the school as a separate financial entity. Immaculate Conception in Mount Vernon, St. Charles in Burlington, Immaculate Heart of Mary in Sedro-Woolley, Saint Catherine Mission Church in Concrete, Sacred Heart in La Conner, and St. Paul's on the Swinomish reservation, signed this agreement. Additionally, the outlying parishes of St. Cecilia, Stanwood, and more recently Immaculate Conception, Arlington, and St. Mary's, Anacortes, pay subsidy for their parish children. To reflect this reorganization, the school's name was changed to *Immaculate Conception Regional School*.

In the 1990s, a portable (the Our Lady Building) and a two-room building (the Good Shepherd Building) provided additional classrooms on the campus. In the summer of 1998, a ground-breaking ceremony was held for the St. Joseph Center. Since the center was named after the Sisters of St. Joseph of Peace, the community honored the Sisters of St. Joseph at the completion of the building and the celebration of the 50th anniversary of the school.

This marvelous multi-purpose facility added three classrooms, a first-class area for the PE and music programs, and the opportunity to develop an athletic program. The building is also used for activities of Immaculate Conception Parish, for regional parish activities, and is open for use by the greater Skagit Valley community.

Fifteen women have served to date as principal of the school. Sister Mary Norbert Martin served from 1949 to 1952; Sister Rosalie Dumont from 1952 to 1955; Sister Margaret Dove from 1955 to 1961; Sister Agnes Joseph Bates from 1961 to 1962; Sister Marguerite Morrissey from 1962 to 1965; Sister Verona Egan from 1965 to 1968; Sister Una McCourtney from 1968 to 1982; Sister Angela McCarthy from 1982 to 1994; Sister Elizabeth Linnane from 1994 to 1995; Mary Schau from 1995 to 1998; Sally Merriwether from 1998 to 2001; Jean Champagne from 2001 to 2002; Kathy Cartee from 2002 to 2011; Ann Leichleiter from 2011-2013, and Gwen Rodrigues from 2013 to 2022; and Sarah Rutherford from 2022 to present. Sister Elizabeth was the last sister of Saint Joseph to work at Immaculate Conception Regional School.

ABOUT THE STAFF

FATHER TOM MCMICHAEL, Pastor

SARAH RUTHERFORD, Principal, earned a BA from the University of Notre Dame and received her teaching certification from Seattle University. She taught in public schools for five years, is an alumnus of ICRS and is passionate about Catholic education. She has been an active parent at ICRS. She is married to Kyle and has four children, all graduates of ICRS. The Rutherfords are members of Immaculate Heart of Mary Church. Mrs. Rutherford enjoys running, reading, hiking and gardening.

JAMIE ESKOLA, Preschool Teacher and aide, lives in Mount Vernon with her husband and two children. Her daughter is a current student at ICRS and she looks forward to her son attending pre-k. Her and her family enjoy camping, biking, and being outdoors.

RACHEL YOUNGQUIST, Preschool Co-teacher and licensee

ALLISON BROOKS, kindergarten teacher, earned her B.A. and teaching certificate from WGU. She, her brothers and her mom are ICRS alumni. Her grandmother, Jacque Holt, taught at ICRS for many years. She is an Immaculate Conception Parishioner.

STEPHANIE TWEDT, grade 1 teacher, received her B.A. from California State University at Bakersfield and Teaching Credential from the University of LaVerne. Mrs. Twedt began teaching at ICRS in 1994. The Twedts have two children who have graduated from ICRS. They are members of Immaculate Heart of Mary Parish and enjoy gardening, walking and family.

LYNNE RITTENHOUSE grade 2 teacher. She has a Masters and Bachelor of Music from Western Washington University. She has taught elementary music as well as preschool.

MALIA SANTUCCI, third grade teacher, is from the beautiful Pacific Northwest and received her BA and teaching degree from Western Washington University. She has taught in Catholic schools for over 20 years. She and her husband have three grown children, and a spunky Jack Russel dog who enjoys going on boat and jet ski rides. She loves bright colors, reading, laughing with friends, and of course teaching!

TARA JENSEN, grade 4 teacher

LINDA MORRISON, grade 5 teacher, and Spanish teacher, attended college in Torreon, Coahuila, Mexico, at La Universidad Iberoamericana, a Jesuit university. She was a bilingual teacher in Mexico, Arizona, and Seattle. She moved to Washington in 2011. She lives in Stanwood with her husband and son. She enjoys spending time outdoors doing many of the great activities available in this region.

KASEY BELL teaches grade six and middle school science. He earned his B.A. from Seattle University and M.Ed from Western Washington University. Mr. Bell has taught since 1994 at ICRS. He is married to Marjorie, and they have two children. The Bells live and work on a small organic farm in Deming.

SARAH BLUHM, grade 7 teacher, received her B.A. from Western Kentucky University. Mrs. Bluhm is the daughter-in-law of Corky and Mary Lee Bluhm, both former employees of ICRS. The Bluhms have one son currently attending ICRS, one at MVHS, and one at SVC. They are members of Saint Charles Parish.

LINDA REICHLIN, grade 8 and middle school Religion teacher, received her B.A. in Education and Language Arts from Western Washington University. She began teaching at ICRS in 1984. She has taught a variety of grades K-8 as well as enrichment classes. She has three grown children, Drew, Bryson and Allee Grace. She attends St. Charles Parish.

STEVEN VAN SELUS serves as our technology and algebra teacher. He received an MA in Theology from Yale University and a BA in Philosophy and Theology from Seattle Pacific University. His desire to work within the Catholic Church brought him to ICRS.

MIKE HOLLICK PE and Health Teacher. Born in El Paso, Texas. Lived in Germany, Mexico and the United States. Retired from the US Navy in 2017 after 20 years. Graduated with both associate and bachelor's degrees from Columbia Southern University. In his free time, he takes care of his mini farm and all of his animals and attend Sounders matches. Both my wife Kristol is a high school counselor at Marysville School District. They are members of Immaculate Conception Church in Mount Vernon.

MAGGIE KECK Librarian, earned her BA in Education and Learning Resources Endorsement (AKA Library Science) from WWU in Bellingham, WA. Mrs. Keck was the ICRS Librarian for 5 years before the library catalog went online. Also worked as interim Librarian in Mount Vernon, Bellingham and Oak Harbor. Mrs. Keck enjoys reading, hiking, gardening, and home improvement projects.

ERIN KOHLHAAS, Marketing & Development Director, earned her B.S. in Business Administration from the University of Mary Washington. Mrs. Kohlhaas and her family moved to the PNW from the east coast in 2018 and she joined the ICRS community in 2021, along with both of her daughters who attend ICRS. Mrs. Kohlhaas enjoys mountain biking, gardening, cooking and spending time her family. She and her family are parishioners at Immaculate Conception.

BEV DIMOCK, School Bookkeeper, was born and raised in the Skagit Valley. She is an ICRS alumna. Along with her husband Doug, they raised four children who are all also ICRS alumni. She has been working in the bookkeeping industry for over 40 years. Doug and Bev are parishioners of St Charles in Burlington.

DAYNA FREDERICK, School Bookkeeper, graduated from the University of Washington with a B.A. in Communications. She is a Mount Vernon native. Her husband John and three children all graduated from ICRS. Her family attends ICC in Mt. Vernon.

GABY OROPEZA, School Secretary, graduated with a Bilingual Secretary certificate in Mexico City. She lives in Mount Vernon with her husband and four children. She and her family are parishioners at Immaculate Conception in Mt. Vernon. "I believe a good education is the best thing our kids could inherit from us."

ELAINE HUNTER, Custodian, is the mother of two children and works part-time for the school. She keeps the St. Joseph Center, as well as the portables, spotless.

LARRY HANSEN, Custodian, is married to Lori and lives in La Conner with their two children, Zach and Katie. He began work for ICRS in 2003. He is a member of Sacred Heart Parish and enjoys golfing and camping. He cleans the main building and keeps all things on campus in good repair.

SUE MOA-NORTON is the Extended Day Director. She and her husband live in Sedro-Woolley. They have four grown children and 13 grandchildren. She brings her passion for crafts, gardening, and working with children to the Extended Day Program.

ISAAC PEREIRA, serves lunch to the students, since 2020.

ORGANIZATIONS

The **School Commission** is the consultative body to the pastor and to the principal. This council includes representatives from the surrounding geographic area. As a consultative body, the School Commission has the responsibility of recommending policies that support the ICRS mission statement. The commission sets long-range goals, develops means to finance the school (including tuition structures, financial development and fundraising), and promotes communication. The School Commission operates according to an agreement which is signed by the regional pastor and it conforms to Archdiocesan policy.

The **Finance Council** is a subcommittee of the School Commission. Members support and advise the principal and the pastor on the monthly, quarterly, and yearly financial administration of the school and help prepare the annual budget.

The **Endowment Board** meets quarterly. Members of the Endowment Board advise the pastor on the administration of ICRS endowment fund. The endowment board members are stewards of the monies given to the ICRS endowment. ICRS has a large endowment and encourages donations through bequeaths and other donations.

The **Parent Booster Group** was formed in Fall 2018. This organization promotes community among ICRS parents, staff, and supporters. The Booster Group is open to all parents.

The **Facilities and Maintenance Committee** includes Mr. Hansen, parent volunteers, and the principal. This committee is developing a facilities maintenance plan to ensure the integrity of the structures, facilities, and grounds.

The **Technology Committee** reviews and updates the five-year technology plan, advises the school regarding hardware and software updates, and gives input regarding all things technological, including the promotion of digital citizenship and digital literacy.

REGISTRATION INFORMATION

Registration begins for all grades in the spring of each year. Waiting lists are kept for classes that are at capacity. Children **entering kindergarten** must be five-years old by August 31st. Financial obligations for the current year cannot be in arrears at the time of registration for the next school year. Following registration, Kindergarten Round-Up (screening) is scheduled for all who have applied for kindergarten. Students who are enrolled for the current year may be re-registered for the next school year through the following process:

1. Parents must return the [mid-January] intent form, stating their desire to re-enroll. If this form is not returned to the school office by the designated date, the student may be removed from the class list for the next school year.

2. After review of the family's current tuition contract/covenant compliance a contract/covenant for the next school year will be offered provided that all current contract/covenant obligations have been met. This review will include current tuition payments, fundraising obligation, current active parish status (including but not limited to financial responsibility, participation in parish life, and current service hours recorded) and health/medical compliance. The contract fee is non-refundable and due with the tuition contract.
3. Non-compliance could result in a change of tuition contract status.

Nondiscrimination policy: ICRS admits students of any race, sex, sexual orientation, faith traditions, color, national and ethnic origin, and disability to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, sex, sexual orientation, color, national and ethnic origin, age or disability in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Although we do not discriminate on the basis of race, sex, sexual orientation, color, national or ethnic origin, it remains our primary purpose and mission to serve Catholic members of the parish. Under some circumstances, medically justifiable limitations may be placed on the admission/retention of students with infectious diseases and/or life-threatening illnesses. Likewise, limitations may be placed on the admission/retention of students whose needs the school is unable to meet. Decisions regarding admission/retention of these students is decided on a case-by-case basis by the principal or his/her designee.

ADMISSION PROCEDURE AND POLICY

1. Applications and registrations will be considered on the following priority basis:
 - a. Current students presently enrolled at ICRS.
 - b. Students of families who have children presently enrolled in the school.
 - a. Students of families who are registered, supporting and active in a subsidized Catholic Parish (Mt. Vernon, Burlington, Sedro Woolley, La Conner, Stanwood, Anacortes, Marysville, Concrete, or Arlington). The family must be in good standing with regard to participation in and financial support of the parish in order to receive consideration for in-parish tuition. Note: To qualify for parish-rate tuition, families must meet with the principal before the first registration can be completed.
2. As openings occur for each grade level, students will be admitted and/or placed on a waiting list. A waiting list will be established when a class reaches:
 - a. 18 in pre-kindergarten
 - b. 24 in kindergarten- 3rd grade.
 - c. 26 in 4th grade
 - d. 28 in 6th-8th grades
3. Payment of the registration fee begins the admissions process.
4. ICRS admits qualified students of any race, sex, sexual orientation, color, national and ethnic origin, and disability and makes no distinction among such students in the administration of its educational policies and scholarships. Students possessing physical or emotional disabilities will not be denied admission solely by reason of the disability.
5. Final admission of students (and grade placement) is dependent upon the results of an interview with the principal and review of current school records. Parents are responsible for obtaining release of records from the previous school. Placement testing and consultation with the parents may be used to assist ICRS administration in making a grade placement decision. The principal has the final word in the placement of students entering ICRS for the first time.
6. Completing application forms, approving a tuition contract, determining available space, and finding that the school can meet the needs of the individual student are also required.

7. Final acceptance will be submitted in writing to all new families admitted for the following school year.
8. A child must be 5 years of age for kindergarten and 4 years old for pre-kindergarten by August 31st immediately preceding the school year for which the student seeks to enroll. There are no exceptions to this requirement.
9. A copy of a Baptismal certificate (if Roman Catholic), birth certificate, and immunization form MUST be submitted by all new students before school begins.
10. All new students are accepted on a probationary basis. (Please refer to policy on Academic Trial Period). Students must meet and maintain academic standards and expectations. Continued enrollment will be based on compatibility with the student's needs and the school's program.
11. Registration will begin each year during Catholic Schools' Week at the end of January.

Every student enrolled in a Level 1 Catholic School in the Archdiocese of Seattle shall be immunized against vaccine-preventable diseases caused by infectious agents in accordance with the immunization schedule adopted by the Washington State Department of Health Services. The only exception to the foregoing requirements for students in our Catholic schools is a medical exemption signed by a licensed professional (M.D., N.D., D.O., ARNP, or PA) authorized to practice in the State of Washington, including the physician's license number. Failure to obtain required immunizations prior to admission or to maintain required immunizations during enrollment may result in a denial of attendance.

INTERNATIONAL STUDENTS

International students who are not permanent residents of the United States will be admitted in accordance with the requirements of the United States Department of State and/or the United States Department of Homeland Security. Any foreign student who is not a permanent resident of the United States who desires to enroll in ICRS must have complete legal documentation required by the United States government in order to do so.

STUDENTS WITH LEARNING DIFFERENCES

Students with special needs shall be given the same consideration as all applicants. However, prior to admitting a student with diagnosed learning differences, ICRS shall make a determination as to whether it can provide an appropriate education for that child considering the school's resources and staff/support capacity. Each child will be considered on an individual basis. ICRS School will consider:

1. the severity and degree of the disability;
2. the level of support needed from special services and any special equipment or related services the student may require;
3. the school's resources, such as available support personnel, class size, and accessibility of school facilities;
4. the accommodations, if any are necessary, and the school's ability to provide those accommodations;
5. the child's Student Support Plan (SSP) if one exists, and/or the school's ability to meet a current IEP or behavioral plan; and
6. Any other considerations that may apply to the particular situation.

Parents and/or the public school district in which the student resides shall be responsible for any additional special education services that a student may require.

ICRS will accept any child for whom an appropriate program can be designed and implemented. Each child is to be considered for admission based upon his/her emotional, academic, and physical needs; the school's ability to support the student in adhering to all health/medical requirements; and the resources available to the school in meeting those needs. ICRS determines continued enrollment based on these factors.

There is a limit to what schools have the capacity to do. However, ICRS will not discriminate against otherwise qualified individuals on the basis of disability if, with reasonable accommodations, school staff can assist a student in meeting the requirements of the school program.

ICRS School honors the following procedures in trying to serve students with special needs:

Phase 1: Identification – Identification of the specific area of concern(s), documentation of concern, consultation with the student's family.

Phase 2: Assessment – Comprehensive assessment through the local public school or through private, professional consultants.

Phase 3: Planning and Placement – Determining the most appropriate and affirming long-term educational plan for the student. A modified plan would be created to match each student's needs with ongoing communication and assessment.

****For the complete procedural plans for serving students with special needs, please contact the school office.**

TUITION, FEES, VOLUNTEER AND FINANCIAL RESPONSIBILITIES

In addition to tuition, K-8th grade families provide for their children's education by:

- a) doing 40 volunteer hours of service (20 for single parents) or paying \$30 per hour billed in May,
- b) raising \$500 through fundraising projects or paying the balance in June,
- c) donating goods or services (approved by the Auction Chair) with a minimum value of \$200 for the annual auction. Families who don't meet this requirement or choose not to procure for the auction are billed the difference.

Tuition Payments: Payments are made to our tuition collection agency, SchoolAdmin/Finalsite.

Parents/Guardians set up the account and have the ability to pay online or through the mail. Most families choose to divide tuition payments into 10 or 12-month increments. All families who receive *parish support* are expected to participate in their parish stewardship program of time, talent and treasure.

1. In-Parish Tuition Rate

- a. An ICRS In-Parish family is one who is registered in the parish prior to school registration.
 - i. If relocating to this area from another Catholic school, a letter from the former parish expressing active parish family status would be acceptable.
 - ii. If coming from another parish that does not have a school, a letter from the pastoral leader expressing active parish status would be acceptable.
- b. An ICRS, In-Parish family is one who has a **Stewardship Commitment Card** on file in the parish office.
- c. An ICRS, In-Parish family is one who is participating in the sacramental life of the parish by regularly attending Mass, supporting parish activities, and contributing to the parish.

2. Monitoring of the ICRS In-Parish Tuition Rate Privilege

- a. A Catholic family receives the gift of the "In-Parish" rate provided the criteria of being parishioners as stated in the ICRS Admissions and Enrollment policies and included in the registration materials is met. These criteria do not stand in judgment of a person's depth or quality of faith but as objective ways of establishing a person's commitment to their parish.
- b. Each year, the School Commission will establish the actual cost of educating a student at ICRS and determine the "In-Parish" rates for Catholic students.
- c. The school office will report all tuition obligation data to each school family three times a year. At any of these reporting periods, report cards or mid-term reports may be held until families become current with their school financial obligations. [The parish bookkeeper will mail stewardship statements regarding parish contributions. This data is kept confidential]

with only the pastoral leader, principal, and bookkeeper involved in maintaining and honoring the parish financial records].

- d. If there is a financial challenge being incurred by a parish family, the family should notify the school directly. There is a process for applying and receiving ICRS scholarships and there is a deep commitment to make sure all our Catholic families have the financial support they need. Any Catholic families challenged by their stewardship commitment may make an appointment to discuss this matter privately with the principal and the pastoral leader.
- e. For returning students, family financial obligations will be assessed each spring. Catholic families receiving the “In Parish” rate may be moved to “Catholic Out-of-Parish” rate for failure to live up to the requirements of the tuition contract and the Family Handbook. This decision is made by the pastoral leader in accordance with the principal.

The person who signs the tuition covenant/contract is the person who will be held financially responsible for all obligations. If more than one person is responsible for the tuition costs and fees then both should sign the tuition contract.

Late Fees: A \$25 late fee will automatically be charged for any late payment on SchoolAdmin/Finalsite.

Arrears Notices: If payments are not received arrears notices are sent by SchoolAdmin/Finalsite. The bookkeeper and secretary work together to assure timely recording of your payments.

Extended Day Payment: Usage will be charged by the half hour. Statements are emailed weekly. Parents may front load their RenWeb Extended Day account and are responsible for RenWeb fees associated with payments (3.75% for credit cards and \$0.85 for checks). Extended Day is offered to our students, ages five and up.

Lunch Accounts: Lunch accounts will be maintained and reported on RenWeb. Statements are emailed weekly. Parents need to frontload their RenWeb Lunch account and are responsible for RenWeb fees associated with payments (3.75% for credit card and \$0.85 for check). The school office will accept cash or check payments with no fees.

Volunteer Hours: *Parents of students in Grades K-8* are expected to fulfill their **40-hour** obligation. *Single parents* have a **20-hour volunteer commitment**. Volunteers are important to the school community. They keep the cost per pupil low by providing services for which the school would otherwise have to pay. Volunteers involved in ICRS can witness the daily extensions of their own efforts in the home to foster a nurturing, moral environment. Research has found that, repeatedly, parents most actively involved in their children’s school are the most supportive because they have firsthand knowledge of what is happening at the school. Ten (10) hours (5 for single parents) volunteering at one’s home parish can count towards the school’s volunteer requirement. Up to five (5) hours daily can be used to chaperone field trips. And, given that the auction is the school’s biggest fundraiser and supports all families, all families are required to donate at least five (5) hours to assist with the auction. The success of Booster Group events also requires parent volunteers.

Failure to fulfill the annual commitment hour requirement will result in an assessment charge of \$30 per hour due June 15th each year.

Here is a list of volunteer roles that upon completion at the end of the school year earn 40 volunteer hours automatically. All volunteers must report their hours every trimester in order to receive credit.

- 40 hours for one room parent (20 for each if there are two room parents in a class);
- Scrip Chairs
- Booster Group Chair
- Volunteer Coordinator

Fundraising Commitment: Parents of children in grades K-8 participate in the fundraising program. Each family (even those receiving scholarships) provides \$500 to the school budget through SCRIP sales, Christmas wreath sales and the jog-a-thon. Parents can choose the fundraisers that are best for their family. You do not need to participate in all the fundraisers. If a family raises more than \$500, half of the money raised over \$500 will be credited to the following year's tuition, and half will be used to help families in need through the tuition assistance fund. This policy does not apply if the youngest child in a family is graduating or if a family whose oldest child is in preschool chooses to do fundraising. Due to IRS regulations, a family cannot be credited more than \$600 per year.

Families can choose to pay the \$500 fundraising commitment by contacting the bookkeeper to set up payments to be collected on SchoolAdmin/Finalsite.

1. One fundraiser at ICRS is the selling of SCRIP or gift cards. For complete details and ideas to make SCRIP sales successful, please contact the SCRIP chairperson. **Statement of liability/ waiver:** The School assumes permission to send/receive financial statements and actual SCRIP through the Brown envelope system or directly home with the students. Parents who prefer not to participate in the pick-up and delivery process of SCRIP at ICRS must communicate in writing to the SCRIP Chairperson that they will relieve the school of the burden of pickup and delivery of SCRIP and establish an appropriate system for their family. (Please see ICRS Financial Policies for additional information on SCRIP.)

Auction Commitment: The largest fundraising and social event of the year is the auction. The success of the auction depends on school families. Each family procures goods or services for the auction selling for at least \$200.00. Cash is also accepted. Additionally, at least 5 hours of a family's volunteer requirement must support the auction.

Financial Obligations: Prompt payment of tuition is a necessity. If they are unable to pay their tuition on time, parents are expected to notify the school office. Parents are expected to fulfill their financial commitments to ICRS. All unfulfilled family commitments are billed on SchoolAdmin/Finalsite after May 1st.

- A. Tuition is due on or before the parent-chosen monthly due date. Should a situation arise that a payment will be late, the parent is responsible for notifying the school principal as soon as possible. If a family fails to pay tuition on time, the school principal will initiate the following procedures:
 - a. If at the end of **thirty (30) days** the tuition account is not current, the parent will be notified by the principal of the past due amount. A late fee of \$25 will be added to the total tuition balance, and additional late fees of \$25 each month will continue to be added until the account is current.
 - b. If at the end of **sixty (60) days** the past due condition continues to exist, the parent will be notified in writing by the principal that the account must be brought current.
 - c. If at the end of **ninety (90) days** the account has not been brought current, school services to the family will be immediately discontinued and the account will be referred to a collection agency.
- B. **Immaculate Conception Regional School** reserves the right, if any tuition payment is past due, to remove the student(s) from the school. The school has the further right to refuse re-enrollment for the following school year until financial commitments have been met. Re-enrollment in the current year or enrollment for the following year will not be accepted until tuition and fees are paid in full. The school will withhold all report cards, mid-term reports, and school records, including eighth grade diplomas until all financial obligations are met. Additionally, families who have past due tuition are not eligible for tuition assistance.
- C. Families that are experiencing financial difficulties should contact the principal immediately.

- D. Electronic banking is an option for all school families.** Please contact the school office if you would like to set up automatic payments. No charitable (goods or services) contribution shall be accepted in consideration of a student's enrollment at ICRS.

Registration Fees secure a child's spot at ICRS. If a family later chooses not to attend ICRS, the registration fee will be refunded only if the family moves from the area served by ICRS. Registration fees are typically due in full at the time of registration and paid on SchoolAdmin/Finalsite.

Finder's Fee: Existing families who are instrumental in bringing a new family to our school may apply for a Finder's Fee (\$200 per new K-8 student and \$75 per PRE-K student). The new family must name the existing family on their online application form. The existing family needs to sign up to be a mentoring family for the new family. Checks will be written at the end of 18 weeks should the new family remain in the school up to that time and the new family is current with fees and tuition.

Sending Money to the School Office: All band, athletic, field trip, and regular bus fees, etc. will be collected on SchoolAdmin/Finalsite. Lunch and drop-ins for Extended Day fees will be collected on RenWeb. In the event that money is turned into the office, please make sure money is (1) sealed in an envelope, (2) the front of the envelope is labeled with your child's name (first and last), their grade and their teacher's name, the amount of \$\$\$ enclosed and the purpose of the money, and 3) if you write a check for Extended Day and Lunch, please do write two separate checks.

NSF Checks: After the second Non-Sufficient Fund (NSF) check, cash payments or money orders will be required.

Room parent's collection of money for parties or gifts

1) All checks or cash received in the school office must have a triplicate receipt and check must be endorsed upon arrival by the office staff. (See policies of the Archdiocese of Seattle Parish Financial Services, <http://www.seattlearchdiocese.org/Archdiocese/PFS/default.aspx>)

2) All cash or checks collected for classroom parties collected through the school office must be put in the school safe with the above procedure followed. Room parents can communicate with the school bookkeeper to see how much is collected for that class. These funds will be deposited in a class account in the school checking account. The room parent can fill out a check request for reimbursement for items purchased for the party only.

3) The school office can collect gift cards, food, and objects for teacher gifts only. No cash or checks can be collected for teacher gifts in the school office. If a collection for a gift for a teacher is necessary, it can be handled outside of the school office.

School Supplies: The responsibility for having necessary school supplies belongs to each family. A supply list is sent home in June and is available on the website.

Textbooks: Textbooks should be kept in the best possible condition, as they are on loan to the students. The student is expected to pay for the loss or damage done to any textbook.

Withdrawal from ICRS: If a family chooses to withdraw their child/children from ICRS, tuition will be refunded for any month in which the student has not attended ICRS. There is no partial month refund. If tuition payments have been made through SchoolAdmin/Finalsite, refunds will not be made until the payment has cleared at SchoolAdmin/Finalsite. Registration fees are not refundable. If a place has been held in a class for a student, and the student has not attended, tuition will be charged until the withdrawal request has been formally received from the student's parent or guardian.

In the event students are withdrawn from school, parents are asked to follow this procedure:

1. Notify ICRS of the withdrawal via a note to the school office with a copy sent to the principal.
2. All financial obligations must be met before a student's education records are released.
3. Student's records will be sent at the request of the student's new school

Any questions regarding tuition or fees should be directed to the school secretary or bookkeeper.

Delinquent tuition or fees can prohibit transferring of records, delivery of report cards, future scholarships, and re-registration.

FINANCIAL ASSISTANCE

ICRS provides financial assistance to help families have access to a Catholic education. Each year, a portion of ICRS auction monies funds local financial assistance. The ICRS Endowment and the Fulcrum Foundation also provide tuition grants for families with financial challenges. The amount of money available for financial assistance varies each year. Therefore, local financial assistance grants vary from year to year in value and number.

In order to receive local financial assistance, a family must first apply for a Fulcrum Tuition Assistance Grant in winter. A family must apply each year through FACTS Grant and Aid Assessment to qualify for a grant. Archdiocesan tuition assistance grants are based on family size and income. This application requires tax information from the previous year. Forms without this information are not considered for scholarship. Archdiocesan scholarship grants are announced in May. Families who apply are notified directly by the Archdiocese of Seattle if they have received a Fulcrum grant.

In-house tuition assistance is announced in May. Those offered local (ICRS) assistance must have no outstanding debt to ICRS. Those on in-parish rate must be regular participants in the liturgical life of their home parishes and must contribute "time, treasure and talents" to their home parishes to the best of their ability on a regular, recognizable basis. There are occasions where a personal interview helps determine eligibility for local scholarships.

ICRS acknowledges that life status changes occur. If a current school family has experienced a life status change, the family may request emergency assistance from the principal. If any funds are available, the principal will work with the pastoral leader to assess the need and respond accordingly.

Tuition assistance recipients must also meet the volunteer, fundraising and auction procurement requirements.

RESPONSIBILITY OF PARENTS

- Act as the primary educators of their children. Parents are responsible for helping their children learn about God and about their moral responsibility toward all of God's creation, about being part of a community, about the world, and about themselves.
- Be Christian role models for their children. Catholic parents are expected to participate in the liturgical life of their parishes and to involve their children in this as well. They are expected to support their parishes in a recognizable way financially and through their sharing of time and talents.

- Be responsible for seeing that their student is **in school regularly and on time**. They should also see that their student has a quiet environment for homework and studying and has proper rest and nutrition.
- Cooperate with school staff for the welfare of students. Information regarding a child's needs should be shared in an atmosphere of mutual concern and respect. If, in the opinion of the administration, parent behavior interferes with teaching and learning or is disruptive to the culture of the school, the school may require parents to withdraw their children and sever the relationship with the school.
- show respect for the school personnel, volunteers and visitors and teach their child to do the same.
- practice confidentiality and use appropriate communication to solve differences in a peaceful manner.
- accept and embrace diversity at Immaculate Conception Regional School.
- respect the privacy of the faculty, staff, students, and their families.
- Finally, we ask parents to **support ICRS in prayer**, just as the staff members support parents and students in prayer.

ATTENDANCE / ABSENCE POLICY

Absence Policy: ICRS sets a high priority on school attendance. Each student is expected to attend school every day unless he/she has a contagious illness, a fever, or a family emergency. The only excused absences are due to medical reasons. When a student is absent from school, he/she misses valuable classroom instruction and work which is an integral part of the learning process. Therefore, **if the student misses more than five days in a row or seven days in a trimester due to illness, a letter from the doctor must be on file in the office.** Furthermore, if a student misses more than 10 days of school during a trimester, a plan must be drawn up to ensure that the child has achieved the level of learning expected by the State of Washington and the Archdiocese of Seattle before grades can be given. The plan must be agreed upon by the student, parents, teacher(s) and administrator.

ICRS is required to abide by the State of Washington Compulsory Attendance Laws, also known as the "Becca Bill." Any five unexcused absences in one month, or 10 in a school year, require reporting.

Consistent with our Tardy Policy, students who miss at least two hours of school in one day will be marked for a half day of attendance.

Family Trip Policy: Every day at ICRS is packed with intensive, direct, and active teaching and learning. Even one absence interrupts the learning process. To prevent disruption in learning, families should take vacations or trips during school breaks. To aid families in scheduling these trips, ICRS publishes an annual school calendar for the following year at the end of the present year. If you must take your child out of class while school is in session, notify the office and the teacher **at least two weeks in advance**. Teachers are not obligated to provide work in advance. Upon return, the student will have as many days to make up work as he/she was absent.

Procedures when your child is ill

1. If your child is ill, email the office and the teacher or call the school office and leave a message.
2. Parents will be called after 9 a.m. if we have not already heard from you.
3. For students involved in school sports, parents should also notify coaches when a student is ill. Upon returning to school, coaches may require students to participate in three practices before playing in a game. [003]
4. **Sick children belong at home: well children belong in school.** Do not send your child to school until a contagious situation is under control, i.e., head lice or chicken pox. ICRS has a “no nit” policy.
5. Students should be symptom-free, and their temperature should be normal (without meds) for 24 hours before returning to school.
6. If a student has not been excused on the phone, parents are to send a written note to school on the day of their child’s return requesting the absence(s) be excused. If the absence has not been excused, students must come to the office for an “admit to class” slip.
7. Students may sit out PE or recess only if there is a note from a physician.
8. If your child becomes ill or is hurt during the school day, the office will call you or someone designated by you.

Before and after school supervision: Without explicit written permission from the principal, children are to be dropped off on school grounds no earlier than 8:15 a.m. and picked up no later than 3:10 p.m. ICRS is not responsible for the safety of students before and after these times if they are not in a school-sponsored program. Children who come to school before 8:15 or who are not picked up by 3:10 will be sent to the Extended Day program, and parents billed accordingly. After the 8:30 a.m. bell rings, students will enter the building with their teacher. In order to be respectful of the teacher and other students who will be disrupted by late arrivals, please have your student at school and ready to line up on the playground by 8:25 a.m.

Tardy Policy: The tardy bell rings at 8:40 a.m. (9:40 on Wednesdays). Students who are not in their classrooms when the bell rings are considered tardy and must come to the office for an “Admit to Class” slip. After five unexcused tardies in the same trimester, a letter will be sent home informing the family that the child will need to serve detention on the sixth tardy. The only “excused” tardies are for medical appointments or if the busses are late. When a student arrives at school after 10:30 a.m., the day is counted for a half day absence rather than a tardy. The most crucial learning hours of a school day are the morning hours because they are when students are most attentive. Students who are tardy miss the beginning of their morning classes, and they also cause a distraction when they arrive late to class. Continued tardies will result in a parent-teacher conference.

Dental and medical appointments: Parents need to notify their child’s classroom teacher and the office when there is a dental or medical appointment. Parents will pick up their student at the office after the student has been called via intercom or phone. The parent or the parent’s agent will check the student out of the building by signing him/her out.

Other appointments: Regular appointments (for example, music lessons or memberships on sports teams not sponsored by ICRS) must be cleared, in advance, with the classroom teacher and the principal. The principal may refuse permission should the appointment disrupt the child’s classroom in any way or impede his/her learning. The student is responsible for any work missed during his/her appointment.

St. Joseph Center: Students are to be supervised by their parents/coaches or representatives of parents when participating in before- or after-school activities in St. Joseph Center. During games and other such activities, if not supervised, students/children are to remain in the bleachers inside the building rather than playing outside or in the foyer.

Snow Day/Inclement Weather Information: If we wake up to snow, floods, or the like, the principal will decide whether to cancel or delay school. Because of our bussing partnership, this decision is made jointly with the administration of Mt. Vernon Christian School. When a decision is made, the local radio stations will be notified: KAPS (660AM), KBRC (1430 AM), as well as KIRO, KING and KOMO television stations. The message will also be text messaged to families and posted to our Website. If the local public schools are canceled, we generally cancel as well. We do not dismiss early on snow days.

GRADING AND HOMEWORK POLICIES

Assessment: Teachers use standards-based grading: a 3 (Meeting Standard), 2 (Approaching Standard), or 1 (Below Standard). A blank cell means not evaluated at this time. In grades 5-8 the traditional A, B, C, D and F and + and – are used. Students’ effort and personal development are also assessed. A modified academic plan may be established if a student has specific academic needs. This academic plan will be prearranged between the teacher and the principal in conjunction with parents.

Grading Scale for Grades 4-8: 100-95% (A); 94-92% (A-); 91-89% (B+); 88-85% (B); 84-82% (B-); 81-79% (C+); 78-75% (C); 74-72% (C-); 71-69% (D+); 68-65% (D); 64-62% (D-); 61% and below (F).

Online Grades: Academic assignments/tests for 5th - 8th graders are be posted on RenWeb. Parents and students are encouraged to check student grades periodically. Please remember that students may receive a grade for effort, participation, and cooperation not recorded online. Teachers will enter grades online at least every two weeks. Approved resubmitted work will be entered before the end of the trimester.

Honor Roll: Students in grades 5-8 are eligible for the ICRS Honor Roll. Names of honor roll students are published in the family bulletin. Students on the “Principal’s List” have earned a GPA of 3.90-4.0. Students receiving “First Honors” have a GPA of 3.70-3.89. Students with “Second Honors” have a GPA of 3.50-3.69.

Late Work: Middle school teachers follow a late-work policy that affects students’ grades. In Pre-K-5th grade, the late work policy is under the homeroom teacher's discretion.

Make Up Work: When a student is absent from school due to an illness, he/she will be given the same number of days he or she was absent to complete and turn in missing work. It is the responsibility of the student to arrange for all make-up work. Parents may call the office to pick up work if the student has been absent for more than one full school day.

Academic Policies:

Retention: While rare, it is possible that a teacher feels that another year in the same grade would be beneficial for the student, he/she may be retained in that grade. If retention is being considered by the teacher; parents must be notified by February conferences. A formal letter from the principal will be sent out by March 1st and a final decision regarding the retention will be made by mid-May. A parent may ask the classroom teacher and/or administrator to discuss retention at any time.

If a middle school student (Gr. 6-8) does not pass two out of three trimesters in a core subject, he or she is in jeopardy of not passing to the next grade level or not graduating from ICRS. In all cases, the final decision rests with the principal.

Academic Probation: Probation may occur if a student is not meeting the academic requirements of his/her particular grade, or if there is continuing serious academic deficiency. A student can be placed on academic probation by the principal in consultation with the teachers. The principal will determine the length of the

probation period. If there is no improvement during the probation period, the student may be asked to withdraw from ICRS.

Academic Promotion: Students are promoted from one grade to the next once a year based on the student's satisfactory completion of the grade requirements. Final decisions regarding the promotion of a student are the sole responsibility of the principal.

Academic Trial Period: All students who are newly enrolled in grades Pre-Kindergarten through 8th at ICRS are admitted on a six-week trial basis. Parents/guardians will be notified of their child's progress through regularly scheduled progress reports, report cards, and at parent/student/teacher conferences. At the end of the trial period, parents/guardians will be notified if an extension is necessary.

Tutoring: Teachers may tutor a student for profit in a subject if they are not responsible for teaching the student in that particular subject. Class time may not be used for any private lesson or practices.

Homework: The ICRS faculty is committed to assigning homework that is authentic and relates to the learning concepts that are taught in the classroom. Homework assignments are considered an extension of classroom work and are a means of reinforcement and, with few exceptions, can be completed by the student on his or her own. Reading at home is crucial for learning, and parents should encourage it, especially if the child has no homework on a particular evening.

Studying for tests and quizzes is also an essential part of the homework process. Much can be accomplished if parents help foster systematic home study habits in their children and provide adequate study space, lighting, and a proper environment free from distraction.

Homework is assigned beginning with grade one. As your child progresses in school, more homework is required. Each teacher has expectations and procedures for dealing with homework and with late or incomplete work. Students should always do their own homework, but parents may check it or review it with their child. Long-range projects should be completed gradually, both at school and at home. As a general rule, homework will not be assigned on weekends or when evening programs such as the Christmas program are scheduled. Recommended length of time that students should spend on homework on week nights: Grades 1-3: 20-30 minutes; Grades 4-6: 30-60 minutes; Grades 7-8: 60-90 minutes.

1. Students in 3rd – 8th grade are responsible for writing down their homework for each class in the assignment notebook they receive in September.
2. If a student consistently spends more time than is recommended in real studying (without television and other distractions), the teacher should be notified, and adjustments will be considered.
3. Various assignments and long-term projects may involve homework on the weekends. The teacher will monitor the progress of long-term projects.
4. Middle school students (Grades 6th–8th) may periodically expect homework on the weekends, and it may be advantageous to complete assignments outside of the school week.

FOOD SERVICES

Lunches: The importance of proper nutrition plus physical activity lead to lifelong good health. ICRS partners with the Mount Vernon School District to provide healthy lunches to ICRS students. Families can apply for free and reduced lunch. This information remains confidential at the school. A monthly lunch calendar is published. Hot lunches can be purchased with funds in the student's lunch account on RenWeb. Accounts should not fall below a \$5.00 minimum balance. Families are responsible for absorbing RenWeb processing fees (3.75% for credit card payments or \$0.85 fee for payments made by check). The office will also accept cash or check payments with no fees.

Milk: ICRS sells milk to accompany home-packed lunches. Parents/guardians can place funds to cover any quantity of milk in the family's lunch account on RenWeb. Lunch accounts should not fall below a \$5.00 minimum balance. Families are responsible for absorbing RenWeb processing fees (3.75% for credit

card payments or \$0.85 fee for payments made by check). The office will also accept cash or check payments with no fees.

SPECIAL PROGRAMS

The archdiocese handbook has a section on Academic Policies that includes many of the things we have in our “Special Programs” section. But the archdiocese includes more information about curriculum, instructional technique, policies for religion class, and core teaching subjects. I will include various things below from the archdiocese handbook to add these subjects to this section. We might rename the section “Core Academics and Special Programs”

Curriculum: ICRS exists to teach the message of Jesus Christ to its students. The curriculum taught at ICRS meets Archdiocesan requirements for textbooks, materials, and time allotments for subject areas. ICRS’s curriculum is cross-referenced with Common Core Standards, Next Generation Science Standards, and Washington State’s Essential Learning Requirements, so that it meets or exceeds current national and state standards. ICRS is fully accredited through the **Western Catholic Educational Association (WCEA)**. A copy of the accreditation study and report is available on the **ICRS** website and in the school office.

Instruction: The instructional program at ICRS continually strives toward implementing the best and most appropriate teaching practices. These practices include circulating, direct instruction, coaching, guided practice, presenting, modeling, problem-based learning, hands-on experience, use of technology, incorporating learning centers, writing process/workshops, employing close reading, text and evidence questions and answers, teacher directed questions and answers, high level questioning, discussion, and observing.

Assessment: ICRS teachers use a variety of methods and types of assessments to monitor and ensure student learning. Students are assessed informally through observing, listening, asking questions, discussion, and requiring written responses to ensure the students understand a concept or skill. Students are also assessed through formal assessment, which include, but are not limited to portfolios, written tests, oral tests, performance tasks, and projects. Progress reports are sent home to parents periodically depending on grade, and report cards are sent home three times a year. Students in grades 1 through 8 take the Measures of Academic Progress (**MAP**) standardized tests. The data the school collects from these tests and classroom assessments is then disaggregated and is used to help inform instruction and curriculum.

Religion: The school is committed to promoting Gospel values in every aspect of school life. Besides daily instruction in the Catholic faith, ICRS emphasizes daily prayer, frequent and regular worship, service projects and outreach, training and preparation for the sacraments, and Catholic Social Justice teaching. This is inclusive of the mutual respect of teachers, staff, students, and parents, and the implementation of school policies and programs, which are just.

Parents are the primary educators for the faith of their children. The school’s role is to support families in this critical aspect of parenting. Families are encouraged to be active participants in their respective faith communities by regular attendance at Mass and by sharing their time, talent, and treasure. Sunday or Saturday Vigil Mass attendance is expected of all Catholic school families.

Non-Catholic Students are expected to participate in school religious experiences and to attend religion classes which are assessed as academic subjects. Non-Catholic students shall be considered an integral member of the student body, expected and required to participate in all aspects of the school program.

1. Non-Catholic students are required to attend and participate in religion classes. Teachers will be sensitive to the student’s ability to understand and be respectful of his/her personal religious convictions.

2. Non-Catholic students shall be required to be present for Mass and other religious services. They are not required to actively participate in such services but are invited and encouraged to do so to the extent they desire. In accordance with the teachings of the Catholic Church, non-Catholic students are not permitted to receive communion or other sacraments.

Non-Catholic students, like other students are required to participate in service-learning projects and student service hours sponsored by the school.

Religion Class: Religion is taught regularly as part of the school curriculum, using the Standards approved by the Office of Catholic Schools of the Archdiocese of Seattle, and the United States Conference of Catholic Bishops (USCCB).

Sacramental Preparation: Preparation for the **Sacraments of Reconciliation and First Eucharist** for students in grade 2 is held in each parish. Reinforcement is provided in ICRS classrooms. Families must contact the office of their home parish for information regarding Sacramental preparation.

Sacrament of Penance: Opportunities to receive the Sacrament of Penance are made available to the students throughout the school year. This is not meant to take the place of the students receiving this Sacrament on their own or with their families.

Catechetical Formation in Chaste Living: The school will offer ongoing formation in chaste living, using an approved text, as part of Catholic moral formation, as required by the WCEA's Catholic Identity accreditation standards, and by standards published by the USCCB (2008): Catechetical Formation in Chaste Living." 5th and 6th graders learn about reproduction and changes in their bodies. Weeks before the lesson is taught, parents participate in an orientation and are invited to review the reading materials (published by RCL Benziger) in advance. The program is aligned with Catholic teachings on the sanctity of the human body.

ACRE Test: The elementary religion curriculum is evaluated by a uniform means of assessment, including national assessments, with oversight by the Office for Catholic Schools. Students in grades 5 (level 1) and 8 (level 2) take the ACRE (Assessment of Children/Youth Religious Education) assessment offered by the **National Catholic Educational Association (NCEA)** in the month of April. The school receives a group report for each ACRE leveled assessment used in the school.

School Liturgies and Prayer Services: Scheduled twice monthly, Masses are usually held at Immaculate Conception Church and Prayer Services at St. Joseph Center. The time and dates are noted on the monthly calendars and in the weekly newsletters. Classes take turns preparing these all-school liturgies. Parents, families and friends are always welcome to join us in prayer. The school Mass is not a substitute for the obligation of each Catholic to attend Sunday Mass.

Prayer: The school day begins and ends with prayer. Students are each encouraged to use these and other opportunities to ask forgiveness, give thanks, and praise and recall God's blessings.

Community Service: Each student and class take part in Christian service activities throughout the year.

Liturgical Choir: 4th-8th meets every Wednesday mornings and practices songs for upcoming school Masses.

English Language Arts: The English/language arts curriculum is aligned with the Common Core State Standards for all grade levels. Students are taught a variety of skills and strategies in learning to read, including decoding, comprehension, fluency, and vocabulary development. Writing classes are based developmentally on the fundamentals of grammar, usage, spelling, and mechanics, as well as writing a

variety of forms for different audiences and different purposes, including argument writing, informative/explanatory writing, and narrative writing.

Mathematics: The math curriculum is aligned with the Common Core State Standards for all grade levels. ICRS focuses all math instruction on problem solving, critical thinking, and higher-level thinking. Teachers use best practices when teaching math.

Advanced Math Program: A Pre-Algebra course is offered to 6th and 7th graders who qualify. Algebra is offered to 7th and 8th graders who qualify, and high school Geometry has been offered to qualified 8th graders.

In the 7th and 8th grades, students may be placed in an advanced math group based on the following criteria.

A student must:

1. have a teacher recommendation as being an independent worker and learner
2. have an A- average with no trimester grade lower than B+ in order to enter advance placement status
3. pass all four basic computation skills time tests at mastery level – (Mastery level is 85% for 6th grade; 90% for 7th grade)
4. be able to solve story problems without help
5. be quick to recognize numerical and geometric patterns
6. apply thinking skills and mathematical reasoning
7. have homework scores consistent with test scores
8. have a history of turning work in on time
9. have a history of showing all steps in his or her work
10. have a history of asking teacher for help when needed
11. have a history of good attendance with minimal absences

All students in advanced placement status enter the new school year on a probationary period in order to demonstrate the habits and skills needed for success in the new level of challenge. The student must maintain an 85% average at the end of the first trimester to remain in the advanced class and maintain a B average throughout the year.

Exception

Teacher recommendation of exceptional math ability may be accepted in lieu of any one of the first three criteria. No other criteria will be considered for advanced placement status. Placement decisions for 7th and 8th grade math are made at the end of each school year and no placement changes will occur after the decision has been made.

Social Studies/History: In social studies, PreK through 3rd grade students learn about communities, geography, and map skills. In 4th and 7th grade the focus is Washington State history. In 5th and 8th grade the focus is United States history and geography. In 6th grade the focus is world history.

Science: Science is taught at all grade levels incorporating the Next Generation Science Standards and the content domains of physical, life and earth/space sciences. STEM (Science, Technology, Engineering & Math) activities that include engineering design are also infused into the curriculum.

Engineering, Science, and Cultural Fair: The 6th, 7th and 8th students host this fair every spring.

Outdoor Education: Outdoor Education is taught to our middle school students during science class in order to provide an appreciation of the natural wonders of the Skagit Valley through instruction and field trips. Each activity strives to create a scientific and spiritual connection between the students and the natural world.

Earth Camp and Mountain School: Our sixth graders participate in Earth Camp at CYO (Catholic Young Organization) camps and our fifth graders attend a 3-day outdoor education experience at Cascade National Park.

The Outdoor Education Program at ICRS is part of the core curriculum for grades 5-8; attendance and participation in Outdoor Education activities are mandatory. **These not an optional programs, as they reflect directly upon the expectations and grades and encompasses every subject.** The outdoor education program is in direct alignment with Washington State Educational Standards and the Archdiocese of Seattle religion standards.

Camp Hamilton is owned by the Archdiocese of Seattle and is operated in accordance with values and morals uplifted by the Catholic Church. Students attending camp will practice academic risk-taking skills through critical and creative thinking, problem solving, and working cooperatively in addition to participating in the liturgical celebration of the Mass.

Payment for these important educational experiences is the responsibility of the parents. ICRS has a STORM fund that offsets most of the cost of these trips so that every child can participate at a discount.. Limited scholarships are also available; access to these funds must be obtained through the principal.

Adult chaperones are needed for the successful implementation of outdoor education events. Chaperones must be over 21 years old and must abide by the rules set forth by ICRS and the camps we attend. All chaperones must have completed the Archdiocesan Safe Environment training, pass a background check and attend camp meetings.

Field Trips: Each class has the privilege to take field trips during the year to support classroom learning. Parents are notified in advance of the date, destination, and costs for each field trip. Teachers are responsible for assigning chaperones. Field trip fees will be collected on SchoolAdmin/Finalsite. Only the teacher, students in the class, and assigned chaperones are covered by the Archdiocesan insurance policy. A permission slip is required before each student leaves for the field trip. The Archdiocesan field trip permission form is the only permission slip accepted. Permission to participate in a field trip may NEVER be given over the phone; however, completed Archdiocesan forms will be accepted by fax or email. Field trips are a privilege afforded students. **No student has an absolute right to a field trip.** Students can be denied participation if they fail to meet academic or behavioral requirements.

Teachers will notify families in advance of these trips. Bus transportation expenses for homeroom field trips are taken from the registration fee.

Only students currently enrolled at ICRS are allowed to participate in field trips. Parents who volunteer for field trips must find childcare for their children not enrolled at ICRS.

School uniforms are to be worn on field trips unless otherwise indicated by the principal.

In accordance with Washington state law, the following requirements must be met for all field trips and other school-sponsored events involving vehicles that are privately owned and driven:

1. The driver must be at least 21 years old
2. The driver must submit to a background check and show no felony, DUI, or reckless driving convictions
3. The vehicle must be insured by the driver for the minimum limits required by the Archdiocese's insurance company
4. Effective January 1, 2020
 - Children under age 2 must be properly secured in a rear-facing car seat,
 - Children ages 2-4 must be properly secured in a car seat with a harness which may be either rear facing or forward facing,
 - Children ages 4 and older and less than 4'9" tall must be secured in a booster seat with seat belt (or continue in harness seat).

- Children over height 4'9" must be secured by a properly fitted seat belt (typically starting at 8-12 years old).
- Children under age 13 are required to ride in the back seat when practical to do so.

RCW 46.61.687 says a child must remain in a booster "until the vehicle lap and shoulder seat belts fit properly, typically when the child is between the ages of eight and twelve years of age, as recommended by the American Academy of Pediatrics, or must be properly secured with the motor vehicle's safety belt properly adjusted and fastened around the child's body."

For children under 2 years old, they must remain in rear-facing car seats until they reach the height and weight specifications set by the seat manufacturer.

Children not enrolled in the school shall not accompany the class field trip.

Buddy Classes: Students are able to develop both socially and personally through their experiences with their partner class. Each class, Kindergarten through Seventh Grade, is paired up with a partner class for activities throughout the year. Grades 4 through 7 help the younger students walk to Mass. Other activities may include assisting with art projects, reading stories and making St. Nicholas deliveries.

Eighth Grade Angels: Our 8th grade students participate in a service program in which each is assigned to help a staff member. In most cases, these students assist in various capacities daily.

Christmas Program: Each year there is a preschool-8 Christmas program.

Spanish Class and Elective: In preschool, students are immersed in Spanish with songs, phrases, counting, and simple vocabulary. K-5th grades have Spanish instruction once a week with a bilingual teacher. 6th-8th students can elect to participate in Spanish class which meets three times a week for the entire year.

Art: Art class will be offered for K-4 by an art specialist. Each teacher also incorporates art into the curriculum. 6th-8th students can choose Art as an elective which meets three times a week all year.

School Spelling Bee and School Geography Bee: 4th-8th graders can compete annually in both these Bees. The winner represents ICRS at the regional competitions.

Band/Music: ICRS offers band for 5th grade students twice a week. Middle school students can participate in Concert Band three times a week for the entire year. (Students who borrow school band instruments pay a \$30 instrument maintenance fee per trimester which will be collected on SchoolAdmin/Finalsite.) Students in K – 4th grades learn songs, rhythm, and movement. Fourth graders learn to play the recorders and read music.

Student Council: This group consists of the student body officers and two representatives from each grade 5-8. The Student Council plans spiritual, service and spirit activities for our students. Student leaders also model leadership for the younger students.

School Families: Each year, students across grades form families of 12-16 students who have an opportunity to bond and interact with each other. The purpose of this program is to create camaraderie and compassion across grade levels, and to give 8th graders an opportunity to be leaders.

Strategic Chess: Chess instruction is offered Wednesday mornings before school for an extra fee. (Oct-Dec) (Dec-Feb) (Feb-Apr).

Web Design: This elective class for 6th-8th graders meets three times a week throughout the year.

Yearbook: The yearbook committee is made up of 8th graders and parent volunteers to coordinate the production of the ICRS yearbook.

Physical Education is aligned with the Washington State standards. Students work on coordination, movement, and physical activities. The 6th through 8th grade curriculum also includes team-based activities. Sportsmanship is taught and emphasized at all grade levels.

Technology: Students are introduced to major operating systems that may include Windows, IOS/Apple, and Google. Technology components include keyboarding, documentation, visual presentations, and other curriculum-aligned projects.

Students are preparing for a world in which technology literacy is an important part of their future educational and vocational careers. Technology allows students to develop their learning styles and explore more creative ways to demonstrate their mastery of skills, concepts, and information. Technology is a tool by which teachers can reach each student at his or her own level, pace, and interest to enhance their lifelong learning process. This is an integral part of the educational program ICRS.

Students accept the responsibilities and guidelines outlined in the agreements they sign each year for the use of all ICRS electronic devices. Any damage to any electronic device through improper use will be the responsibility of the student and their parent. Internet access is available to students for educational purposes only. ICRS staff have taken precautions to restrict access to inappropriate information. ICRS teaches digital citizenship and digital literacy in all grades.

Library: The ICRS School Library exists to help develop reading skills; to encourage recreational reading; to help familiarize students with the world around them, both present and past; to enhance the curriculum taught in the classrooms; and to promote a life-long love of reading.

The school library staff is committed to providing highly responsive service to the entire school community. The staff strives to inform, enrich, and empower every member of the school community by providing access to high-quality, appealing, timely, authoritative, and reputable materials in a variety of genres for a variety of age levels. The library staff acquires, organizes, and provides a wide variety of children's literature; Catholic resources; other relevant library materials; and serves the entire school community with caring and expert assistance. All students are encouraged to visit the library regularly and often so that they may enjoy and benefit from these materials.

It is a **privilege** for students to use this facility and its materials. With this privilege come the following **responsibilities**:

1. **Students are responsible** for knowing what books they have checked out and for knowing where those books are at all times.
2. **Students are responsible** for taking proper care of library books and for returning them on time.
3. **Students are responsible** for learning and demonstrating proper library etiquette at all times in order to maintain a quiet, studious atmosphere.

Overdue Notices: Overdue notices will be sent home periodically throughout the year. The notices are a reminder to the student and his/her parent to return the book(s) for others to use.

Final Overdue Notices: In May, as the library prepares to close for the year and take inventory, the final due date will be announced; all books will be due; and final overdue notices will be sent. If books are not returned by the final due date, families will be charged for the replacement value of the book.

Damaged Library Books: Students whose books are returned damaged beyond what would be considered "normal wear and tear" will incur a fine in an amount commensurate with the extent and type of damage. If the damage is so extensive that the book is no longer fit for circulation, the amount of the fine will be the replacement cost of the book.

Lost Library Books: If a student believes he/she has lost a library book, the library staff should be notified as soon as possible. If the book is still lost when the library prepares to close for the year, the student/parent will be billed for the replacement cost of the book.

Questions, Comments, Concerns: If you have a question, comment, or concern about our materials, service, or library in general, please submit it in writing to the library staff. The librarians and the school administration will meet with you to respond to your concern, and the pastoral leader will make all final decisions regarding materials available for the students.

Donations of used books, paperback books, or books that do not appear on the Wish List are welcomed and appreciated, but they will not be honored or recognized as part of this program.

Team Sports: ICRS students compete with various area leagues in after school team sports. Volleyball is offered for girls in grades 7–8, soccer and track are offered for both boys and girls in grades 7–8, and basketball is offered for both boys and girls in grades 7-8. Head coaches are paid a stipend. Our athletic director will provide help with recruiting coaches, scheduling games, maintaining uniforms and equipment, and recruiting gym facilitators. The goal for ICRS team sports is to develop students' physical skills, give them an opportunity to work as a team, and to promote good sportsmanship. The emphasis for all sports shall be participation for all athletes. All eligible players should experience quality playing time in each game.

Sports Eligibility: Before permission to participate in the first practice, students and parents must complete and turn in required paperwork, a \$30 fee for each sport, and attend any parent meetings provided by the school or coach. Students in grades 7 and 8 must have a sports physical on record. One physical is good for two years. Students must maintain grades of C's or better in order to participate in ICRS sports. Consideration will be given to those students with identified academic needs. Upon returning from an absence because of grades, vacation, or illness, the coach may require the student to participate in three practices before playing in a game. Students must attend at least one half of the school day to be eligible to play in a game.

ICRS Sports Participation

1. The ICRS Sports program exists for the benefit of ICRS students.
2. When there are not enough team members to complete a team, the first spot will be opened to the grade below. If there are still vacancies, home-schooled students will be considered to complete the team. Catholic children will be given priority among home-schooled children.
3. Non-ICRS students will pay an additional cost to support the program, must have appropriate recommendations and paperwork completed, and must agree to follow ICRS rules.

COMMUNICATION

Progress Reports and Report Cards:

Frequent communication between home and school is encouraged regarding your child's academic progress. Progress reports are sent home several times during each trimester depending on the grade. Progress reports are not part of a child's permanent school record. Parents are encouraged to contact teachers with questions and/or concerns. Appointments should be made with the teacher, and a meeting should never be attempted during class hours, pickup, or recess periods. If there is any discrepancy with a grade, parents may send a written inquiry to the school within one week of the issuance of the grade.

Trimester report cards are issued at the end of each 12-week term. We encourage parents to discuss these reports with their child and to work cooperatively with teachers in their efforts to help each student develop to his or her potential. Report cards are not intended to provide a complete evaluation of a child's progress. They are tools of assessment that are used to measure a student's achievement, effort, and performance. A conference may be scheduled when needed to give a more complete view of a child's overall progress.

Communication Envelope: Every other Thursday, a “communication envelope” (Brown Envelope) is sent home with the oldest student in each family. The envelope is to be returned the next day. Enclosed in the envelopes are calendars, a weekly letter from the principal, information about fundraisers, etc. Notes may be returned to the school office in the communication envelope, as envelopes are checked when they are returned to the office. If you would like to submit information for the school newsletter, please email your article to the principal by Monday at 3 p.m. Separate fliers must be in the school office by Tuesday, noon.

Conferences: Parents wishing to speak with their child’s teacher or the principal are requested to make an appointment. Each year, there is one set of parent/teacher conferences scheduled for all families concluding the first trimester. A second optional conference day is scheduled at the end of the second trimester when either parent or teacher may request a conference.

The purpose of these conferences is to provide an up-to-date and personal evaluation of the students’ work and progress and to discuss with parents the ways to assist their children. Conferences also give parents opportunity to ask questions and to become informed of school activities.

Confidentiality: At no time will situations involving students or personnel be discussed publicly or with anyone other than the individuals directly involved. Staff and volunteers must respect the confidentiality of school situations and the privacy of children. Discretion must be used in conveying experiences within ICRS and **under no circumstances** should students’ or families’ names be used outside the school. The services of a volunteer who does not respect confidentiality can be terminated.

Good Communication: Parents are encouraged to contact the school whenever they have questions or concerns about their child or the school in general. If children hear parents criticizing their school and teachers, they are likely to lose confidence and trust in them.

In order to facilitate good communication and trust among all of us, please take suggestions or complaints **immediately** and **directly** to the person involved. If you do not receive satisfaction, present your concern to the next level of administration.

Problem Resolution: For the welfare of the students, it is the responsibility of the parent to cooperate with school staff. If, in the opinion of the administration, parent behavior seriously interferes with teaching and learning, the school may require parents to withdraw their children and sever the relationship with the school.

Grievance Policy: In the event a question arises regarding the appropriateness of a consequence, grade or action taken by a staff member toward your child or children, the following is a process recommended by the Office of Catholic Schools as a way to address problems:

1. Address all concerns to the individual involved.
2. Discuss all concerns in a problem-solving mode.
3. Remember that second-and third-hand information are not good sources.
4. If the initial conversation leaves the matter still unresolved in your mind, the next levels of management are the principal and pastor.
5. Remember that the principal often has to make decisions that take into account factors which are confidential.

ICRS staff members will make every effort to treat parents, guardians, and students with respect, and we expect the same respect from them. A student’s enrollment may be discontinued if behavior toward school personnel is hostile or disruptive.

Invitations to Parties, Etc.: Invitations should not be sent through school. We recommend all children in the class be invited, when possible, so no child feels left out.

Messages, Lunches and Other Items: Please deliver these to the school office, not the classroom. Your child will then be called to the office to collect the items or they will be delivered to his/her classroom by office staff.

Telephone: The telephones in the school are business telephones. Students are permitted to use them in emergency situations only and must receive permission from their teacher.

HEALTH AND SAFETY

Personal cell phones, cameras, ereaders and other electronic devices cannot be used during the school day. Students must turn in their cell phone to their classroom teacher at the beginning of each school day. It will be locked in the office closet, and each student will get his/her cell phone back at the end of the day. Cell phones should not be turned back on until 3:10 p.m. Use of cell phone cameras is prohibited on campus, on the bus, and on field trips. Use of other electronic devices will be regulated by the bus driver or adult in charge. Items not allowed will be confiscated and must be picked up in the office by a parent. With a second offense a student will receive a detention. ICRS does not take responsibility for lost or stolen electronic devices.

E-readers are not permitted in the classroom at this time until a reliable internet filtering system is in place. The school will make accommodations for children with special learning plans.

Child Abuse/Neglect: The state of Washington mandates reporting of suspected child abuse or neglect. School personnel, by law, are required to report suspected child abuse or neglect either to Child Protective Services or the Mount Vernon Police Department.

This means that if an adult responsible for children at ICRS **hears, observes, or suspects** a child is a victim of child abuse, that adult is required by law to report the suspected abuse to the local enforcement agency. School personnel are mandated to report a suspected case of abuse.

Child Protective Services or the police may visit the school, take information, and then determine what action to take. This could mean the children could be taken into custody for their own protection. School personnel will make every effort to protect the confidentiality of this information.

Custody Arrangements: In cases of divorce/separation, the parent(s) shall provide the school, in a timely manner, with information regarding custodial care and visitation rights involving the student(s). The parent(s) should also furnish the principal with a copy of the official, updated, court-ordered parenting plan in order to ensure the safety and welfare of the student(s).

The parent(s) shall have a continuing duty to inform the school of any changes in the custodial care of the student(s) and the issuance of any court order restricting parental or third-party access to the child(ren).

The school day should not be viewed as an opportunity for parents to make up or enlarge upon custodial or visitation time.

In the absence of a court order to the contrary, it is assumed that either parent has the right to pick up the child(ren) from school and to attend school events open to parents.

ICRS is not an appropriate forum for parents to resolve custody disputes. Custody arrangements are to be made in advance and away from the school premises.

In the absence of a court order where two parents (or their representatives) cannot agree peacefully on who is to take the child(ren), the police will be called to make the decision.

By archdiocesan policy, paid ICRS staff members may not write a letter or appear in court to testify in custody cases.

Emergency Information: At registration time, parents are expected to provide emergency contact information on SchoolAdmin/Finalsite, which designates how to contact them or their representative in case of an emergency. Parents are asked to update this information on SchoolAdmin/Finalsite when changes occur, and to inform the school so it will know to print an updated form.

Emergency Procedures: The school conducts fire drills, earthquake drills, intruder drills and bus evacuation drills. Earthquake kits are required.

Background Investigations: An extended background check is mandatory for all employees as well as for volunteers who may work one-on-one with students.

Safe Environment: In an effort to eliminate child abuse, all employees, coaches and volunteers are required to take the initial “Protect God’s Children” workshop offered through the Archdiocese of Seattle, then partake in updates online every 3 years. ICRS uses an Archdiocesan required safety program in PreK through 8th grade. Current program is *Protecting God’s Children*™ program by Virtus.

First Aid: Parents complete information on SchoolAdmin/Finalsite allowing the school to call 911 if the situation warrants such care. Paid staff members who have current first aid/CPR cards will provide first aid as needed.

Immunizations: Students’ immunizations must be kept up-to-date to comply with state health standards. Those who have inadequate immunizations must by law be excluded from school. The Archdiocese and ICRS do not allow religious exemptions for immunizations.

Medications: According to Washington State Law and Archdiocesan Policy, ICRS may dispense medication only when the following requirements are met:

1. A medication request form must be completed for each student receiving any kind of prescription or non-prescription medication at school. It must be signed by the student’s parent/guardian and by a physician or dentist, must be current and unexpired, and can be valid for a period not to exceed one year.
2. All medication must be supplied and delivered to the school by the parent or guardian.
3. All medication must be brought to school in its original container and must be properly labeled. The label shall include the student’s name, the physician’s or dentist’s name, the name of medication, the dosage and the time it is to be taken.
4. ICRS will provide the means for safekeeping and secure storage for all medication.
5. Medications will be dispensed in the school office by authorized personnel only. In the case of inhalers, parents must file proper forms in the office authorizing their children to keep their inhalers in their backpacks or book bags. A medication record will be maintained for any student receiving medication in the school office.

6. No medication requiring injection will be administered by school personnel except in extreme circumstances, determined by the physician and parent or guardian.
7. In the event the building administrator considers it necessary to discontinue dispensing medication, the students' parents or guardians will be notified in advance.

Playground Supervision: Playground supervision is provided by parent volunteers before school beginning at 8:15 a.m. and again at lunch recess. During mid-morning and afternoon recesses, supervision is provided by school staff. The primary responsibility of playground supervisors is to ensure the safety of ICRS students. *Do not drop children at school before 8:15 a.m.* There is Extended Day available from 7:00-8:15 a.m. and 3:00-6:00 p.m. Parents who need supervision for children before 8:15 a.m. and after 3:10 p.m. may take advantage of our Extended Day program.

Risk Management: The Catholic Archdiocese of Seattle requires ICRS to meet certain requirements for insurance coverage. Sometimes, to reduce the number of risks to children and staff, this means changes in the way things have been done. (The traffic pattern for dropping off and picking up children is an example.)

Search and Seizure: ICRS is co-tenant of desks and classrooms and reserves the right to search them, at any time, without notice.

The principal and/or his/her designee may search student desks, lockers, and personal belongings, including, but not limited to, handbags, briefcases, purses, backpacks, clothing and other items in a student's possession. The local police, using drug detecting dogs, may be invited into the school on a random basis to search lockers as a proactive, preventative measure.

Wellness Policy: ICRS recognizes that childhood obesity has reached critical levels in Washington and throughout the country. Overweight children are at a higher risk for developing severe long-term health problems, are affected by discrimination, and low self-esteem. Children who eat well-balanced meals and are healthy are more likely to learn in the classroom. Therefore, the policy of ICRS is to:

1. Provide students access to nutritious food through hot lunches provided through the Mount Vernon School District.
2. Provide opportunities for physical activity and developmentally appropriate exercises.
3. Provide accurate information related to these topics by integrating nutrition into health education curriculum.
4. Demonstrate, through food served in the school setting, the importance of proper nutrition and physical activity to lifelong good health.

Allergy Policy: If there is a child in the K-3 classrooms who has a severe allergy, the teacher and students will be eating in the classroom. If the classroom has no students with a severe allergy, the teacher may choose to have the students eat in the cafeteria. In grades 4 through 8 the students will eat in the cafeteria and there will be an allergy-free table. This table will be clearly marked and the students with allergies (they can invite a friend with non-allergy foods) are required to eat at the table unless the office has a letter from the parent stating that the student with allergies can eat with everyone else.

Sign In Procedure: Parents and visitors must sign in at the front office. Pre-school and Extended Day have their own sign in procedure in the room.

DISCIPLINE

Discipline is an essential ingredient of Christian life. Since the aim of all discipline is to assist children to practice the Christian values and moral principles they have been taught, an attitude of **cooperation**, **support**, and **respect** among staff, parents and students is essential. Courteous behavior and respect for the rights of others are expected of all students in classrooms, on campus, within the vicinity of school, on busses, and at all school functions, both on and off campus.

Self-discipline is our ultimate goal. The following behaviors can demonstrate growth toward self-discipline: listening, following directions, walking away when tempted to make a bad choice, taking initiative to ask questions when ideas or directions are not clearly understood, getting along with others, working without disturbing others and exercising independence and right judgment, whether supervised or not.

Should an individual fail to exercise self-discipline, it then becomes necessary to apply appropriate measures to promote the values of ICRS and to safeguard the rights of others. Warnings, referrals, temporary removal from the classroom, exclusion from ICRS sponsored extracurricular activities, conferences, and suspensions are among the measures that may be taken. Parents will be involved in cooperative, remedial action whenever necessary and appropriate.

Our goal is to make students accountable for their actions and to guide them always toward making the best possible choices (see page 5 for school wide learning expectations). However, ICRS cannot guarantee that all students will always observe all rules and act in a Christian manner.

The rules of a school, governing all conduct and discipline, are in-place to insure an optimum learning atmosphere in the classroom. "Optimum learning atmosphere" shall be defined as the climate in which each student has the maximum opportunity to learn. Conduct of students that interferes with that climate should be kept at an absolute minimum as determined by the classroom teacher. **The principal reserves the right to waive and/or deviate from any and all disciplinary regulations for just cause at their discretion.** All classroom rules, bus rules, specialist room rules, St. Joseph Center rules and playground rules are considered school rules. Students are to comply with every faculty and staff directive at all times. Students are to use an appropriate voice when speaking. Students are to keep hands, feet, and other body parts to themselves. Students are to speak respectfully to others (no profanity or name-calling). Respect and responsibility are expected norms of behavior. Every student is expected to contribute to the learning environment. Each student is to set a good example. When methods of positive reinforcement, motivation, and conferencing with students have not proved successful, or when seriously disruptive conduct has taken place, other actions may be necessary; some of which are defined below. Since building a Christian community demands that each individual be given the opportunity for personal growth, infringement of these rights will result in disciplinary action.

1. All discipline will be dealt with at the lowest level first--the classroom. Every teacher is responsible for the implementation of disciplinary procedures following guidelines presented here.
2. All questions about decisions made by the teacher regarding consequences will be referred to the classroom teacher first in a respectful manner.
3. Unless the behavior is dangerous or of an extreme nature, the student will ordinarily first receive a warning. (Exceptions may be made at the discretion of the staff member. However, exceptions will rarely be made.)
4. Supervised time-out will be used in situations in which a child needs time to recover proper classroom behavior.
5. A system of referral slips, time-outs, detentions and conferences will be used.
6. At any time before a detention, a parent conference may be called by either the staff member or the parent.

7. If detention takes place after school, parents are always notified.
8. In unusual circumstances, parents may be asked to remove the student from school for a specific period of time. Parents will also be asked to participate in an action plan to work with the teacher, especially if the problem is severe or recurring.
9. Parents are requested (but not required) to share information regarding situations outside school, especially if they involve harassment, threat, or aggression.
10. In cases where there is a disagreement about consequences, parents of the student, the student, the teacher, and the principal may meet to discuss the issue in question. The tone of these meetings will be one of problem solving and mutual respect.
11. At no time will any disciplinary situation be discussed publicly with anyone other than the individuals involved.
12. If a situation requires reporting to the authorities, the parent, administrator, teacher, or student must do so in a reasonable period of time.
13. In cases where weapons, drugs, alcohol, assault, severe harassment, threat of harm or arson are involved, the student will be expelled immediately. If there are circumstances which need to be examined, this will be done after the expulsion.
14. The use of corporal punishment in any form is prohibited at ICRS.
15. **Behavior Contracts.** A student is placed on a behavioral contract when there is a persistent issue with conduct. The school administration will determine when a student is placed on a behavioral contract. A written contract is drawn up by the school and presented to the student and the student's parents at a conference. The behavioral contract will state specific areas where growth is needed and will provide specific directions in terms of negative and positive reinforcement.

Consequences of Infractions

The following actions are considered **MINOR or FIRST LEVEL** infractions and, after the first warning, the student will receive a referral. Repeated infractions will result in a detention. After two detentions for the same infraction, the teacher will schedule a parent conference:

Rough play	Food in the hall	Disrespect/disobedience
Disruption of class	Failure to return referral	Mild teasing
Loud behavior in hall	Loud behavior in bathroom	Late for classes
Out of uniform	No PE uniform	Eating or chewing gum
Use of cell phone during school day	Inappropriate use of equipment	Spitting
Use of cell phone at Ext. Day or Homework Help	Money exchanged between students	

The following actions are considered **MAJOR or SECOND LEVEL** infractions. Students will receive a detention, and the teacher may schedule a parent conference. If the infraction has occurred more than once, instead of a detention, in-house suspension may be given:

Extreme teasing	Mock fighting	Aggressive behavior
Rude, obscene language	Stealing	Cheating
Disrespect to an adult	Intentional rough play	Unsafe behavior on bus
Throwing ice or snow balls	Inappropriate use of Internet	Deliberate dishonesty
Inappropriate bathroom behavior	Not turning in cell phone	

The following actions are considered **SEVERE or THIRD LEVEL** infractions. Students engaging in these behaviors may receive an out-of-school suspension and a parent-teacher conference, as well as a behavior plan, before returning to school:

Possession of morally objectionable material
Forgery of documents
Fighting, assault, threatening assault
Immorality in talk or action
Conduct detrimental to the reputation of the school

Extreme obscene language
Vandalism, graffiti
Possession of medications or inhalants
without permission

The following are grounds for **EXPULSION**. There will be a conference with all involved. The parents/students may appeal the expulsion.

1. Possession of tobacco or tobacco-like products, matches, lighters
2. Possession of illegal substances and paraphernalia
3. Possession of a weapon, using an object as a weapon, threatening use of a weapon
4. Arson or threat of arson
5. Possession of drugs or illegal substances with the intent to sell
6. Conduct detrimental to the school's reputation, whether on or off school

Detention Policy: A student reports to detention with a major infraction described above or if he/she has received three referrals in one trimester. After serving this detention, the student will serve a detention for each additional referral until the end of the trimester, when the "slate will be wiped clean." Detentions are served after school from 3:10-4:00 p.m. in one of the classrooms. Parents will be notified at least a day in advance if their student will be serving a detention. Parents are responsible for their child's transportation home after the detention has been served. If a child is left waiting at the office by 4:15 the child will be sent to Extended Day and fees will apply. Students must fulfill their detention time before they can participate in an after-school club.

Out-of-school suspension: A student is expected to conduct himself/herself in a manner that is consistent with the Catholic faith. At the sole discretion of school leadership, a student may be placed on suspension for serious misconduct that is deemed to be detrimental to the school or the school's reputation on or off campus, during a school or parish sponsored activity, that happens off school grounds, or for continued misconduct after being placed on probation. A student may be suspended for a single serious offense, repeated infractions of the rules, or for the repeated disregard of the general good of the school. A student may be removed from the school building for a period of time (generally not to exceed 10 school days) pending an investigation of the circumstances and a conference with the student, parents or guardian, teacher(s), and principal. A second suspension for the same or similar infractions may cause the student to be expelled. A psychological evaluation including a risk assessment of the student may be required as part of the documentation steps of a suspension, probation, or expulsion case.

Expulsion: Expulsion is the most drastic course of action for repeated or serious violations of school rules. Expulsion is a serious process and follows the steps outlined under suspension unless the seriousness of the circumstances necessitates immediate action. In cases of expulsions, parents and/or students have the right to request an appeal. The information for due process is available to those concerned in the Archdiocesan Policy Handbook. This handbook is kept on file for reference in the school office.

Due Process: The principal has the right, if necessary, to exclude a student from all school activities during the time of due process. If a student has been expelled from the school, the parents/guardians may request a hearing from the school. If a hearing is requested, the school must be notified within five school days after the parents/guardians have received notification of the student's required expulsion. If a reply is not received within this five-day period, the hearing is waived and the expulsion from ICRS is final. If a hearing is requested, it is held within five school days of receiving such a request. The hearing committee will consist of the pastoral leader or his designee, the principal, and a designated teacher. The final decision of the hearing committee will be submitted to the parents/guardians within five days of the hearing. The

decision of the hearing committee is final.

Bullying and Harassment: ICRS, as part of the greater Catholic Archdiocese, is committed to a positive and productive community environment free of harassment and bullying. It is the explicit policy of ICRS to prohibit harassment, bullying, or intimidation whether committed by a student, staff member, volunteer, and/or parent. ICRS will promptly respond to allegations of harassment and bullying and take each allegation seriously. ICRS will review and investigate such matters in a professional and timely manner.

1. ICRS is committed to an environment that is free of harassment and bullying whether intentional or not, while in school/parish buildings or on school/parish property, or when being transported to and from school-sponsored activities. In addition, online harassment via email or social media will not be tolerated.
2. ICRS prohibits retaliation against any student, staff member, volunteer, and/or parent who has testified, assisted, or participated in the investigation report. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or adverse pressure.

Conflict vs. Harassment: Conflict is defined as a disagreement between two students or a group of students. The results of a conflict can often lead to an argument; however, conflicts are a natural, everyday occurrence between children. Through conflict, children learn to exercise self-control and establish boundaries. Harassment is defined as any intentional electronic, verbal, physical, visual, or written act including, but not limited to, one shown to be motivated by a person's perceived race, ethnicity, genetic information, sexual orientation including gender expression or identity, color, religion, gender, national origin, age, or disability, or that of his/her relatives, friends, or associates, when the electronic, verbal, physical, visual, or written act:

- (A) Physically harms a student or damages the student's property;
- (B) Has the effect of substantially interfering with a student's education;
- (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) Has the effect of substantially disrupting the orderly operation of the school and that creates an intimidating, hostile or offensive school environment.

Descriptive Terms

1. Verbal Harassment: Includes, but is not limited to, harassment involving derogatory comments, jokes or slurs; belligerent or threatening words between individuals; offensive, negative remarks.
2. Physical Harassment: Includes, but is not limited to, harassment involving unwanted deliberate touching, pinching, punching, kicking, bruising, or patting.
3. Visual Harassment: Includes, but is not limited to, harassment involving derogatory, demeaning or inflammatory pictures, posters, cartoons, written words, drawings, novelties, computer-generated images and memes, and both body and facial gestures.
4. Sexual Harassment: Means harassment that includes, but is not limited to unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, sexually suggestive remarks, gestures or jokes, or other verbal or physical conduct or communication of a sexual nature if:
 - (A) Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education or employment;
 - (B) Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education or employment; or
 - (C) That conduct or communication has the purpose or effect of substantially interfering with an individual's educational or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.

5. **Online Harassment:** Includes, but is not limited to harassment involving emailing, texting, tweeting, or posting indecent and/or demeaning writings, cartoons, memes, or pictures via social media.

Uncivil or unkind behavior towards others that does not meet the above standards for harassment may still subject a student to disciplinary action.

Bullying: Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. **The behavior is repeated over a period of time.**

There are three types of bullying:

1. Verbal bullying involves saying or writing mean things.
2. Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships.
3. Physical bullying involves hurting a person's body or possessions.

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes but not limited to devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, tweets, chat, and websites.

All allegations of harassment and bullying will be taken seriously and promptly investigated. Reports of harassment and bullying should be made immediately to faculty, staff, and/or the principal. Once an allegation of harassment and or bullying has been reported, the principal, under the discretion of the Pastoral leader, will adhere to Archdiocesan policy and follow through on the investigation of the allegation.

Uncivil or unkind behavior towards others that does not meet the above standards for bullying may still subject a student to disciplinary action.

Social Media and Human Dignity Policy: The dignity of individuals even on social media must be respected. When it comes to the school's attention, and supported by evidence, that a student has treated another student in a way that is derogatory, hurtful, embarrassing, or demeaning on social media, the school will respond. Even for mild cases, the first step would be a parent-student-teacher conference to address the concern. For more severe cases, especially cases involving inappropriate, violent, or threatening content, consequences could be severe, such as suspension or expulsion.

Sexual Harassment Policy: The School Commission, the Administration of ICRS and the Archdiocese of Seattle recognize their responsibility to provide a working environment free from sexual harassment of students, employees and others involved in school activities. The ICRS Sexual Harassment Policy complies with Washington State Law.

Threats: Any threat by a student to inflict harm to self or others will be taken seriously and addressed promptly. Threats should be reported to the principal or lead teacher, who will decide if police support or notification is needed. The police will be notified about threats when it is deemed necessary. If a student has been threatened, the principal or lead teacher shall notify the student's parents/guardians promptly.

Any student who makes an intentional verbal or physical threat to cause a person's death, or who makes a threat about guns or explosive devices, will be suspended or expelled and the police will be notified.

Retaliation: Retaliation is prohibited and will result in appropriate discipline. It is a violation to threaten or harm someone for reporting harassment, intimidation, or bullying, or to threaten or harm someone who participates in an investigation of harassment, intimidation, or bullying. It is also a violation of school rules to knowingly report false allegations of harassment, intimidation, and bullying. Individuals will not be

disciplined for making a report in good faith, even if the report is found not to be substantiated. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Weapons: It is unlawful for any person, with the exception of law enforcement officers, to carry onto school grounds or facilities a firearm or dangerous weapon as defined by RCW 9.41.250 and RCW 9.41.280. **Students carrying a knife, firearm, ammunition, and/or an explosive device onto school/parish premises, at school/parish sponsored activities, on school provided transportation, or in areas of facilities while being used for school purposes will result in expulsion. Police will be notified.**

The law provides an allowance for licensed persons to possess firearms within 1000 feet of a school, and state law allows those licensed to carry a concealed pistol to possess a firearm on school grounds while picking up or dropping off a student. However, loaded firearms will not be allowed inside school facilities except for security and law enforcement personnel.

Any object used to intimidate, threaten, or causes bodily harm will be considered a weapon. If the principal determines that an object falls into the category of dangerous weapons that require expulsion, he or she shall promptly notify law enforcement and the student's parent or guardian regarding any allegation or indication of such a violation. Any knife used to threaten, intimidate or injure is treated as a dangerous weapon. Likewise, a facsimile of any weapon used to threaten, intimidate or coerce will be treated as a real weapon. Any fireworks or explosive (including, but not limited to M-80s and other high-powered fireworks) will be considered dangerous weapons capable of causing grave bodily harm. Both the police and the fire marshal will be notified in the event a student is found to be in possession of such items.

Any weapon will be confiscated and disposed of in an appropriate manner as deemed by the administration. The administration will call the police first then parents or guardians will be called.

Weapons Procedure:

1. Carrying or possessing a firearm on school premises is a gross misdemeanor and the student who uses or displays a weapon may be guilty of a felony assault. Police referral for criminal charges is required.
2. Emergency expulsion shall be immediately implemented for any student who brings a firearm onto school premises, school transportation, or in facilities being used exclusively for school purposes. The student should be prohibited from coming onto school property while the principal's investigation is ongoing. The police should be asked for a copy of the police report and, if available, the police report number should be noted in the Notice of Expulsion.
3. The principal shall carry out whatever school investigation is necessary, including taking statements from witnesses. As in any case of expulsion, the accused should have an opportunity to respond to the charges before the final disposition of the case is announced.
4. If the facts support the charges, the principal will send a formal Notice of Expulsion to the student and his/her family. Again, the student should be reminded that the "no trespassing" order is in effect.
5. In cases that result in expulsion, the student has the right of appeal. The process of appeal is outlined in the school handbook. During the appeal process, the accused must honor the "no trespassing" order.
6. As specified in the Federal Gun Free Schools Act of 1994, the principal may modify the expulsion requirement on a case-by-case basis.
7. These procedures shall be construed in a manner consistent with the individuals with disabilities education act, 20 U.S.C. Sec. 1401 et seq.

RECESS RULES – all teachers have reviewed these rules with the students.

1. All students in grades K-4 enter and leave the building through the east door. Students in grades 5-8 enter and leave through the north door. Students must ask the duty to use the restrooms, entering the building through the east door. There should be no loitering in the restrooms or hallways.
2. The playground is fenced for the safety of the students. Off limits are areas outside the fence, the east area behind the bus barn, the west side behind the main building, the west side of the Our Lady

Building, and the west side of St. Joseph Center. Students may play between the Good Shepherd Building and St. Joseph Center ONLY when a duty is present.

3. Students may not distract preschool students.
4. Students may not play in the grassy areas if the grass is muddy.
5. Games are open to all students unless conflicts arise. If so, they may be restricted by grade level.
6. Students must use game balls in specific settings: basketballs on the courts, kickball on the diamond, 4-square on the blacktop, soccer on the grassy area, and a rubber ball in Ga-Ga pit. Nerf balls can be thrown north-south on the playground.
7. Balls may not be thrown at buildings, people or on the roofs. Any student who kicks a ball on a roof, whether an accident or not, may be subject to disciplinary actions.
8. No play equipment on the big toys.
9. Standing on the bars is never allowed. No walking up the slides is allowed.
10. Jump ropes should be used safely.
11. Students are to swing back and forth only, one person per swing. They are to be seated while swinging and must stop the swing before getting off. All useable swings must be in use before counting for a swing. After a count of 25, students must release the swing to a waiting student and wait in line for another swing.
12. Rocks and tanbark are to remain on the ground.
13. The student who removes recess equipment from the bin is responsible to bring it back to the bin.
14. Students with ice packs sit in a designated area before returning the pack to the office.
15. Students use recess equipment and enjoy physical activity during recess time.
16. Toys, Pokémon cards and, stuffed animals are to be kept at home.
17. Sports equipment from home needs teacher approval prior use at recess.
18. Students need to walk forward and stay to the right in the hallway.
19. The duty determines indoor recess and lets classes know before recess begins.
20. K-5 students eat snack with their class before or after recess. 6-8 students may eat snacks and throw away garbage in a designated area depending on their homeroom teacher's rules.
21. Students help keep our playground beautiful by looking at plant life and leaving it be.
22. Students keep traffic cones in designated areas for everyone's safety.
23. Water bottles remain in the classrooms.
24. Line up immediately when the bell rings. All talking should stop when the teacher is before the line to lead the students into the building.
25. -HAVE FUN!!!!!!

SCHOOL BUS RULES FOR ALL STUDENTS

(These rules apply to Mt. Vernon Christian School as well as ICRS students.)

The school provides bus transportation as a service. Many hub stops allow for pick up points in many locations. Alternate stops are sometimes available, depending on the routes. We appreciate the cooperation of students and parents to make the routes safe and enjoyable for everyone. Our speech and actions should always reflect our Christian faith. These rules apply to both bus routes and to other times when the school bus is used for transporting students to and from school activities. The driver is in charge of bus discipline and is supported by the school principals in enforcing the rules.

First Infraction: The driver warns the student that a repeat offense will result in action.

Second Infraction: The driver reassigns the student to another seat and informs the parents and the principal.

Third Infraction: The student is denied bus-riding privileges for a period of time agreed upon with the principal, and the parents are informed.

For their safety, students should wait for the bus well back out of the roadway until it has come to a complete stop. At dismissal after school each day, students are to enter the bus promptly and remain in their seats until the bus leaves.

1. Students must obey the driver promptly and willingly.
2. Students are to remain seated while the bus is in motion. Do not stand to get on or off until the bus comes to a full stop.
3. Students must leave the bus in an orderly manner and are to cross the road in front of the bus ONLY.
4. Ordinary conversation is permitted. Students are to refrain from loud and excessive noise.
5. Students are to assist in keeping the bus clean by keeping their waste paper off the floor. Absolutely NO throwing refuse out of the window.
6. No student may extend his or her head, hands, or arms out of the windows, whether the bus is in motion or standing still.
7. No student may open a window without first getting permission from the driver.
8. Students must have nothing in their possession that may cause injury to another.
9. Personal listening devices and games may be played on the bus. Use of cell phones/cameras is prohibited. On sports trips and field trips, use of personal listening devices and cell phones is up to the discretion of the trip supervisor.
10. Each student must see that his/her books and personal belongings are kept out of the aisles.
11. Any damage to the bus must be reported to the driver at once.
12. Students may not stand or play in the roadway while waiting for the bus.
13. Eating and drinking are not permitted on the bus.
14. Students must be on time. The driver cannot wait for those who are tardy. Parents: please notify the previous family on the route if you will not be riding in the morning.
15. Students may get off the bus only at their designated stop. Students who need to get off at another stop are expected to give the driver a note signed by a parent that informs the driver and gives written permission. Students who wish to ride home with another child (e.g., to go to a birthday party) are expected to bring a note to school informing the driver and giving written permission. The student brings the note to the office to be initialed by office personnel and then purchases a bus pass (\$5/child one-way) payable at the office. The note is then given to the driver when entering the bus at the end of the day.
16. Bus passes must be purchased ahead of time and the student must give the driver the pass when entering the bus.

UNIFORM POLICY

In the spirit of unity, students will dress in a **neat, clean, and modest manner** which respects the personal dignity and care of each person. School uniforms reflect quality and equality among our students and provide a greater sense of school identity. Student dress should not distract from the educational process. Uniforms should be purchased from Dennis Uniform Company or be exactly like the uniform outfits.

Preschool: Boys and girls wear clothes appropriate for school, weather and play.

Girls K-8: Plaid jumper, skirt or plaid skort. Note: Navy skorts are for 7 and 8 grade girls ONLY. Navy twill or corduroy pants (note: no flare legs, jeans cut or cargo pants, no pedal pushers, no extra pockets) or walking length shorts (no extra pockets). Note: all shorts, **skirts and skorts** should be no more than 2 inches above the knee. White knit shirt with **a plain** collar or white turtleneck. Mayfair blue sweater, vest, or sweatshirt with ICRS logo.



White or navy tights: cable knit, heavy weight ribbed or lycra opaque.
Black or navy leggings may be worn under the uniform when weather permits.

NO LEGGINGS as outerwe

Solid white or solid navy knee highs or socks (socks must show above the shoes). No other colors.

Visible undershirts should be white only.

Boys K-8:

White knit shirt w/collar or white turtleneck shirt.

Loose-fitting navy twill or corduroy pants or navy twill shorts (note: no flare legs, jeans cut or cargo pants; no extra pockets or pedal pushers; no visible leggings).

Mayfair blue sweater or sweatshirt or vest with ICRS logo.

Solid white or solid navy socks (socks must show above the shoes).

Visible undershirts should be white only.



7 and 8 Grade Girls may choose a navy skort if it is the exact style of the Dennis Uniform skort. Please check the Dennis Pamphlet for the precise requirements.

Every Tuesday is “Spirit Day”. On this day, students may wear shirts or sweatshirts with ICRS logos or their school uniforms. ICRS spirit shirts are provided through the Athletic Department or can be ordered at the office.

PE Uniforms: Shoes with non-marking soles are required for PE for all classes K-8 due to the wood floor in St. Joseph Center. Additionally, students in **grades 4-8** wear ***all white, blue, or gray T-shirts or ICRS spirit shirts; white, blue, gray or black shorts that are no more than two inches above the knee, or sweatpants or spirit wear.*** At all times students are expected to dress modestly. No logos and no yoga pants.

In the School building, shirts are to be tucked into the waistband at all times. In the building ICRS sweatshirts are not to be worn tied around the waist.

Hats, Scarves, Kerchiefs may not be worn inside the school, but may be worn outside.

Make-up: None allowed, including nail polish, even if clear. No acrylic nails may be worn.

Jewelry: Minimal. Only stud earrings are permitted. No other body jewelry.

Shoes need to be predominantly white, black, navy, or brown in color. Closed toes and closed heels with appropriate ties or fastenings are required. The color and style need to blend with the uniform. ***Heelys, crocs, glitter, webbed shoes and slippers are not allowed at school. Shoes with ties must be tied at all times. Rain/Snow boots can be brought to school to be worn at recess during inclement weather.***

Socks: To be worn and visible. Socks should be one color: white, navy blue, or black.

Outerwear: Students must come to school prepared for the weather. No coats, hats, sweatshirts, or hoodies may be worn in the building.



Hair: Hairstyles must be appropriate for a Catholic school student. Extreme coloring and extreme hairstyles are not acceptable. No added feathers or extensions may be added to the student’s hair. The principal has the “final word” in deciding the appropriateness of a student’s hairstyle.

Used Uniforms: A used uniform sale is held each summer before the beginning of the new school year. Used uniforms are also available throughout the school year. Families are encouraged to donate good, clean, used uniforms to ICRS when outgrown by their children so other students may use them.

When Out of Uniform: Students who are out of uniform will borrow a used uniform and will be given a written “warning” to be signed by parents. Parents may be called to bring the proper clothing to school. If the problem persists, students may receive a referral.

RULES FOR NON-UNIFORM DAYS

Non-uniform days are a privilege, not a right. Students who do not follow the rules must put on a uniform. A referral may also be given. On non-uniform days, students may wear their uniforms or other appropriate clothing.

Dress Code for Non-Uniform Days:

- 1) Dress in a clean, neat and modest manner.
- 3) No suggestive messages or logos on t-shirts
- 4) No alcohol or cigarette advertisements on clothing
- 5) No baggy or “gang” type clothes or logos
- 6) No short-shorts or short skirts or short dresses (two inches above knee maximum)
- 7) No see-through shirts, halters, or short or midriff tops.

Parents of students who wear inappropriate clothing may be called and asked to bring their child’s uniform to school to be worn for the remainder of the free dress day. Students in inappropriate dress may also be asked to change into uniforms from the “used uniform” closet. The principal has the “final word” where appropriateness of free dress is concerned.