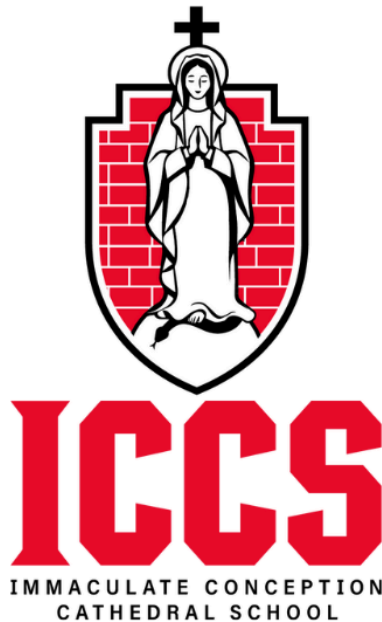


IMMACULATE CONCEPTION CATHEDRAL SCHOOL



PARENT/STUDENT HANDBOOK 2025-2026

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Strengthening spirits, minds, and bodies through the teachings of Jesus Christ

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PREFACE

The purpose of this handbook is to inform parents and students of the policies and procedures of both the Diocese of Lake Charles Catholic Schools and Immaculate Conception Cathedral School. Agreeing to this handbook during the enrollment process and/or at the start of a new school year indicates that you have read, understand, and will adhere to the contents in its entirety; and therefore acts as a binding agreement between all parties.

Some policies and procedures have been taken directly from the Diocesan Handbook of Policies and Regulations. This handbook can be viewed in the school office or the Diocesan Office of Catholic Schools upon request. The administration and faculty of Immaculate Conception Cathedral School have developed additional policies and procedures.

The right to amend or add policies is reserved by the administration and faculty, as they deem appropriate throughout the school term. In situations where policies or procedures have not been established, the principal has the authority to determine and invoke consequences or disciplinary actions. Any changes will be disseminated to the parents.

MISSION STATEMENT AND BELIEFS

Strengthening spirits, minds, and bodies through the teachings of Jesus Christ.

OUR BELIEFS

1. We believe as a Catholic school we take our meaning and purpose from the role and mission of the Church.
2. We believe that parents are the primary educators of their children, with the school community and Church sharing in this responsibility.
3. We believe the entire school community encourages the spiritual, intellectual, emotional, social, and physical development of each child.
4. We believe each child is a valued and unique individual who learns, grows, and achieves in different ways.
5. We believe in promoting Christian morality by instilling virtues including respect for life, honesty, responsibility, and self-discipline.
6. We believe in teaching the importance of cultural diversity, social justice, and American citizenship.
7. We believe in providing a safe and trusting environment.

HISTORY OF IMMACULATE CONCEPTION CATHEDRAL SCHOOL

Monsignor Louis H. Boudreaux, pastor of Immaculate Conception Parish, undertook the building of a parochial grade school in 1949. Several years prior to the actual building project, a serious appraisal of the educational system within the parish took place. The large brick building of the academy had become inadequate and overcrowded. It was decided that St. Charles would function nicely as a high school for girls only. A new parochial school could provide educational services for grades one through eight for girls, and one through four for boys. Landry Memorial School would continue to educate boys from grades five through twelve.

With that thought in mind, the pastor and parishioners set up a goal of raising \$100,000 within a three-year period to be used as a down payment for a new school building. Construction started after a substantial part of the money had been realized. The long-range plan was to liquidate the indebtedness in twelve years. While \$300,000 was the first estimate of building costs, \$380,000 was the final total. Immaculate Conception School opened its doors to clergy, parishioners, and other well-wishers on the afternoon of February 19, 1950, for a dedication ceremony and open house. Bishop Jules B. Jeanmard of Lafayette officiated at the dedication rites and commended the three-storied building "to the honor and glory of God." Blessing of the cornerstone and the massive red brick building preceded a program in which congratulations were extended by Mayor T.C. Price, City School Superintendent, G. W. Ford, Catholic School Superintendent, the Reverend I. A. Martin of Lafayette, and Bishop Jeanmard.

Joined to St. Charles by reason of tradition and proximity, the new building was connected to the older academy building by a "bridge" at the second level. The Sisters Marianites of Holy Cross were also named to staff the new school; Sister Imelda was the first principal of ICS. In the years that followed, an academic tradition began which has been carefully nurtured through the present day.

Thirteen years later, on the afternoon of November 3, 1963, Immaculate Conception School and St. Charles Academy hosted an open house in the modern air-conditioned cafeteria that had recently been completed. Built to serve three hundred fifty pupils, it was initially under the supervision of Mrs. Rose Vincent. Parent-Teacher Association members served as hostesses, and the outstanding Academy Chorus, directed by Jerry Crews, provided entertainment for the occasion.

After the school merger of Landry and St. Charles in 1970, the academy building served only in the capacity of home for the Marianites teaching at St. Louis and ICS, and storage room for the latter. Security became a problem, and the building was finally condemned by the Fire Marshal's office. Early in 1974, the parish bought a gray two-storied, twelve-room house at 1624 Foster Street, which became the new St. Charles Convent. The Parish also purchased the academy building and its land from the Marianite Order. Demolition began in April of 1974. Parishioners found it a painful experience to see the sixty-year-old landmark being demolished. Immaculate Conception School now stood alone at 1536 Ryan Street.

The following December, the parish was plunged into deep mourning over the death of its beloved Monsignor Boudreaux who, after thirty-four years as pastor, died just hours after his official retirement as pastor. At that time, Sister Martha McCellan was principal at ICS. In the time-honored tradition, the school staff, particularly Sister Martha and Sister Colette Guidry, vice-principal, sustained and consoled the community. On the morning of Monsignor Boudreaux's funeral, the students from St. Louis and ICS attended an early morning memorial Mass at Immaculate Conception Church.

Monsignor H. Alexandre Larroque became the next pastor and took up the task of ground improvement where St. Charles Academy had stood. One year later, as part memorial service for Monsignor Boudreaux and part parish Feast Day celebration, a marble obelisk was erected in the courtyard at Immaculate Conception School. The newly landscaped and reconstructed grounds were dedicated in Monsignor Boudreaux's memory. The Advisory Council chairperson, acting as Mistress of Ceremonies for the dedicatory rites, stated: "He lives. Father Boudreaux lives in our hearts and minds and in God's own company. Therefore, it is befitting that this Living Memorial be dedicated to his honor and glory--a living commemorative that witnesses the presence of our hope for tomorrow--our children--and on whom Monsignor Boudreaux lavished such fatherly concern." Members of the PTO and the school staff, under the guidance and leadership of principal Sister Colette, hosted the formal reception that followed in the school cafeteria.

The Reverend Louis Melancon became the next pastor of Immaculate Conception Parish, and the emphasis in the school was on change and greater social awareness. Weekly school Masses were the norm in spite of a shortage of priests.

An announcement was made that significantly changed the church community in Lake Charles and the role of Immaculate Conception School in this community. On January 29, 1980, a much-heralded press conference was called for 8:00 a.m. in Lafayette. Lake Charles had been named a diocese and would include the area once known as "Imperial" Calcasieu. Monsignor Jude Speyrer, Vicar General of the Lafayette Diocese, was named the first Bishop of the New See. This announcement ended a year of speculation by parishioners. It was generally known that in mid-February of 1979, Monsignor Clemente Faccani, apostolic delegate emissary, visited southwest Louisiana as part of a process for a feasibility study to determine the possible advantages in restructuring the Catholic Dioceses of southwest, central and northern Louisiana. Upon becoming a Diocese, Immaculate Conception School was recognized as the school representing the Cathedral Parish, thus becoming Immaculate Conception Cathedral School.

During the 1994-1995 school year, ICCS was first accredited through the Southern Association of Colleges and Schools and was accredited again in 2004-2005 and 2010-2011. ICCS was accredited under Advanc-Ed in 2015-2016 and during the 2021-2022 school year ICCS was accredited through Cognia. ICCS underwent a diocesan system accreditation with Cognia during the 2022-2023 school year. ICCS and the Office of Catholic Schools are both committed to growth in pursuit of Catholic academic excellence.

In the early eighties, Borden's Incorporated donated the property to the north of the school building where for many years the famed Borden's Ice Cream Parlor stood. During the summer of 2001, parent volunteers constructed a much-needed parking lot on this site.

Due to growth in student population at ICCS and the need for additional space, the Building on Tradition capital campaign, endorsed by Bishop Glen John Provost, officially began in 2007. This campaign helped to fund the construction of the 3-story, 20,000 square feet St. Charles Annex addition. The Annex includes 4 classrooms, a large art room, a state-of-the-art computer lab, and a spacious library. In 2020, the third floor of the St. Charles Annex was built out as a multipurpose space to serve ICCS students and in 2021, the first phase of a long dreamed about campus security project was begun by creating and consolidating the land serving our students into a united campus unit. The second phase to further secure the campus is currently underway.

ICCS currently enrolls 374 students from grade Pre-Kindergarten to eighth grade. Mrs. Jacqueline Hebert currently serves as the principal and Mrs. Brittany Ebersole serves as the Assistant Principal over

curriculum and technology. The school has 20 classroom teachers and 6 paraprofessionals. In addition, the school also employs a librarian, a school counselor, an elementary resource teacher and a progressions teacher, director of religious education, and teachers of enrichments in art, technology, music, physical education, and foreign language. ICCS staff includes two receptionists, an administrative secretary, and a bookkeeper.

Immaculate Conception Cathedral School's faith and spirituality are infused into our daily lives, not only in religion classes, but also through the various liturgical celebrations, class retreats, and school-wide service projects. It is through our day-to-day acknowledgment of our many blessings that we live out our mission of "Strengthening Spirits, Minds, and Bodies Through the Teachings of Jesus Christ!"

Principals who have served Immaculate Conception Cathedral School include:

Sister Mary Imelda Voelker	Sister Colette Guidry	Mr. John Augustine
Sister Mary Theresa MacDonald	Sister Mary Elizabeth Lanning	Mrs. Dinah C. Bradford
Sister Mary Winifred Daly	Miss Patricia Millerick	Mr. Michael Miller
Sister Mary Celestine Aycock	Mr. Richard Owen	Mrs. Christi Jarreau
Mrs. Mildred Simms	Dr. Linda LeBert	Sister Mary Noel Pereira
Sister Martha McCellan	Mrs. Melanie R. Bradberry	Mrs. Blair Moses Tadlock

The message to all the community remains that ICCS is a strong viable source of Catholic education that continues the tradition that began many years ago with the Marianite Sisters. The spirit of our Lord and the cooperation of our community form a bond that has created an incredible learning environment. Each day, the experiences for teachers and students alike are educational, enriching, and life-giving.

IMMACULATE CONCEPTION CATHEDRAL SCHOOL PHILOSOPHY

Immaculate Conception Cathedral School is a Catholic school that strives to take its meaning and purpose from the role and mission of the Church. Its goals include teaching the message of Christ, building a community through which the message can be lived, and making these truths the basis of service to others. The Immaculate Conception Cathedral School community recognizes the responsibility of instilling in students a love for the Church, knowledge of her teachings, and faithfulness to her practices.

The Immaculate Conception Cathedral School community holds that education is a life-long process directed at preparing each person for the fulfillment of his unique personality and for life's work. Parents are acknowledged as the first and foremost educators of their children. The faculty shares the responsibility with parents and community agencies, in providing students with equal opportunities for spiritual, intellectual, emotional, social, and physical development. It is believed that a strong foundation in all of these areas is necessary to enable students to function adequately in this complicated, technological world.

The members of this Catholic educational community acknowledge the importance of skill development, the desire to attain knowledge and self-discipline, and the search for truth. Realizing that each student has his or her own learning style, the faculty utilizes an integrated approach to learning and presents content in various modalities: visual, auditory, tactile, and kinesthetic.

The members of this school community value the American heritage and the privileges of American citizenship. The faculty accepts the task of transmitting to its students, through word and example, the responsibilities inherent in the concepts of the moral and religious foundations of this country. Our goals are to equip each individual with what is needed to build new experiences, appreciate and desire to learn, and grow into a moral, responsible, productive adult.

This philosophy is a reflection of the attitudes and goals expressed in the Declaration on the Christian Education, a document of Vatican II dated October 28, 1965, and in To Teach as Jesus Did, a Pastoral Message on Catholic Education from the United States Bishops dated November 1972.

INTRODUCTION

Governance

Immaculate Conception Cathedral School (ICCS) is owned and operated by Immaculate Conception Cathedral (ICC) Parish. It is approved by the Louisiana State Department of Education and the Diocese of Lake Charles and has been accredited by Cognia, AdvancED, and SACS CASI Association. The content of the ICCS School's Parent/Student Handbook is consistent with and falls under the auspices of the Catholic Schools/Diocese of Lake Charles: Handbook of Policies and Regulations. A copy of the Diocesan Handbook is available for viewing in the administration office of ICCS School.

ICCS is governed by the pastor of ICC parish, the principal, and must follow the policies and procedures set forth by the Office of Catholic Schools.

The school's Advisory Council is composed of seven members who work with school leadership for the betterment of the school. Two (2) members are appointed by the pastor from the parish, four (4) have children at ICCS and are elected by parents of ICCS, and one (1) is the PTO president. ICCS Advisory Council members are posted in the Panther Press. The principal directs and implements policy and employs and supervises the faculty and staff.

Advisory Council meetings are typically held monthly at 5:00 pm (unless otherwise scheduled) in the church parish office building or the school. Should a parent be interested in attending, a request to be placed on the agenda must be made in writing to the president/chairperson no less than seven (7) days prior to the next advisory council meeting. The president/chairperson shall contact the pastor and the principal, and with a vote of these three persons they may either approve or deny. Should it be approved, the pastor, the principal, and the president/chairperson will set the amount of time and the nature of the presentation to be made. Notice of presentations shall be given to each school board member in advance of the meeting at which it is to be made.

If a request is made and the pastor, the principal, and the president/chairperson all agree that it is an urgent need or emergency approval may be granted forty-eight (48) hours prior to the advisory council meeting. All members of the advisory council shall be notified and the pastor, the principal, and the president/chairperson will set the amount of time and the nature of the presentation to be made.

Admission of Students

Catholic schools of the Diocese of Lake Charles are open to all children regardless of race or ethnic background, but preference shall be given to children of the Roman Catholic faith.

Reasonable effort shall be made to provide Catholic children with a Catholic education. Parish Advisory Councils make a strong effort to provide a Catholic education for a child whose parents are unable to pay full tuition.

In those cases in which physical limitations make it necessary to restrict the intake of students in a given school, priority shall be given to students of Catholic parents residing in the Cathedral parish who have demonstrated support of Catholic education in the past.

All Students of ICCS, whether they are of the Catholic faith or not, are expected to follow the moral guidelines and ethical standards of the Catholic Church.

Admissions Protocols

Please refer to the school website for instructions on the New Student online application process. A non-refundable application fee must be submitted with each application. Once your New Student application is submitted and student documentation (see below for types of documentation) has been either uploaded to the application or emailed to administration, the application and the student information will be reviewed by the ICCS administrative team. Once a complete review has taken place, prospective students may be scheduled to take an entrance exam. A formal family interview will be scheduled with the school after the entrance exam.

Depending on circumstances, families enrolling after the last day in February prior to the enrollment year may be required to make an advanced, non-refundable deposit of 1/4 of the 1st quarter's upcoming year tuition before the 1st of June. Payment will be applied to tuition for the 1st quarter. Families enrolling between June 1st and the first day of the new school year may be required to make an advanced, non-refundable deposit of 1/2 of the 1st quarter's tuition. Payment will be applied to tuition for the 1st quarter. Families enrolling after the start of a new school year may be required to make an advanced, non-refundable payment of a full quarter's tuition.

Academic Documentation, Evaluations, and Behavior Records

Academic documentation including a current report card and current standardized test records as well as any academic diagnosis and current psychoeducational evaluation (within the last three years) from a psychologist or educational diagnostician should be submitted to the ICCS administrative team for review. Additionally, ICCS requires applicants to disclose any issues related to student behavior such as but not limited to conduct grades, referrals, detentions, suspension, etc. Continuation of admissions is contingent upon openly disclosing any behavior issues as well as any academic diagnosis. ICCS administration may reach out to the administration of the student's previous school to gather additional data or information.

Entrance Exam

An Entrance Exam may be required for all new students grades Kindergarten through 8th grade. Prospective Kindergarten students are administered a one-on-one skills test with a Kindergarten teacher and may be required to shadow with a current Kindergarten class for one hour. Prospective 1st-8th grade students take an online test on-campus proctored by one of our administration team members and may be required to participate in a shadow day.

Family Interview

Testing and interviews for new families are typically scheduled for the same day depending on the time of year or circumstance. This is an opportunity for the ICCS administration to get to know your family on a personal level, and to discuss your student's goals, expectations, and potential challenges. It is the family's opportunity to ask questions regarding school procedures, etc. ICCS administration observes the right to gather records and other documents from most recently attended school(s) of prospective students.

Admission priority

Admission priority at ICCS is as follows:

1. New students with current siblings.
2. New students whose parents are parishioners of Immaculate Conception Cathedral Church and have an alumnus/alumni parent of ICCS.
3. New students where parents are parishioners of Immaculate Conception Cathedral Church - see below on parishioner status determination.
4. New students where a parent is an alumnus/alumna of ICCS.
5. New students where parents are parishioners of a Catholic Church parish that does not have a Catholic school.
6. New students where parents are parishioners of a Catholic Church parish that does have a Catholic school.
7. New students who are non-Catholic.

** For instances where there is equal admissions priority, the senior ICCS administration and the pastor will determine admission.**

Parishioner Status

Families in good standing with Immaculate Conception Cathedral parish are defined as those who (1) live within the territorial boundaries of the church parish or are officially registered with the Cathedral, (2) regularly worship at the Cathedral, and (3) offer time, talent, and treasure to the Cathedral. All three criteria are used in determining eligibility for parish subsidized tuition by the pastor.

For the 2025-2026 school year, Cathedral parishioners requesting parish subsidized tuition are expected to have contributed on a frequent and regular basis starting no later than December 31, 2023, in recorded funds to the church parish.

Principal's Authority

In accordance with the school's philosophy and values and in situations where policies or procedures have not been established, the principal has the authority to determine and invoke actions or disciplinary consequences regarding students, non-students, and parents/sponsors.

The principal has the authority to:

1. Amend, revise or change school practices, procedures, regulations, and other guidelines. Changes are communicated through written notices and verbal announcements, when applicable.
2. Investigate issues related to well-being and discipline directly with students.
3. Determine what is appropriate behavior or dress becoming a student or non-student. The principal is the final recourse in all matters of discipline and school-related matters and may waive any disciplinary rule for just cause at his/her discretion.

Rights and Responsibilities of Students

Students have the right to pursue a sound Catholic education. Students have the responsibility to study and apply themselves, to attend classes daily, to be punctual, and to obey school and Diocesan regulations.

Students have the right to an environment conducive to learning. Each student has the responsibility to discipline her/himself and not to interfere with the total learning environment of other students. When a student fails to discipline her/himself and to follow the established disciplinary rules, it becomes the school's responsibility to discipline the student.

Students have the right to expect that the school will be a safe and healthful place to obtain an education. In order to help assure the safety of themselves and of others, students shall conduct themselves in accordance with rules established to promote safety and health.

Students are responsible for following the rules set forth by their individual classroom teachers. The teacher(s) through the course syllabus will distribute these rules to the students during the first week of school.

Any threatening words, actions, or behavior whether verbal or written and whether in-person or via technology on the part of a student toward faculty, staff, administration, or volunteers may lead to the student's immediate dismissal from ICCS.

Parental Role in Education

We consider it a privilege to work with parents in the education of children because we believe you are the primary educators of your children. Therefore, it is your right and your duty to become the primary role models for the development of your child's life -- physically, mentally, and spiritually. During the formative years of Pre-K-8th grade, your child needs constant support from both parents and faculty in order to develop his/her moral, intellectual, and social best. It is vital that teachers and parents work together in support of all students. To divide authority between school and home or within the home will only teach disrespect of all authority. Evidence of mutual respect between parents and teachers will model good mature behavior and relationships.

As partners in the educational process, we ask parents:

- to set rules, times, and limits so that your child:
 - gets to bed early on school nights;
 - arrives at school on time and is picked up on time at the end of the day;
 - is dressed according to the school dress code; and
 - completes assignments on time;
- to actively participate in school activities
- to inform ICCS of any special situation regarding student's well-being, safety, and health
- to read school notes and newsletters and show interest in your child's total education
- to support the religious and educational goals of the school
- to attend Mass and teach the faith by word and example
- to support and cooperate with the discipline policy of the school
- to not post negative comments about our school, students, or teachers on social media

Parents/guardians using threatening words, actions, or behavior toward faculty, staff, or administration whether verbal or written and whether in-person or via technology may lead to immediate dismissal of their student(s) from ICCS. Together, let us commit to partnership in supporting one another in helping all students become the best person he/she is capable of becoming.

Parent/Student Handbook

The current Parent/Student Handbook is posted to the school website annually. A form stating that parents and students have read and discussed the handbook is to be submitted by the specified date indicated in order for the student to remain enrolled. The principal has the right to amend the handbook, notifying parents by means of written and/or electronic notices.

Parents/guardians and students are to comply with the terms of the Parent/Student Handbook and other school publications (grade level contracts, class syllabi, calendars, etc.) Failure to abide by the terms described in this Handbook by either the student or parent/guardian may jeopardize the student's enrollment.

Parent Communication

Parent communication is paramount to the success of each student. Various forms of communication are available for parents and students to remain informed throughout the calendar year.

- The ICCS webpage (www.iccschool.org) is maintained regularly. It contains links to various helpful sites as well as updated information such as the monthly cafeteria menu, PTO fundraiser events, and forms. Online donation and ICCS alumni submission forms can also be found on the www.iccschool.org website.
- *The Panther Press*, our weekly e-newsletter, is our most consistent means of communication. It is sent out electronically via email on Thursdays. Past copies can be referenced online via FACTS Family Portal. Newsletter submissions are due by 3:00 p.m. on Tuesdays. Submissions MUST BE school-related, newsworthy, and approved by the administration. For more information about *The Panther Press*, please contact Jessica Hart at jhart@iccsweb.com.
- FACTS SIS is an online service providing parents with updated records of their student's academic progress. This service also allows the school to notify all households and parents of emergencies or unplanned events that might cause early dismissal, school cancellations, or late starts via telephone, email, or SMS broadcast. Questions regarding FACTS SIS access may be directed to Melissa Mathew at mbmathew@iccsweb.com.
- ICCS Mobile App is an application that can be downloaded from the App Store and includes easy access to the ICCS newsletter, lunch menu, FACTS family portal, FACTS financial, school calendar, parent-student handbook, homework, DashPass app, and student grade books.

Conferences/Consultations

Consultation with your child's teacher(s) is always the first step for addressing concerns or asking questions. Parents/Guardians may email their child's teacher or call the front office to leave a message for the teacher. Given that teachers are focused on the teaching and learning in their respective classrooms, teachers will do their best to return phone calls or answer emails in a timely manner. Impromptu meetings/conferences with faculty, staff, or administration will not occur unless deemed necessary by the principal and/or requested by the administration. All meetings/conferences/consultations must be scheduled in advance by calling the office or by emailing the faculty, staff, or administrative team member.

ICCS administrators may be requested to attend parent-teacher conferences at either the parent or teacher request. Upon arriving at school for a conference, parents/guardians should report to the receptionist to receive a visitor's pass and wait for the receptionist to announce their arrival. **AT NO TIME SHOULD A PARENT BYPASS THE RECEPTIONIST AND GO DIRECTLY TO THE CLASSROOMS AND/OR ADMINISTRATIVE OFFICES.**

Administrators no longer need to be copied in all communications. However, there are specific situations where their involvement is crucial:

Bullying and Harassment: Any reports or concerns related to bullying or harassment.
Threats of Violence: Instances involving threats to student or staff safety.
Suspicion of Abuse or Neglect: Concerns regarding a student's well-being outside of school.
Health and Safety Hazards: Situations that may pose a risk to the school environment.
Emergency Situations: Any incidents requiring immediate attention or intervention.
Legal or Custodial Issues: Matters that could affect a student's school experience or safety.

This list serves as a guide, and it is not exhaustive. If you believe an issue warrants an administrator's attention, please include them in your communication.

Visitors/Student Safety

Visitors must act courteously and respectfully toward faculty and staff at all times. Disruptive or threatening behavior will not be tolerated. Entrances into the building during the school day should take place at the Ryan Street entrance only. All visitors must report to the receptionist indicating their purpose to be on campus, present a physical state ID, and secure a visitor's tag. All appointments are to check in with the receptionist and wait in the reception area while she notifies the appropriate persons of their arrival. Visitors are not allowed in classrooms, the cafeteria, gym, playground, or other outdoor areas without administrative approval.

School Resource Officer

ICCS has secured a School Resource Officer (SRO) for the 2025-2026 school year. The School Resource Officer Program is a proactive, innovative, problem-solving approach to assist in reducing crime by assigning specially trained certified law enforcement officers to schools. The goal is to offer a safe environment so students can obtain an education without the fear of violence. The SRO program is a nationally accepted program involving the placement of a law enforcement officer within the educational environment. The officer's role is more than being a very active high profile law enforcement officer and includes being a resource for students, parents, teachers, and administration regarding law related issues.

School/Office Hours

The school office is open from 7:30 a.m. to 3:30 p.m., weekdays during the school year, except during school holidays. Summer office hours are shortened and posted during the summer months.

Use of ICCS Facilities

The use of the ICCS building must have the prior approval of the administration. For insurance purposes, only those activities sanctioned as school-related or parish-related will be considered unless a waiver is signed. The sponsoring organization or any approved group approved to use specified areas of the ICCS building are responsible for restoring order to the building following the activity. Should there be damages or items that need to be cleaned after use, organizations and groups will be billed for clean-up, repairs, or any other costs incurred by the school to put things back in order.

Student Insurance

The option to purchase student accident insurance will be offered to families. This insurance will be considered supplemental to other insurance policies the family may already have.

BUSINESS/FINANCE

Monetary Transactions

Financial transactions will be handled through the FACTS Tuition Management System. ICCS typically does not conduct cash transactions as it relates to tuition and fee payments. Any cash transactions will be considered on a case-by-case basis and will require prior written administrative approval.

Registration Fees/Tuition/PTO Obligation

Tuition and registration fees are established annually in consultation with the Finance Committee and must be paid at the time of enrollment. Registration fees are non-refundable. All accounts (tuition, extended care, etc.) must be current at the time of registration in order to register for the following school year.

Any student whose account is delinquent greater than thirty days may not be permitted to remain in school until full payment is received. Families with a history of delinquent payments may be required to pay multiple months in advance in order to re-enroll students. Parish subsidies for tuition are at the sole discretion of the Pastors of subsidizing parishes. Families with multiple siblings attending ICCS will receive a reduction in tuition for the second, third, etc. students. The fifth sibling enrolled at ICCS will attend free. Pre-K students do not receive a family discount and are not participants in any subsidy program. Tuition is due for the entire month, regardless of days attended or not attended.

If the family PTO pledge obligation is not met by April 30th of each school year, the balance owed will be invoiced and drafted from the family's FACTS financial account.

Immaculate Conception Cathedral Parish Policy Regarding Subsidy

Families in good standing with Immaculate Conception Cathedral parish are defined as those who (1) live within the territorial boundaries of the church parish or are officially registered with the Cathedral, (2) regularly worship at the Cathedral, and (3) offer financial donations to the Cathedral. All three criteria are used in determining eligibility for parish subsidized tuition by the pastor. Cathedral parishioners requesting parish subsidized tuition are expected to have contributed at least \$500 prior to December 31 of the previous year, in recorded funds to the church parish.

Families requesting subsidy from another church parish must have the Parishioner Verification form completed by their pastor. In order to verify the order of admissions, all families of the Catholic faith seeking enrollment at Immaculate Conception Cathedral School must submit the Parishioner Verification form prior to the end of registration to the school office.

Withdrawal

Students who transfer to another school after enrolling in Immaculate Conception Cathedral School should notify the principal of intent to transfer in writing by completing a withdrawal request to disenroll the student. Once all entities have verified outstanding materials have been returned and fees have been paid in full, records will be sent to the name and address of the new school upon the new school's request. Outstanding tuition agreements for registered students who withdraw or are dismissed during the school year are as follows:

- Parents/guardians of students withdrawing after the date of re-enrollment or formal enrollment until May 31st are responsible for 1/8 of the yearly tuition.
- Parents/guardians of students withdrawing June 1st - August 1st are responsible for 1/4 of the full yearly tuition.
- Parents/guardians of students withdrawing after August 1st are responsible for the ½ yearly tuition.

Class fees, technology fees, registration fees, and any incidental charges are non-refundable.

We understand that plans can change and that transferring schools is sometimes an unexpected and difficult decision for families. This fee helps our school manage commitments that are made early in the year—such as ordering class supplies, securing technology licensing, and planning staffing—based on the number of enrolled students. In many cases, your child’s enrollment may have meant turning away another family once a class reached capacity. While this fee is never intended as a burden, it helps ensure we can continue offering a high-quality, well-resourced experience for all our students. We appreciate your understanding and support of our shared community.

Cumulative records of students are released to the new school only after the proper withdrawal paperwork is complete and all outstanding bills and tuition obligations have been paid.

Financial Assistance

The Bishop’s Scholarship Fund for Catholic Schools, a tuition assistance program, has been established to help parents who desire to educate their children in a Catholic school but are financially unable to meet the full tuition requirement. This fund provides money to each Catholic school in the Diocese of Lake Charles. Tuition assistance is determined in the spring of each school year and is available for families enrolled at that time.

ICCS accepts all state scholarships including Arete, ACE, School Choice, and LA Gator.

If families are experiencing financial hardship and have exhausted other financial opportunities, an internal form can be completed to be considered for any tuition assistance money granted to the school from private donors. Please contact the principal if you would like to be considered.

Supplies and Class Fees

ICCS purchases certain pre-packaged supplies for all students. Supplies and class fees combine to cover materials specific to certain grade levels. Students in various grades also have a limited supply list of items that they will need to have throughout the school year.

Students may bring a spill proof water bottle each day to campus. Water bottles are not allowed to have straws protruding from the exterior cap as it is a spill hazard. ICCS prefers for the water bottles to be made of plastic; however if a student brings a metal water bottle, they will be allowed to use it. All water bottles should be made of material that will not break or shatter. Water bottles left on campus will be discarded weekly.

Trading Services for Fees

ICCS does not trade services in lieu of tuition and fees.

ACADEMIC REGULATIONS

Christian Formation Program

Religious curricular offerings are prescribed, publicized, and certified by the Calcasieu Center for Catholic Studies in association with the Diocesan Office of Religious Education and the Office of Catholic Schools. All ICCS students, grades Pre-K through 8th Grade, must participate in the religion curriculum, receiving daily instruction in Christian doctrine as an integral part of the curriculum in a Catholic school. All Religion textbooks utilized at ICCS are approved by the Bishop of the Diocese of Lake Charles.

Sacramental Preparation

Students are prepared for First Penance and First Eucharist in second grade.

Liturgies

Throughout the year, ICCS celebrates Mass as a community in the school gym and at the Cathedral. School classes and organizations plan and lead liturgies. Parents, families, and friends are always invited and welcomed to these celebrations. On Mass days, girls must wear an ICCS jumper/skirt and boys must wear uniform pants (no shorts).

Academic Program

ICCS abides by the State Department of Education's Bulletin Non-Public 741 and accreditation agency guidelines when making all necessary judgments about policies and regulations concerning the curriculum. In addition, ICCS follows all standards set forth by the Office of Catholic Schools for the Diocese of Lake Charles.

Academic Honesty and Integrity

Academic honesty and integrity are molded within the mission to *strengthen the spirits, minds, and bodies through the teachings of Jesus Christ*. It is with this in mind that academic endeavors of our students whether in faith, academic excellence, or personal growth reflect moral and ethical principles found in the Gospel. We are committed to producing an educational atmosphere where our young scholars develop integrity and self-discipline and who develop into passionately faithful, intellectually astute, and socially responsible citizens. ICCS believes in fostering character and virtue development of all students. Students are expected to complete academic work with honesty and integrity. The use of others' work, words or artificial intelligence to create academic products in the place of students' original and authentic work is prohibited. Students who do not complete academic work with integrity but who take ownership of their actions may receive a reduced conduct grade penalty.

Fair Assessment Policies and Guidelines

The term assessment refers to a wide variety of tools and methods used by teachers to evaluate, measure and document student learning, readiness, skill acquisition or educational needs. These include traditional methods of assessment within the physical classroom space as well as digital/virtual assessments given through virtual learning spaces and platforms used by ICCS teachers. The primary purpose of assessing students is to give an indication of a student's learning progression. It is essential that assessments be fair for all students and in line with the mission of *strengthening spirit, mind, and body through the teachings of Jesus Christ*. The Fair Assessment Curriculum Team (FACT) collaborates to promote fair assessment across all grade levels and content areas. Policies and guidelines developed by

FACT are created to support and sustain a fair assessment environment for purposeful and productive learning. FACT reviews issues brought by teachers, parents, and students that may arise throughout the school year, and decides along with the administration on a consistent and fair resolution aligned to the school's philosophy of education. In order to nurture a climate of student reflection and growth, teacher feedback given in a timely, age-appropriate, scholarly, and high-quality manner is of value to all students. Teachers should foster fair learning environments to support fair assessment and fair assessment practices.

Academic Assessments

1. All school work for academic learning whether formally assessed or not should be the student's own work.
2. Students are assessed in diverse ways that may include but are not limited to tests, quizzes, projects, study guides and reviews, labs, and in-class and out-of-class assignments.
3. Assessments reflect the course material covered in the teaching and learning process.
4. Formative assessments will be used prior to summative assessments, and students should be able to take in feedback from formative assessments before summative assessments are given.
5. When more than 50% of the students being assessed fail, a reassessment is provided to all students, only after re-teaching has taken place.
6. Assessments should have simple and specific instructions using rubrics when needed.
7. Bonus/extra credit opportunities are not considered among the required number of assessments.
8. Accelerated Reader tests on class-related novel studies, specific genre related assignments, or marking period reading goals, may be incorporated into the reading/literature grade. Teachers should inform the administration of plans for such grading.
9. Major assessments will not include content taught by a substitute teacher. However, this policy does not apply in cases where a long-term substitute is in place.
10. Students will have the necessary materials 2 days prior to testing, enabling them a minimum of 2 nights to review; however, it is the student's responsibility to keep up with their studies by regularly reviewing material from class.
11. Posted notification of a test in FACTS should be given no less than 2 days prior to the test.
12. Teachers post scheduled tests/assessments to FACTS and to specific assessment communication calendars.
13. No more than 3 tests are scheduled for one day. "Tests," however, do not include labs, pop quizzes, projects assigned over a period of time, regularly scheduled spelling assessments, or other such assessments that occur on a regular basis.
14. Middle school students take cumulative final exams. Study guides are provided. Final exams will equal no more than 20% of the total points for the 4th quarter.
15. Open-book tests are never given unless the teacher giving the open-book test has specifically taught the skill of taking such tests.

16. Timed Tests in Math may be considered as one overall assessment, valued cumulatively at no more than 10% of the quarterly grade.
17. Google Classroom assignments (Grades PK-8th) carry specific due dates and are time stamped. It is important that students post submissions on time and double-check that they correctly submitted their work. Assignments completed online carry the same late penalty as regular paper and pencil assignments.

Assessment of Conduct

The Early Elementary, Lower Elementary, Upper Elementary, and Middle School programs all assess the conduct of students. Conduct assessment follows the conduct age-appropriate conduct system for the grade level. As partners in education, teachers and parents will communicate about behavior at school throughout the school year. As the primary educators of their children, we ask that parents play an active role in effectively managing missteps in their student's conduct as well as support the school's consequences and behavior system. Teacher communication on conduct should be clear and consistent.

- 1st/2nd - Conduct is assessed daily as a 3-point grade and is communicated home through a conduct calendar.
- 3rd - Conduct is assessed through two conduct grades per quarter, covering a 4.5 week period. The two grades will be averaged at the end of each quarter to reflect a quarterly conduct grade. Responsibility and behavior infractions typically result in a one-point loss from the 100 point total for the period. Based on circumstances for the infraction, more points may be warranted as referenced in the ICCS Conduct Code.
- 4th/5th - Conduct is assessed in FACTS Behavior. We will no longer use a two-card conduct system. Instead, we are transitioning to a single, ongoing record of demerits in the FACTS behavior system, which will be used to determine each student's conduct grade at the end of every quarter. Demerits will reset at the start of each quarter. Points taken vary based on the offense. Typically two points are removed for behavior infractions and one point for responsibility infractions. Based on the circumstances of the infraction, the removal of more points may be warranted. Please refer to the ICCS Conduct Code.
- 6th-8th - Conduct is assessed in FACTS Behavior. We will no longer use a two-card conduct system. Instead, we are transitioning to a single, ongoing record of demerits in the FACTS behavior system, which will be used to determine each student's conduct grade at the end of every quarter. Demerits will reset at the start of each quarter. Points taken vary based on the offense. Typically two points are removed for behavior infractions and one point for responsibility infractions. Based on the circumstances of the infraction, the removal of more points may be warranted. Please refer to the ICCS Conduct Code.
 - At a 79 C, the student will attend a 30-minute lunch detention.
 - At a 69 D, a 60-minute after-school detention is served from 3:00-4:00.
 - At a 59 F, an out-of-school suspension is served; in certain circumstances, an in-school suspension may be assigned.

In the event that a student accumulates three detentions within a semester, a comprehensive review of their behavior will be initiated, which may lead to suspension. Detentions are implemented as a corrective

measure, providing students with the opportunity to reflect on their actions and make necessary adjustments.

Should a student receive two suspensions during a school year, a comprehensive review of their behavior will be initiated. Furthermore, if a student is suspended three times within a single academic year, the possibility of expulsion will be considered or the student may not be permitted to re-enroll.

Expulsion is regarded as a last resort, reserved for cases of severe, chronic, or habitual behavioral issues. This policy is designed to safeguard the learning environment for all students and underscores the privilege of attending ICCS. It is important to note that certain behaviors may result in immediate detention, suspension, or expulsion, and is at the discretion of the principal.

Required Number of Assessments

1. At least 9 per quarter in Religion, Spelling, and Handwriting.
2. At least 12 per quarter in Language Arts/English, Reading/Literature, Math, Social Studies, Science/Social Science.
3. No assessments are ever given double value and formative assessments are used prior to summative assessments

Grading

1. One point for each expectation, such as correct answer, punctuation, name on paper, etc.
2. Grades on papers will be reported in fraction form only.
$$\frac{\text{Points Earned}}{\text{Points Possible}}$$
3. No letter grade is indicated.
4. With assessments requiring a subjective evaluation by the teacher, students are able to receive a perfect score, ie. handwriting.
5. For failing to place one's name on the paper to be a deduction, one point must be counted in the total points possible for placing one's name on the paper.
6. Academic dishonesty or cheating on assessments or any graded academic work results in "0" points earned and may result in 11 points (1 letter grade) removed from the conduct card. Teachers should educate their students on the various aspects of academic dishonesty throughout the school year.
7. The grading scale is as follows:

A	100 - 90%
B	89 - 80%
C	79 - 70%
D	69 - 60%
F	59 - 0%
9. Teachers will post grades regularly to FACTS in a timely manner so that students receive the necessary feedback from their academic grades to improve their work in the course. FACTS and any digital classroom - Google Classroom - posts pertaining to graded work or homework should be

consistent. Graded formative assessments should be entered and handed back or digitally returned to students prior to having students complete summative assessments so that students can be adequately prepared for the summative assessment.

10. Teachers are to provide feedback on all assignments--this applies to digital/online assignments as well

Use of Rubrics

1. All rubrics will include incremental point values.
2. Rubrics must be used for all assignments that require multiple expectations such as but not limited to projects, reports, booklets, labs, and assessments involving multiple components. Late credit will not be awarded for extended assignments in which due dates are given in advance on the rubric, and ample time is allotted in class.
3. Students will receive rubrics on the day of the assignment which will include specific due dates for all components of the project/assignment.
4. Rubrics should also be posted and used in digital classrooms such as Google Classrooms.
5. Teachers are to educate students on all key factors and expectations as outlined in the rubric. Rubrics should never be handed out without explaining the various components, expectations, and criteria.
6. Specific expectations are clearly outlined and provided to all students at the time the assignment is given.
7. Point values for presentation and presentation skills will be outlined on the rubric. Students should be given time to practice and polish their presentation skills if these skills will be assessed.
8. Enrichment courses provide academic feedback with grades. Content-specific rubrics are used for enrichment classes.

Homework

1. Appropriate purposeful homework will be given to students and is an opportunity to strengthen learning, elevate understanding, prepare students to expand their thinking, and develop skill mastery. Homework for the sake of homework should never be given.
2. Students will be required to practice and review skills they have already learned in the classroom.
3. Studying and reviewing is a component of homework.
4. As a link of communication, students should utilize their assignment planner for documenting homework, scheduled tests, announced quizzes, and any other valuable academic information and responsibilities.
5. Even when no "written homework" is assigned, it is of utmost importance that students review work daily.
6. Grades K-8th-- Homework and assignments are posted through FACTS by 4:00 P.M. Students should acquire the habit of checking FACTS daily. Students in these grades will also see assignment postings for courses using Google Classroom. In K-3rd Grade, teachers may also communicate

through calendars, binders, folders, planners, or weekly newsletters in print and/or digital form. Teachers should have made any updates to homework posts and lesson plans by 4:00 P.M. Teacher homework posts should always be consistent in FACTS and digital classrooms such as Google Classrooms.

Collaborative Learning: Assignments/Kagan Cooperative Learning/Project Based Learning

1. Collaborative Learning Projects should be assigned and fully completed in class or within online learning classroom spaces – students may have to work on their individual part of the project on their own at home and of course in their digital learning/classroom spaces.
2. Project rubrics will be used. Depending on the project design, various and differentiated rubrics may be used across curriculum content areas.
3. If presentation skills will be evaluated, point values for these skills will be listed on the specific components sheet or rubric.
4. If a teacher is evaluating presentation skills, these skills should be taught or demonstrated by the teacher and the student should be given opportunities to practice those skills and receive feedback on those skills prior to being assessed on them.
5. The teacher will ensure that teams are formed using techniques that best suit the assignment, project, or module of learning.
 - a. Heterogeneous and homogeneous teams should be carefully assembled so that students will be most successful in meeting the high expectations established by the teacher.
 - b. Typical teams should consist of 3-5 members with the ideal team being a 4-member team.
6. Teachers should have specific duties/jobs for each team member.
7. Project Based Learning modules should have a posted driving question for students to refer to throughout the project. Targeted standards should also be posted.
8. Even in online learning platforms and virtual/digital classroom spaces, teachers should promote cooperative learning by providing cooperative learning assignments and projects.
9. As a project-based learning school, we encourage our teachers to incorporate project-based learning across all content areas, both in-person and in online classrooms, whenever possible throughout the school year.

Late Assignments

1. In all grades, it is the responsibility of the student to turn in all assignments on time. Extended assignments/some in class assignments will not qualify for late credit. Students must utilize time provided in class to complete these assignments by the due date.
2. If the assignment is not turned in on time, the teacher must document this in the FACTS grade book.
3. When a student fails to turn in an assignment because it is not complete, it will be completed for homework that day and due the next morning in accordance with the following grade level policies

- a. 1st-3rd grade students may have 5% deducted on assignments turned in late.
- b. 4th – 5th grade students will receive grade deductions on late assignments as follows:
 - i. Assignments turned in 1 day late will have 10% deducted.
 - ii. Assignments turned in 2 days late will have 25% deducted.
 - iii. Assignments turned in 3 days late may not receive credit but are expected to be turned in so teachers may provide feedback.
- c. 6th – 8th grade students will receive grade deductions on late assignments as follows:
 - i. Assignments turned in 1 day late, before the first class period of the day will have 25% deducted.
 - ii. Assignments turned in 2 days late should be turned in before the first class period of the day so teachers may provide feedback but students may receive no more than 50% credit on the assignment..
 - iii. Tardy students must turn in work to the teacher who assigned the work immediately on their arrival to school with evidence of a tardy slip. Not doing so would mean that the assignment is late.
 - iv. If a student is checking out prior to a class that had an assignment due, they are to submit all work prior to leaving campus. Regardless of whether the student is missing the class, the work is still due.

Spelling & Handwriting

1. Points are deducted for spelling on spelling tests and on activities that have spelling listed as a component on the rubric.
2. When a word bank is provided, the expectation is that students should spell the word in the bank correctly when using it as part of their answer. Spelling, in this case, would be part of the expectations on the assignment or assessment rubric.
3. Handwriting grades are averaged with the student's Spelling grades in 1st grade. Handwriting grades are averaged with the student's English grade starting in the 2nd grade.

Bonus Points

1. Bonus questions may be valued at no more than ½ point.
2. Bonus points are not to be added to the points earned on an assessment. Instead, they are reflected as a separate assessment with "0" listed as points possible and the number of bonus points awarded listed as points earned.

Extra Credit

1. Academic extra credit assignments may be offered occasionally. When offered, it will be offered to all students, graded, and entered as a separate assessment.

2. Students choosing to participate will receive a grade; all others would be left blank.

Unplanned Absences

1. Parents may request assignments from the school by calling the receptionist (433-3497) by 9:30 A.M. The assignments will be downstairs at 3:00 for pick up.
2. Students are allowed one day to make up work missed for an excused, unplanned absence.
3. Any assignments made prior to an absence are due upon return to school.
4. Upon return, the student should schedule make-up tests with teachers. In the event of an extended unplanned absence, a schedule of testing and deadlines will be given to the student.

Planned Absence including SPARK

1. Planned absences must have administrative approval.
2. Assignments including a testing schedule will be given to the student on the last day of school before the absence. (will be posted in google classroom/facts)
3. All assignments are due the day of return.
4. Anything previously assigned with a due date during the planned absence is due BEFORE the absence.
5. SPARK (1st-5th grades)
 - a. SPARK days will be treated as a planned absence.
 - b. Assignments will be given one day prior to SPARK day. It is the student's responsibility to ask their teacher for their assignments.
 - c. Each teacher will discuss assignments with SPARK students to include all class work required from the day. The required work (graded work) is due back the next school day.
 - i. Teachers should discern whether the required work is essential to foster the learning progression of the SPARK student. ONLY the work essential to understanding concepts or required to scaffold learning for assessment purposes should be required. As with all homework, teachers should be mindful that the work assigned is meaningful, purposeful, and necessary.
 - d. All homework is due upon return to school.
 - e. All tests will be taken on the scheduled day.

Make-Up Tests & Make-Up Major Assessments

If a student has been ill for a number of days, a make-up testing and major assessment schedule should be made. Teachers should consider that while a student may be well enough to return to school, they may not return prepared to take the assessments missed as illness may have prevented them from studying thoroughly. Teachers should also be available to assist with review sessions after school. Communication

between teachers, administration, and home is important in getting students caught up in a timely manner.

Parameters for Virtual Learning due to Campus Closure/Extenuating Circumstances

Should circumstances dictate that regularly enrolled ICCS students be required to learn apart for any reason, we remain dedicated to finding innovative ways to provide the best virtual/distance learning opportunities for our students. In medical circumstances, students may receive homebound instructions through a variety of platforms. Each situation will be handled on a case by case basis.

In the case of campus closures or other extenuating circumstances, teachers will provide opportunities for online conferences/classes through web-based programs. This will allow students to receive classroom-like guidance in a professional setting through online educational forums. We understand the importance of ensuring that expectations for virtual/distance learning environments are clearly communicated. Below are the professional expectations of our students when participating in this opportunity at all times throughout the school year.

- Students participating in an educational forum or online live learning experiences should be dressed in appropriate attire. Students must abide by the school's free dress or athletics policy. If it is appropriate for you to wear to a school-sponsored activity, you may wear it during virtual learning lessons.
- Students must be in an environment conducive to learning. Students should be seated at a desk or table when participating in these conferences rather than lying on a bed or sofa, etc. Students will also need to be in a quiet space in order to properly hear and engage in the lesson.
- It is important that any student participating in such educational forums/online live learning experiences devote their entire attention to the conference. Answering cell phones, watching television, or participating in any other distracting activity is not appropriate.
- Virtual educational forums/online live learning experiences are a way for teachers and students to interact as if they were in the classroom. When participating in these virtual classrooms, all regular classroom expectations will be upheld. Students will be respectful of one another when communicating and when given a direction by a teacher, students will respond as if they were in the classroom.
- All content materials and notes from the current week's learning lessons should be open and readily available to the student. Students should prepare content-related questions prior to the virtual learning session to optimize the meeting time. This is an opportunity to seek clarification and ask questions about the lesson. This is NOT a time to work on graded homework assignments with the teacher present.

Students not adhering to the above-outlined expectations may be removed from the virtual education forum/online live learning experience and may not be invited to participate in future virtual classrooms and educational opportunities.

Student Science Safety Contract

ICCS students will act responsibly at all times during science lessons and labs and will follow ALL instructions given, orally or in writing, by teachers. Students will perform only those activities assigned and approved by teachers and will properly use any protective equipment provided by the school or teachers. Students will carry out good housekeeping practices as instructed by teachers and will notify teachers immediately of an emergency. Handling living organisms or preserved specimens by students

will only occur when explicitly authorized by teachers, and then, with respect toward living or preserved specimens. Students are to NEVER enter or work in a lab area unless instructed to do so and supervised by teachers.

Science teachers may require students to have further safety education and sign more detailed safety agreements prior to participating in specific laboratory/enrichment activities.

Mid-quarter Progress and Report Cards

Report cards are issued each nine weeks. Student progress can be viewed at any time in the online student information portal. Reminders to check progress are sent via email midway through each nine-week grading period. Report cards will be sent home with students on dates stipulated on the school calendar.

Principal's List/Honor Roll

A student attains Principal's List status by earning no final grade lower than an A on their report card. A student obtains Honor Roll status by earning no grade lower than a B on their report card. Conduct grades are included in determining the Principal's List and Honor Roll.

Promotion and Retention

(Diocesan Policy)

The promotion or retention of a learner should be based primarily on the degree of achievement of the specific learning objectives for the grade or course. A student who has not achieved satisfactorily in a particular grade or subject should repeat that grade or subject. To permit a student to take a course at the next level of learning for which he or she does not have the proper preparation is an injustice to him or her, to the other students, and to the teacher.

1. A student is promoted (P) when he or she has a grade of "D" or above in all subjects taught throughout the length of the school year.
2. A student is conditionally promoted (CP) when he or she fails one subject taught throughout the length of the school year. The student must pass the subject failed in an ICCS-approved summer school in order to progress to the next grade.
3. A student is retained (R) when he or she fails two core subjects that are taught throughout the length of the school year. The student must repeat the grade. The student may not go to summer school for two major subjects and pass into the next grade according to Bulletin NP741. A principal may not give permission for a child who has failed two major subjects to attend summer school and pass into the next grade.
4. A student must meet the minimum days of school attendance in order to be promoted. Students must be present a minimum of days to be eligible to receive credit for courses taken. Any student absent 20 days or more, whether excused or unexcused, regardless of academic average, may be required to repeat the grade due to insufficient attendance.

Students may repeat a grade at ICCS only once at the discretion of the administration. Students may not repeat 8th grade at ICCS.

Student Placement

Administrators take numerous factors into consideration to determine a student's homeroom placement. ICCS does not allow parents or faculty/staff to submit teacher or friend preferences for student homeroom classes. The administrative team works very closely with teachers and various data points throughout the year to determine homeroom class placement and trust in our process is appreciated and essential for student success.

Standardized Testing

ICCS administers annual standardized testing to grades K-8. TerraNova Next is used in the 1st-7th grades. STAR Early Literacy is used to test kindergarten students and STAR Reading and Math are used in 1st-8th grades. 8th graders take the Pre-ACT 8/9 during the spring of their 8th grade year. Appointments can be arranged with the school counselor to discuss the student's results if clarification is needed. Student standardized test data is used for placement in advanced courses of study such as Pre-Algebra, Algebra I, English I and Spanish I.

Diocesan Carnegie Credit Policy

Schools may permit students to earn Carnegie Credit as middle school students in all courses except Health and Physical Education (Bulletin NP 741). Students may earn Carnegie credit by passing a course, in which the student is enrolled and meeting instructional time requirements as set forth in Bulletin NP 741.

Students meeting the instructional time requirements and passing the course, (60% or higher) shall have the course title, grade earned and Carnegie credit earned on their transcript.

Each school is responsible for determining which Carnegie credit courses are offered and adhering to any certification policies required for teaching staff.

Each school shall establish a policy by which parents and students are informed of the Carnegie credit courses that are offered as well as the requirements needed to enroll in a Carnegie credit class.

Advanced Courses for High School Credit

ICCS offers Algebra I, Spanish I, English I and Fine Arts Survey to students who qualify for these courses. Each of these courses affords the student an opportunity to receive Carnegie Unit Credit. Student final averages in these courses transfer to the student's high school transcript and because of this, ICCS has selection criteria for each course that is based on academic data from ICCS course work as well as standardized test data. Students will not be enrolled in these high school level courses from parent requests. While parents may inquire about their student's potential to be enrolled in such courses, parental request does not allow for students to take these courses as selection for the individual courses is data driven. Once taken, these courses cannot be taken again in high school.

Pre-Kindergarten Prerequisites

1. Must be four (4) years old on or before September 30th of the calendar year in which the school year begins.
2. The child must be potty-trained and able to care for his/her personal hygiene.
3. Developmental concerns such as language/learning delay, physical delay, etc. must be discussed with the administration prior to admittance to assure that the school can meet the child's needs.

STUDENT REGULATIONS

Each school day begins at 7:55 a.m. and concludes at 3:00 p.m. Students should plan to arrive by 7:50 a.m. to allow time to enter the building and prepare for the school day.

Arrival & Dismissal Procedures

Our Drop-off and Pick-up procedures were designed under the guidance of the City of Lake Charles to help control traffic as well as keep our students safe. Please read over these procedures fully so as to assist us in maintaining safety.

General Procedures

At no time should parents place a child's well-being in danger by dropping a child off or picking them up around the corner. Morning drop-off and afternoon pick-up will occur on Wilson Street and Park Avenue.

Drop-off and Pick-up Locations

Families whose names begin with the letters:

A – G will drop-off and pick-up on Wilson Street

****Families with PK students may elect to drop their students off on Wilson as it is easier for PK students to unload on Wilson and enter the building. ****

H – Z will drop off and pick-up on Park Avenue

Students should NOT be dropped off before 7:30 AM.

Behavior during arrival and dismissal should promote safety and order. Upon arrival at school, all students are to wash their hands at the hand washing stations and proceed directly to their homeroom classroom. All classroom expectations should be followed during Arrival/Dismissal times.

Morning Procedures

1. All students are to be dropped off from a vehicle to the loading dock at their respective location. Parents must remain in vehicles during drop-off. Older students may escort younger students to their areas. The only exception to this rule is for the Pre-K/K first half-day of class; parents are asked to walk these students to their classroom on that day only.
2. Students are to wash their hands upon entering the building and report to their classroom.
3. Please keep the vehicle line moving so as to not delay any of our students from getting to class on time.

Afternoon Procedures

ALL STUDENTS ARE PICKED UP AT THE LOADING DOCKS

1. All students are to be dismissed into a vehicle from the loading dock at their respective location unless they are an approved Walker. Students will not be allowed outside the gates except to be loaded into a vehicle.
2. Pre-K/K "Early Birds", those students with no older siblings at ICCS, are requested to be picked up at 2:50 p.m. from the Park Avenue loading area only. Regular Park Avenue pick-up cars should not turn into the ICCS parking lot until a duty teacher waves them forward. This is done so that "Early Bird" parents can get into the parking lot between 2:50-3:00 p.m. Regular pick-up begins at 3:00 p.m..
3. The dismissal bell rings at 3:00 p.m. Students will be dismissed from the gym when queued in Dash Pass. **Parents will be asked to pull forward and wait if their student(s) is not in the gathering area when their vehicle gets to the loading area.*
4. Your family's last name is printed on a yellow placard and must be placed in the passenger side window; remaining visible until your student(s) is in the vehicle. It is absolutely necessary for this directive to be followed. Students will remain in the gym until they are queued through DashPass. If

DashPass is not downloaded or you are not designated as an authorized pickup, the driver will be instructed to proceed to the Ryan Street entry and pick up his or her student. DashPass MUST be presented to the duty teacher during dismissal.

5. Parents are asked to pay close attention during the carpool process and therefore cell phone use is prohibited (except for DashPass). Move out from the loading zone cautiously and quickly as soon as your student is in your vehicle.
6. Students who are leaving with someone other than their guardian must have an Alternate Departure Pass or DashPass approved pick-up, listing specific names of those authorized to take the student from campus.
7. Parents are not to park on the neighborhood streets or Park Avenue parking lot to retrieve their students.
8. Margaret Place/Close Proximity Walker Tags – If a student's home is in close neighborhood proximity to ICCS, the parents/guardians may request approval of a "walker permission tag." Requests may be denied if proximity to school is too far and/or it is a safety risk to the student. If your student receives administrative approval and is allowed to walk to their home in close neighborhood proximity to the ICCS campus, they must have a Walker Tag attached to their backpack. Walkers will present their walker tag to the gate duty teacher on Wilson side. Walkers will be allowed to be dismissed by the duty teacher at 3:15 p.m. from the Wilson Street loading dock only. Failure to have a tag will result in the student not being allowed to leave campus and someone will be called to come to get them.
9. Margaret Place Addresses - Parents/guardians with an address in the Margaret Place neighborhood or in close proximity to the school, are allowed to walk their students to and from campus from the Wilson street gate. At dismissal, parents are to wait on the sidewalk outside of the ICCS Wilson Street gate. Parents/guardians who do not have an approved close proximity address are required to use the carline for drop off and pick up.
10. Parents are not to enter the building through the Ryan Street entrance and wait in the foyer for their students prior to dismissal. Students needing to be checked out after 2:00 p.m. should alert the receptionist's office of the appointment prior to 9:00 a.m. on the day of the appointment. Otherwise, students should not be checked out from the main lobby between 2:00 and 3:00 p.m.
11. Extended care students report directly to the cafeteria and should not report to dismissal areas.
12. For the safety of our students, extended care students should not be picked up until after 3:30 PM, when dismissal has officially concluded. If you arrive before 3:30 PM, please use the carline to collect your student. Additionally, parents and visitors will not be permitted to enter the Wilson or Park gates during arrival and dismissal times. Thank you for your understanding and cooperation in ensuring student safety.
13. All students remaining on campus after 3:30 p.m. will be registered into the Extended Care Program. Fees will be assessed for this service. Parents picking up their students after 3:30 p.m. may park under the Wilson Street canopy to go inside to sign out their student(s).
14. Once students are dismissed from their classroom at the end of the day and/or have left the building, they are not allowed to re-enter the school building. Students are not allowed to retrieve items left behind as they may be retrieved the next school day.

Traffic Flow Specifics

Both car lines, whether Park Avenue or Wilson Street, should approach the school eastbound from Dr. Michael DeBakey ONLY. Park Avenue cars will turn left on Harrison Street, then turn right onto Python Street, and make a final right onto Park Avenue to turn into the Park Avenue parking lot. Wilson Street cars will turn left on Wilson Street to approach the Wilson Street loading dock as before. Cars should never approach from Ryan Street. Cars should never turn right from Dr. Michael DeBakey to their car line. All alternate departures should be made aware of our traffic flow procedures.

The use of cell phones in the drop-off and pick-up lines is strictly prohibited (except for the use of DashPass).

FAMILIES ARE ASKED NOT TO BLOCK RESIDENTIAL AND BUSINESS DRIVEWAYS WHILE WAITING IN THE PICK-UP LINE.

Student Check-Out

Those needing to check students out of school must report to the receptionist's office. The receptionist should be informed of late afternoon checkouts prior to 9:00 a.m. Otherwise, students should not be checked out from the main lobby between 2:00 p.m. and 3:00 p.m. Students will only be dismissed to persons listed on the emergency card or approved Alternate Departure list. Teachers will not be interrupted for student assignments at the time of checkout.

Attendance/Absences

ICCS follows the Attendance Policy in the Office of Catholic Schools Handbook of Policies and Regulations.

Compulsory Attendance

The Compulsory Education Law of Louisiana (R.S. 17:221) provides for compulsory school attendance by all children between the ages of seven (7) and seventeen (17). This law applies to children in Catholic schools. Compliance with this law is the responsibility of parents.

Minimum Attendance

All attendance guidelines in Non-Public Bulletin 741 should be followed. The Diocese will adopt a calendar that meets the state's requirement of 57,750 minutes of instructional time per year.

Secondary students must be present a minimum of eighty (80) days per semester to be eligible to receive credit for the course taken. Any student not meeting the minimum attendance requirement may not be promoted to the next grade.

Absences

Cases of frequent absenteeism should be referred to the principal.

Absences will fall under four categories:

- Absent Exempt and Excused (AEE): The student can make up the missed work and the absence is not counted against the attendance requirement. Examples are extended illnesses documented by a doctor. There is no limit to these absences. A maximum of five parent notes per semester will be accepted to excuse a student's absence.
- Absent Non-Exempt and Excused (ANEE): The student can make-up the missed work, but the absence IS counted against the attendance requirement. Examples: Absences have exceeded the five parent notes allowed for the semester. This includes instances such as illness documented by a parent's note or out-of-town travel, etc. Based on the number of required minutes, a student can only be absent ten days without jeopardizing promotion to the next grade level.
- Absent Unexcused (AU): The student is not allowed to make up the missed work and the absence is counted against the attendance requirement.

- **Suspensions:** The student is allowed to make up missed work without penalty but the absence is counted against the attendance requirement. Missed work is due immediately upon the student's return.

Schools should notify parents/guardians by letter of Non-Exempted, Excused and Unexcused when those absences reach the 5-day, 8-day, and 10-day mark. Schools should work with the Office of Catholic Schools and the local Truancy offices when necessary. Exceptions to the minimum attendance policies can be made only in the event of an extended personal illness as verified by a physician or at the discretion of the principal. The reason(s) for the exception must be communicated in writing to the superintendent of Catholic schools. If a waiver of the attendance requirement is granted because of extenuating circumstances, students are eligible to make up missed work, receive grades and earn credit as long as they complete the missed work and pass the course.

Planned absences must have prior administrative approval. After obtaining administrative approval, teachers will provide students with assignments prior to the absence. All work assigned during a planned absence is due upon return to school.

Upon returning to school, the student must submit documentation as to the reason for the absence. Admit slips will be issued to the student to be given to his/her teacher(s). Failure to submit the written documentation will result in an automatic unexcused absence. A note from a parent, guardian, or doctor is required to officially "excuse" an absence, enabling the student to make up any missed work. Each academic year, a maximum of 10 parent excuses is permitted, with a limit of 5 excuses per semester.

If a student has a doctor's appointment that does not exceed one hour (ex. 8:00-9:00), the student should be considered in attendance one full day. Doctor's appointments exceeding one hour will be recognized as a ½ day absence. A student must be in attendance a minimum of three hours in order to be considered ½ day attendance.

Students missing more than 4 hours of a school day will NOT be eligible to participate in any extra-curricular, co-curricular, or athletic activities, including practices, held on that day.

Tardiness

School begins promptly at 7:55 a.m.; students arriving after that time are considered tardy and must report to the school office with an adult for a tardy slip. On the fifth unexcused tardy, the student will be charged an unexcused absence. Excessive tardiness will be handled as would excessive absences. A parent MUST always accompany late arrivals to the reception window.

Students report directly from one class to another. Permission to go anywhere other than the class to which a student has been sent must be obtained from the receiving teacher upon arrival to the class. No student should arrive late for class without a note from the supervising teacher or the administration. If a student is sent to the office for a tardy slip between classes it may be documented in the office as a tardy and recorded on the report card as such.

Telephone Use & Messages

Students must have administrative approval to make or receive phone calls during school hours. Student items left at home such as but not limited to homework, bag lunches, permission slips, and sports bags are not allowed to be dropped off at school. Alternate departure messages must be called into the school office

by 2:15 p.m.

Personal Items

Students are not to bring any telecommunication or electronic devices, including but not limited to laser pointers, cell phones, smart watches, beepers, radios, iPods, cameras, recorders, cd players, gameboys, trading cards, monitoring devices, toys, skateboards, personal effects or large sums of money to school. All such items will be confiscated and 11 points will be removed from the student's nine-week conduct grade. Confiscated items will be held by the administration to be retrieved by the student's parents. If a student needs to bring a telecommunication device for any reason, it must be checked into the principal's office on the second floor upon arrival at school. The device may be picked up starting at 3:00 PM.

Lost and Found

Parents should label all articles of clothing, lunch boxes/bags, water bottles, etc. with the student's name. Lost and found articles that are not labeled will be kept in the reception area for a short period of time then placed in the recycle bin.

Emergency Information and Illness/Injury

It is the responsibility of the parent to provide ICCS with updated and accurate emergency information. Students with specific medical conditions which require a definite response must have a treatment plan with corresponding documents on file. Parents or guardians will be contacted if it becomes necessary to send a child home due to illness or injury. The emergency card should list names and numbers that may be called if a parent cannot be reached. A child must have a written note from a parent, approved by the principal, in order to be excused from participation in any class.

In the event a student is found to have a potentially contagious illness (e.g. strep throat, lice, ringworm, impetigo, conjunctivitis, parasite, and scabies), the student must be treated by a physician before returning to school. In the case of lice, a staff member will conduct a class-wide inspection in order to determine if any other students have been affected. Students must be treated and found nit-free before returning to school.

Students should be free of fever, vomiting, or diarrhea, without the use of medication, for a minimum of 24 hours before returning to school.

All open wounds should be properly bandaged when returning to school.

Medication

ICCS will adhere to all guidelines set forth in the Office of Catholic Schools (OCS) Handbook of Policies and Regulations regarding medication. School personnel will not administer any medication such as cough drops, Pepto, aspirin, or Tylenol. Band-aids and Ice Packs are the only forms of first aid school personnel are allowed to offer. All medication, prescription or non-prescription, will only be administered when proper Diocesan paperwork has been submitted and reviewed by parent and school personnel. All medications must be properly labeled by a pharmacy. Students are not allowed to carry any kind of drugs on themselves or in their backpacks. Students with prescribed inhalers and/or EpiPens must have a signed Doctor's Directive specifying the location of such emergency medical apparatus. If not specified, medication for Pre-K-2nd grade will be kept with the student's teacher throughout the day, while

medication for 3rd-8th grade students will be kept in the front office/with the student's teacher anytime the student is off campus.

Health Records

In order to enter a school in the Diocese of Lake Charles, a student must be up-to-date on all immunizations. All students entering school for the first time are required to have the Varicella (chickenpox) vaccine. All Kindergarten students are also required to receive the Hepatitis B series of shots. A second MMR is required for all students between the ages of 4-5 years. The Adult TD Booster is also required between the ages of 11-12 years. After notification that your child has an incomplete immunization record, the student may be excluded from school until evidence has been presented that the required immunization program is in progress. Parents choosing not to vaccinate their children must submit a letter to the school office along with the State of Louisiana approved paperwork that is required each school year. Please reach out to Administrative Secretary, Melissa Mathew (mbmathew@iccsweb.com) for the proper paperwork and forms. Such students must be immediately removed from school in the case of measles, mumps, etc. In the event of an outbreak of a vaccine-preventable disease at the location of a school, the principal is empowered, upon the recommendation of the OPH, to exclude from attendance unimmunized students until the appropriate disease incubation period has expired or the unimmunized person presents evidence of immunization.

HIV/AIDS

ICCS will adhere to all guidelines set forth in the Office of Catholic Schools Handbook of Regulations regarding HIV/AIDS.

Dress Code

All students attending ICCS (PK-8) are obliged to wear the approved and contracted uniform from Lands' End and follow all other dress code standards every day unless special permission is given by the principal. The administration reserves the right to determine if a student meets the standards of the school regarding dress and grooming. Following a warning regarding dress code violations, student conduct grades will be impacted daily if dress code standards are not adhered to. This includes violations related to hair length, clothing length, hair coloring, etc. Additionally, certain dress code infractions, such as the use of makeup, accessories, etc. will result in immediate deductions of conduct points. Parents are encouraged to label all clothing items. The uniform may not be faded or have holes.

General Dress Code Rules

1. Shoes - Tennis shoes must be a solid color aligned with school colors (white, gray, black, red, or navy) and should have matching shoe laces. Any accent color is allowed on the sole as well as on the logo. When looking at the front of the shoe, the predominant color should be a school color. No glitter or sparkly shoes are allowed. Pre-K – 8 students are required to wear only athletic shoes as specified. No light-up or neon colored shoes allowed. No boots, loafers or high-tops.
2. Socks - White ankle or crew socks without logos. ICCS logo socks are approved for uniform wear. White or black opaque tights (footed or ankle length footless) with socks may be worn under jumper/skirt/shorts in cold weather. No-show socks are not allowed.
3. Sweatshirts/Cardigans/Vests/Jackets - Uniform ICCS sweatshirts, cardigan sweaters, and jackets are the only outerwear allowed to be worn indoors. Gray uniform sweater vests are allowed for middle school students only. Outerwear may not be worn around the waist. In extremely cold weather, any jacket or coat is allowed outside the building. Hoodies and blankets are not allowed.

4. ICCS T-Shirt Days - On designated ICCS T-Shirt Days, students are allowed to wear any ICCS tshirt and blue jeans or uniform bottoms. Designated T-Shirt Days will be on Wednesdays and are posted on the ICCS school calendar. Shirts must be tucked into jeans or uniform bottoms. Boys must wear a uniform-approved belt.
5. Spirit T-Shirt Day Regulations - On designated Spirit T-Shirt Days, students are allowed to wear any approved ICCS t-shirt with blue jeans or uniform bottoms. All other uniform restrictions apply (i.e. no rips, tears, or holes, shoes, belts, etc.) Designated Spirit T-Shirt Days will be posted on the ICCS school calendar.
6. Scouts - Girls are to wear their Scout vest and ICCS uniform shirt with dark khaki pants or plaid uniform bottoms. Boys are to wear Scout shirts and scarves with uniform bottoms. No blue jeans or hats.
5. Watches - Smart Watches or watches with wifi and/or Bluetooth capabilities are not allowed. Watches with a beeping device/timer/alarm should be disconnected during the school day. Watches that beep or cause disruption will be taken away and may be claimed on the last day of the school year.

Girl Dress Code Specifics

1. Blouses
 - a. Blouses must be tucked in at all times.
 - b. Pre-K – 3rd wear plain (unembellished), white, long or short sleeve blouses with rounded Peter Pan collar. (No monogramming except for Pre-K and Kindergarten/ ¾ inch maximum)
 - c. 4th– 8th wear white, button-down oxford blouse purchased from Lands' End. (No monogramming unless approved for a specified reason by the principal.)
 - d. Plain white undergarments (bras, camisoles, or undershirts) may be worn under a uniform shirt and should not extend beyond the uniform shirt sleeve. White turtlenecks may be worn under a blouse in cold weather. (No monogramming or logos)
 - e. All buttons should be buttoned, with the exception of the top button.
2. Jumper/Skirt or Shorts
 - a. All regulation plaid should be at the knee or slightly above the knee, not to exceed 3" from the knee.
 - b. Pre-K – 3rd wear plaid jumper or shorts.
 - c. 4th – 8th wear a plaid skirt or shorts, worn at the waist.
 - d. Black modesty shorts must always be worn under a jumper or skirt. Shorts should be a modest and appropriate length.
3. Slacks
 - a. Khaki (dark tan) classic-style, pleated or straight front slacks may be worn in extreme weather. A black, brown, or khaki belt with a plain buckle must be worn in grades 3-8 (no adornments on the belt).
4. Hair
 - a. Must be neat, clean, combed, and the student's natural hair color without color enhancement, extensions, or hair designs. Bangs must not impair a student's vision. Hair accessories should not distract from the learning environment.
5. Accessories
 - a. Small chains (18" or shorter) with an appropriate religious medal or cross (smaller than 1")
 - b. One pair of small post earrings only (one in each earlobe). No hoop or dangle earrings
 - c. One ring
 - d. One watch
 - e. One religious or prayer bracelet. Ponytail holders/bands may not be worn on wrists.

- f. Make-up and nail polish are not permitted at any time.

Boy Dress Code Specifics

1. Shirts
 - a. Shirts must be tucked in at all times.
 - b. Regulation red long or short sleeve shirt with ICCS monogram purchased from Lands' End.
 - c. Plain white undershirts may be worn under a uniform shirt and may not extend beyond the uniform shirt sleeve.
 - d. A white turtleneck (no logos or monogramming) may be worn under a uniform shirt in cold weather.
 - a. All buttons should be buttoned, with the exception of the top button.
2. Pants/Shorts
 - a. Khaki slacks or shorts from Lands' End.
 - b. Must be sized appropriately and worn at the waist. The pant length should reach the shoe top.
 - c. Shorts must be at or slightly above the knee, not to exceed 3" above the knee.
 - d. NO CARPENTER OR CARGO PANTS.
 - e. Pre-K – 1st are allowed elastic waistbands.
3. Belts
 - a. Black, brown, or khaki with a plain buckle must be worn at all times. This includes uniform t-shirt days. (No adornment on the belt) This applies to grades 3-8.
4. Hair
 - a. Must be neat, clean, combed, and the student's natural hair color without color enhancement, extensions, or hair design.
 - b. Length will be above the top of the shirt collar, bangs will be above the eyebrows, and sideburns will be above the earlobes with no hair overhanging the upper ear.
5. Accessories
 - a. Boys are never allowed to wear earrings.
 - b. Small chain (18" or shorter) with an appropriate cross or religious medal (Smaller than 1"). Chains without a cross or religious medal are not allowed.
 - c. One ring
 - d. One watch
 - e. One religious or prayer bracelet

MASS DAYS – Girls must wear a jumper/skirt and boys must wear long pants.

Conduct and Discipline

It is a privilege to attend the Cathedral School. All students are expected to cooperate with the spirit and policies of the school which are designed to foster mature development and personal responsibility. This requires courtesy in all personal relationships, promptness in fulfilling obligations, concern for the environment, and an informed sense of appropriateness. Immaculate Conception Cathedral School students are expected to conduct themselves in a manner reflecting credit to their parents, school, and community at all times. All rules relating to conduct and discipline apply not only on the school campus but also whenever and wherever students represent our school community.

This includes but is not limited to the following:

1. Treat with respect teachers, classmates, and others with whom you come in contact.
2. Be appropriately reverent and attentive during liturgies.
3. Quiet is expected in the hallways.

4. The proper uniform must be worn at all times. (See ICCS Dress and Uniform Code) After a warning, conduct points will be removed.
5. Do not vandalize or deface school property. Show respect for the school and the school grounds. (see #16 below)
6. Do not breach the safety and security of the campus. (see #16 below)
7. Students must receive permission and a hall pass/SmartPass must be used to leave the class
8. Fighting is not allowed. (see #16 below)
9. You must have proper authorization from a teacher or the administration to:
 - a. leave the school grounds.
 - b. remain on campus when school is not in session.
 - c. bring toys, balls, and other items from home.
10. Telecommunication or electronic devices (cell phones, smartwatches, cameras, iPods, etc.) are not allowed at school or on field trips. Such items will be confiscated and may be retrieved in-person from administration by the student's parents. Eleven (11) points will be removed from conduct and depending on the student's conduct grade, either a detention or suspension will be served. If a student needs to bring a telecommunication device for any reason, it must be checked into the principal's office on the second floor upon arrival at school. The device may be picked up starting at 3:00 PM.
11. Gum is not permitted on the school grounds. Five (5) points are removed from the conduct grade for gum.
12. Inappropriate or vulgar language is not tolerated. A minimum of five (5) points will be removed from the conduct grade in 3rd-8th grade or all daily points taken for K-2nd grade. Depending on the severity of the situation a detention or suspension may be served. This is at the discretion of the principal.
13. All physical contact with the potential of injury. A minimum of five (5) points will be removed from the conduct grade in 3rd-8th grade or all daily points taken for K-2nd grade. Depending on the severity of the situation a detention or suspension may be served. This is at the discretion of the principal.
14. Based upon previous injuries sustained which resulted in hospitalization and physical therapy from dead legging. Dead legging is considered a serious offense and will result in eleven (11) points being deducted from the conduct card. Depending on the severity of the situation a detention or suspension may be served. This is at the discretion of the principal.
15. Public Displays of Affection (PDA) Policy: A minimum of five (5) points will be removed from the conduct grade in 5th-8th grade. Depending on the severity of the situation a detention or suspension may be served. Public displays of affection include any physical contact that expresses romantic feelings, such as holding hands, hugging, kissing, or other intimate gestures.
14. Honesty is expected in all situations. Blatant dishonesty, including (but not limited to) forgery of the parent's signature, results in up to eleven (11) points removed from the conduct grade in 3rd-8th grade or all daily points taken for K-2nd grade, and depending on the student's conduct grade, either a detention or suspension.
15. Academic dishonesty results in a "0" or failing grade on the academic work, and up to eleven (11) points removed from the student's conduct grade in 3rd-8th grade or all daily points taken for K-2nd grade, and depending on the student's conduct grade, either a detention or suspension (see academic dishonesty and integrity in academic regulations for more information).
16. Threats of violence are considered serious offenses and may be referred to law enforcement.
17. Serious infractions and those related to violent threats, fighting, vandalizing/defacing school property, jeopardizing the safety/security of campus, as well as repeated minor infractions, may result in immediate detention, suspension(s) from school, or expulsion from school and is at the discretion of the principal. Conduct grade points will be removed in all incidents at the discretion of the principal.

18. For behavior infractions that are repeated including but not limited to multiple detentions or suspensions for an 8th grade student, the principal reserves the right and decision to prohibit the student from attending 8th grade closing Mass and ceremony along with any other school sponsored events related to end of the year celebrations.

Conduct Grades

Teachers are responsible for their respective classroom discipline. Rules and consequences are established by each teacher and communicated to the parents. Students must understand and adhere to the rules of each classroom. It will be the policy of the administration to fully support each teacher's plan upon submission and approval.

Conduct is assessed in FACTS Behavior. We will no longer use a two-card conduct system. Instead, we are transitioning to a single, ongoing record of demerits in the FACTS behavior system, which will be used to determine each student's conduct grade at the end of every quarter. Demerits will reset at the start of each quarter. Points are deducted for inappropriate behavior and lack of responsibility infractions according to grade level procedures. For repeated, serious, or multiple infractions, students receive increased point deductions, detention, or suspension.

Detention:

Detention takes place on Thursdays and may consist of lunch detention, or after-school detention. If assigned detention is missed, a second detention, in addition to the first, is assigned. Parents are provided with written notification of an assigned detention. Detention takes precedence over appointments, practices, lessons, tutoring, games, etc. Detention days are not waived or rescheduled. Should either the student or parent refuse the assigned detention, a suspension will be imposed.

Suspension:

Suspension is scheduled for the school day(s) immediately following the infraction. Certain behaviors may warrant immediate suspension, which is determined at the discretion of the principal. In certain circumstances an in-school suspension may be assigned and is at the discretion of the principal. Suspended students are not allowed on campus during the day(s) of the suspension. Students are required to complete all missed academic work without penalty, and all assignments must be submitted immediately upon the student's return to school. If a student fails to submit assignments upon their return, late credit may be applied. Students are allowed to make up assessments upon return to school. Participation in any athletic or extracurricular event the day, night, or weekend of a suspension is not allowed.

Expulsion:

Expulsion is an extremely serious matter. Students who vandalize or disrespect ICCS property as well as pose a threat to themselves or to others may be expelled from Immaculate Conception Cathedral School. Students who have been expelled will not be allowed to return to school or attend school-sanctioned events for any reason without prior permission from the principal. In the event that a student is involuntarily separated from the school, there will be no reimbursement for tuition and fees will be assessed according to the student withdrawal guidelines.

ICCS PROHIBITS THE FOLLOWING AT ALL TIMES:

- **SMOKING** – ICCS is a smoke-free campus.
- **DRUGS/ALCOHOL AND WEAPONS/CONTRABAND** – Students who possess drugs and/or alcohol at school or at any school function face suspension and/or expulsion. Items such as, but not limited

to, e-cigarettes, vapes, cigarettes, sharpie markers, white-out, knives, guns, and matches are not allowed at school at any time. The school administrator, or other school designees with permission of the school administrator, may search students themselves, or their lockers, or the students' belongings, including, but not limited to handbags, briefcases, book bags, etc. when there is a reasonable belief that contraband, illegal substances or objects, or stolen property is being concealed or that a violation of a school rule related to the maintenance of discipline in the school is committed. (See Attached ACT 909 – 1990 Louisiana Legislative Action and Diocesan Policy)

- HARASSMENT – The schools of the Diocese of Lake Charles do not condone harassment of any kind. This prohibition against acts of harassment applies to all people engaged in school-related activities. All cases of reported harassment will be thoroughly investigated. (See attached Diocesan Policy and the ICCS Harassment Policy)
- VIOLENCE – Though non-public schools have some flexibility in curriculum, personnel, and other educational issues, in issues that concern safety, state laws and regulations apply to all state-approved schools. This includes criminal background checks for all school employees and anyone working with students, emergency drills, and “no weapons at school” state law. State law requires notifying law enforcement of students who bring weapons to school. Threats of violence fall into the same area of concern as weapons. Investigating threats of violence made on campus and bringing weapons to school could be dealt with by a law enforcement agency. If a student makes a threat, parents will be called. A law enforcement agency may be called, determining the threat to no longer be a school concern, but rather a legal concern. (See attached Diocesan Policy)

The administration reserves the right to suspend, expel or dismiss persons found guilty of these offenses. Parents may request an appeal of an administrative decision in accordance with Diocesan Policy regarding the grievance process.

Technology Concerns

Social Media/Blogs/Text Messages/Etc: Engagement in negative telecommunication in voice/text form or online activity through social media, blogs, group messaging or anything of the like may result in disciplinary actions (including expulsion) if the content of a student or parent's post/text/verbal message includes inappropriate/vulgar language or content, defamatory comments or content, or anything inappropriate regarding the school at large, policies/procedures of the school, faculty/staff members, other students or the ICC parish. Parents should direct questions and concerns to appropriate school personnel and should refrain from creating a class/grade level group page without the written authorization of the principal.

Cell phones: If a student needs a cell phone after school due to an extenuating circumstance, the student must bring the cell phone to the 2nd floor office upon arrival in the morning for the day. The cell phone may be picked up by the student at dismissal and must remain OFF and secured in their backpack until they are off of school property. At no time during the day should a cell phone be in a student's locker, backpack, sports bag, or in his/her possession. Cell phones will be taken from students for failure to follow cell phone directives. 11 conduct points will be removed from students having cell phones on campus and only parents/guardians may retrieve the cell phone from administration.

Social Media Postings of Student Photographs: Immaculate Conception Cathedral School works to protect the confidentiality rights of all students and adheres to the Family Education Rights and Privacy Act of 1973 and the Child Protection Act of 2012 in our attempt to protect the privacy rights of all students. As a result, parents and students enrolled at ICCS are asked not to post photographs taken at school-sponsored events that include images of students other than their own on their personal social media pages. Such postings

could be a violation of the Immaculate Conception Cathedral School's adherence to FERPA, the Child Protection Act, and parental consents.

Corporal Punishment

Corporal punishment is never permitted in the schools of the Diocese of Lake Charles. (Diocesan Policy)

Treatment of School Property

Students assume full responsibility for the careful use of all ICCS property. Destruction or loss of school property such as but not limited to textbooks, technology, damage to facilities, etc. by a student will result in disciplinary action and a financial assessment to the parent. Student records will not be released until this financial obligation has been met.

Student Travel

Events at which students represent their school include religious, academic, athletic, and social events. With written parental permission, students may participate in such events that are approved by the school and are under the direction of school authorities. All rules relating to conduct apply throughout all such events. (Diocesan Policy)

Policies and procedures detailed in the Catholic Mutual Group Insurance School Safety Resource Manual relating to liability control for school-sponsored field trips are followed. A field trip permission slip must be signed by the parent and returned to school by the student wishing to participate in any scheduled field trip or off-campus activity. Under NO circumstances will a student be able to participate without this documentation. The principal reserves the right to refuse permission for a student or students to attend a field trip or an off-campus activity due to, but not limited to, poor academic performance and/or poor conduct. Transportation for all school-related activities will be arranged according to the diocesan policy for the transportation of students. All participants must travel to and from the field trip by means of planned transportation unless there is an extenuating circumstance that the principal approves. With principal approval, alternate arrival/departure must occur with a guardian/parent. The guardian/parent will incur the group transportation costs for the field trip even if an extenuating circumstance is approved by the principal. Once a permission slip has been turned in, all monies collected for field trips are non-refundable regardless of whether a student is able to attend or not as costs are based on the number planning to attend. Students may check out from field trips with a signed permission slip from a parent or guardian, specifying who the student is authorized to leave the field trip with. Once a student has checked out, the school will no longer be responsible for the student's supervision or safety.

Chaperones are expected to give their complete attention to the students they are accompanying. With this in mind, no siblings are allowed on school-sponsored field trips without administrative approval.

Safe Environment/Mandated Reporters

In accordance with the Office of Catholic Schools and Diocesan Policy Statements on Abuse and Neglect of Children and on Safe Environment, all employees and volunteers working directly with our youth must undergo a criminal background check as well as participate in initial training with annual follow-up training.

All employees and volunteers have the responsibility and obligation to serve as mandated reporters. According to Article 610 of the Louisiana Children's Code and the Handbook of Policies and Regulations for

the Catholic Schools, any mandatory reporter who has cause to believe that a child's physical or mental health or welfare is endangered as a result of abuse or neglect shall report incidents of apparent child abuse and/or neglect.

ICCS will adhere to all guidelines set forth in the Diocesan Handbook of Regulations regarding Abuse and Neglect of Minors, A Safe Environment for the Protection of Children and Young People, and Code of Professional Conduct for all who have Contact with Minors. These policies can be found in the Diocesan Handbook, available for viewing in the administration office.

Custodial/Non-Custodial Parent

ICCS abides by the provisions of the Buckley Amendment with respect to the rights of the custodial and non-custodial parents. In the absence of a court order to the contrary, ICCS will provide the non-custodial parent with access to the academic records and to other school-related information regarding the student. If there is a court order specifying there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order. Parents needing duplicate documentation should notify the office in writing at the beginning of each school year. Duplicate documentation applies only to report cards, standardized test reports, and teachers' requests for conferences.

Disaster Drills/ Emergency Evacuation

To ensure the orderly and safe evacuation of the school building in emergency situations, regular disaster drills are necessary. Emergency evacuation routes are posted near the doors in all the rooms. All disaster drills are to be treated seriously. No inappropriate behavior will be tolerated.

Emergency Closure of School

In the event of inclement weather conditions, ICCS follows decisions made by the Office of Catholic Schools, who collaborates with the National Weather Service and local education communities. In the case of other emergencies, parents will be notified by local radio and television or the School Messenger System by phone or email as to the procedure for dismissal.

Class Parties

Birthdays are honored monthly at Mass. Individual birthday parties may not be celebrated at school. Scheduled class parties include:

Pre-K - Fifth grade – Christmas, Easter, and End of Year

Sixth - Eighth grade - Christmas, Easter, and End of Year

All parties begin approximately 45 minutes before dismissal unless otherwise noted. All food items brought to class parties should be free from nut products, items that may contain traces of peanut/nut products or items that are manufactured in a facility that handles peanuts/nut products. Parents are not to bring refreshments to school without Administration approval.

Students should not exchange individual gifts at school. This gesture creates hurt feelings among other students. If your child is having a party and wishes to distribute invitations at school, each child in the class MUST receive an invitation. (Girls to all girls in the class, boys to all boys in a class is acceptable).

Special Services

School Counseling Program

ICCS provides a full-time school counselor. The counselor is available to meet with students, parents, and teachers. The counselor works with students individually or in groups to help overcome social, emotional, or academic issues. The counselor is also available to consult with parents. The counselor can be reached by calling the school office at 337-433-3497. Parental permission is not required for a student to see the counselor, or for the counselor to see a student or students.

In the event ICCS chooses to facilitate a counseling intern, that intern will be authorized to see all students under the supervision of our school counselor without consent from the parent.

Student Support Services with Non-Faculty-Staff Professionals or Agencies

This plan has been approved and is supported by the Office of Catholic Schools.

In an endeavor to provide for the needs of students who require interventions or therapy services due to a learning disability that is identified by an educational diagnostician, licensed school psychologist, clinically certified speech and language pathologist (CCC-SLP), or Local Education Agency (LEA), ICCS may allow a parent or guardian to provide, either through an appropriate and approved outside agency or a private tutor, the services of an Approved Support Service Professional. Each student's circumstances will be reviewed on an individual basis.

Scheduling is done by the school according to availability and approved times in the school schedule. Non-faculty/staff professionals or agencies do not dictate the school schedule and for that reason, time during the school day may not be available or optimal for on-campus interventions or therapy services. Space for services is designated by the school. There should be no deviation from the space provided unless approved by the principal or principal's designee.

Any inappropriate or unprofessional interactions with ICCS administration, faculty, staff, students, or stakeholders will not be tolerated. The ICCS Administration may at any time, in its sole discretion, revoke permission for these services to be on the campus of ICCS.

Parents or guardians must contact the principal and present any required paperwork (e.g. educational evaluation) to seek permission to have an Approved Support Service Professional for a student. Student must have an academic diagnosis and current psychoeducational evaluation (within the last three years) from a licensed psychologist, educational diagnostician, clinically certified speech and language pathologist (CCC-SLP), or Local Education Agency (LEA) in order to receive interventions or therapy services on campus during the school day.

The following requirements must be met before an Approved Support Service Professional is allowed to work with the student:

- Provide documentation such as certification to demonstrate the Approved Support Service Professional is qualified to undertake this position and work in a school setting.
- Complete a background check with fingerprints approved by the Office of Catholic Schools. This expense will not be the responsibility of the school.

- The Approved Support Service Professional will be in full compliance with the Diocese of Lake Charles' requirements for Safe Environment/Safe & Sacred Training for the current year and updated annually.
- The Approved Support Service Professional will be in full compliance with the school's requirements for ALICE Training for the current year and updated annually. In addition, the Approved Support Service Professional will participate in school scheduled safety drills when on campus for provided services.
- The Approved Support Service Professional will be in full compliance with the school's requirements for any additional training throughout the school year.
- The Approved Support Service Professional will abide by policies applicable to them in the ICCS Faculty/Staff Handbook.
- Supervision of the Approved Support Service Professional will be conducted by the providing outside agency.
- Proof from the agency that there is a regular evaluation or evaluation process of the Approved Support Service Professional assigned to ICCS students.
- Proof of the existence of an in-force Comprehensive General Liability insurance policy covering the providing outside agency and the tutor with limits of at least \$1,000,000 and naming the school and Diocese as additional insured, must be provided to the school and/or the Diocese of Lake Charles.

Confidentiality – Approved Support Service Professionals will be bound to a strict code of confidentiality on any matters or occurrences concerning the classroom, the students, or any aspect of the ICCS campus including teacher conversations. Parents will not be allowed to serve as an Approved Support Service Professional for their child or any other child in the same grade on the ICCS campus. Discussing internal issues or criticizing the school publicly can breach confidentiality and damage the school's reputation. Professionalism involves respecting privacy and handling grievances through appropriate channels (e.g. principal).

All persons serving as part of the student's school team must identify their role on the team and are subject to all documentation, confidentiality requirements, and requirements of the Faculty/Staff Handbook as amended for Approved Support Service Professionals.

Information Access – In order to better serve the student, the classroom teacher, school administration, and School Building Level Committee may make a request to parents to have access to any written notes, documentation, or other data used by the Approved Support Service Professionals during the course of instructional time. If there are materials used by the Approved Support Service Professional that impact instruction, the school may request these from the parent to show compatibility with the adopted curriculum and academic policies of the school. Information access does not apply to those documents that are bound by HIPPA confidentiality.

Approved Support Service Professionals will:

- Not take or post pictures of students.
- Not use cell phones in the classroom or in the presence of students for personal use; however, ICCS strongly encourages agency staff to have cell phones should an emergency arise.
- Sign in and out on a daily basis.
- Follow all ICCS campus rules and regulations.

- Provide all materials and copies needed for tutoring sessions. Materials and copies will not be provided by ICCS.
- Take any school safety related training (e.g. ALICE) prior to working with any student. Maintain any safety protocols or training throughout the school year as required by the Diocese or school.
- Abide by the school's nut-free policy as well as our faculty-staff agreement not to consume seafood, fish, or shellfish on ICCS campus.
- Act in a moral and ethical way towards all students, faculty, staff, and stakeholders of the school.
- Wear appropriate attire to school and to Mass.
- Take care to appropriately monitor the student(s) they are serving both inside and outside the classroom.
- Be respectful of our Catholic environment and beliefs.
- Collaborate with classroom teachers at appropriate (non-instructional) times with administrative approval.
- Refrain from inappropriate or unprofessional interactions with ICCS administration, faculty, or staff. Inappropriate and unprofessional interactions will not be tolerated. The ICCS Administration may at any time, in its sole discretion, revoke permission for these support service professionals and/or support service agencies to be on the campus of ICCS.
- Maintain confidentiality and handle grievances through appropriate channels (e.g. principal).

ICCS is under no obligation to allow for non-faculty-staff support services to come on campus during the school day. ICCS has in the past graciously partnered with support service professionals when the academic schedule and space limitations permit. While support services by approved non-faculty-staff professionals and approved agencies may be permitted, ICCS is unable to guarantee the quantity of minutes required for specific programs and interventions during the school day. Parents should consider this in partnering with support service professionals and agencies. Should the academic schedule and space limitations permit it, ICCS may allow for approved non-faculty-staff professionals and approved agencies to work with students in the hours before school as well as after school.

Professionals with approved credentials, or who are employed by approved agencies, may be contracted by parents and may be permitted on campus with administrative approval only. Approval of professionals and agencies comes directly from the principal. Students seeking approval for additional outside support must provide documented evidence in the form of an educational diagnosis from a psychologist. Professionals and agencies are held to the same standards of conduct as all ICCS employees and may be subject to certain training to be on campus. Any inappropriate or unprofessional interactions including with ICCS administration, faculty, or staff will not be tolerated. The ICCS Administration may at any time, in its sole discretion, revoke permission for these support service professionals and/or support service agencies to be on the campus of ICCS.

Support services provided by approved non-faculty-staff professionals and approved agencies will not be scheduled during core academic courses. In consideration of all student needs and pending no conflicts with the academic schedule or available appropriate space on campus, ICCS administration will set the time, day, and specific location for support services. Professionals and agencies should never deviate from their scheduled time, day, or set location unless an exception has been made by the principal. Once an exception has been made, the principal will then communicate the change to appropriate administrative personnel, faculty, and/or staff.

[Guidelines/Agreement for Non-Faculty-Staff Professionals/Agencies \(see attached\).](#)

Hope Therapy - OCS Approved Partner in Therapy

Hope Therapy offers a comprehensive approach to addressing dyslexia, with certified Approved Support Service Professionals trained in evidence-based methods such as Orton-Gillingham, Barton Reading and Spelling, and Linda Mood-Bell LiPS program. They are willing to provide flexible tutoring sessions, professional development opportunities for staff, and accept prior diagnoses from other evaluators. Additionally, they offer a comprehensive diagnostic testing battery to assess dyslexia and establish clear professional boundaries, protecting the school while fostering positive community relationships.

Personal Assistants/RLT/BCBA Support

In an endeavor to provide for the needs of students who require special accommodations due to a diagnosis, ICCS may allow a parent or guardian to provide, through an appropriate and approved outside agency, the services of a one-on-one registered line technician (RLT) or Board Certified Behavior Analyst (BCBA). Each student's circumstances will be reviewed on an individual basis to determine whether the student's needs are best suited for the Progressions program with modified academic and life skill work or the regular education classroom with or without accommodations. Any inappropriate or unprofessional interactions including with ICCS administration, faculty, or staff will not be tolerated. The ICCS Administration may at any time, in its sole discretion, revoke permission for these services to be on the campus of ICCS.

[Guidelines/Agreement for RLT/BCBA/Personal Assistance \(see attachment\)](#)

Progressions Program

The Immaculate Conception Cathedral School (ICCS) Progressions Program is a modified educational program specially designed to meet the unique needs of students with developmental differences within the structure of a Catholic school setting. The ICCS Progressions Program has been modeled after the successful Transitions Program of St. Louis (SLCHS) Catholic High School in Lake Charles, Louisiana. The SLCHS Program was patterned after the Paul VI Catholic High School Options Program in Fairfax, Virginia which has been implementing a successful modified inclusion approach since its inception. This program was designed after another Options Program at Eastside Catholic High School which has been in existence for over 25 years. Based on these successful models, the ICCS Progressions Program has evolved. The Immaculate Conception Cathedral School Progressions Program is based on a holistic, student-centered educational premise and is focused on promoting successful achievements for each student.

The Goals of the Immaculate Conception Cathedral School Progressions Program are to provide:

- A loving, Catholic education for each student
- Opportunities for each student to be as fully integrated as possible into the total life of the ICCS community
- Opportunities for students with developmental differences to grow spiritually, socially, academically, and physically
- Positive benefits for the entire ICCS family while gaining a fuller understanding of diversity and valuing the unique gifts and talents of all individuals

The ICCS Progressions Program provides a quality modified inclusive education in a Catholic environment for students with developmental differences. A student will be admitted based on an evaluative assessment reflecting reasonable hope towards successful program completion. In order for the student to be accepted, the family must agree to actively support the program as outlined in the Progressions Program Enrollment Agreement. The Progressions Program Admissions Team will review the applications and forward recommendations for acceptance to the Admissions Committee of Immaculate Conception Cathedral School for final approval. Parents desiring such a Catholic educational experience for their child(ren) should inquire about application guidelines. For more information about the admissions and enrollment process for the ICCS Progressions Program, please email Jessica Hart (jhart@iccsweb.com).

Computer

Teachers and students utilize computer technology in their daily instruction. Computer Literacy and Application is taught in the Computer Lab weekly for students in grades K through 5. Technology classes are also part of the middle school enrichment program. Computer classes include keyboarding as well as regular class subject integration. Parent and student approval of the Diocesan Student Internet Usage Policy (see attached Policy) is secured by agreeing to abide by the Parent/Student Handbook.

Physical Education

Physical Education is taught regularly to all students in grades PreK through 8 with an emphasis on developing and improving fine and gross motor skills. All students are to participate in physical education classes. Students with physical limitations must have written verification from a doctor on file in order to be excused from participating in physical education activities.

Fine Arts

Art, Music, and Spanish are offered to all students in grades PreK through 5 weekly. Art, Music, and Spanish are also part of the middle school enrichment program offered to students in grades 6 through 8.

Library

All students in grades PreK through 5 visit the Library weekly. Age-appropriate lessons are planned to teach skills and introduce students to a variety of literature. Students are encouraged to check out books through the Accelerated Reader Program. (See individual teacher's syllabus to determine nine-week requirements.)

SPARK (Seeking Purposeful Analytical Realistic Knowledge)

SPARK, facilitated through the Calcasieu Parish School System, is an off-campus program for gifted and talented students (grades 1–5) who meet weekly at a designated Calcasieu Parish school. Enrollment into this program necessitates a formal evaluation by CPSB Pupil Appraisal Department. These evaluations usually occur once in the fall and once in the spring of each school year.

SAPE (Substance Abuse Prevention Education)

Local law enforcement agencies, through DARE (Drug Awareness Resistance Education), provide 5th and 7th graders with additional educational opportunities in the area of substance abuse prevention.

Act 504/Special Education/Resource

ICCS teachers and administration make every attempt to assist students with special needs. Some accommodations are offered to students who are diagnosed with special needs for equitable opportunities for learning. The school implements accommodations as deemed appropriate by the School Building Level Committee (SBLC). To receive special education services, appropriate documentation of the student's disability by a licensed psychologist or educational diagnostician is required. Every attempt should be made to have this documentation at the time of registration. These proceedings may result in an Individualized Accommodation Plan (IAP) or 504 plan for the student.

If at any time a parent wishes to request referral of their child to Calcasieu Parish Pupil Appraisal for evaluation, the classroom teacher must be contacted. At the present time, Calcasieu Parish School System provides the following programs to ICCS students who have met eligibility criteria:

Speech - Calcasieu Parish School Board Speech Therapist meets with students on our campus.

Hearing/Vision - Itinerant teachers meet the needs of students on an individual basis.

Title I - Itinerant teachers meet with qualifying students in first grade whose residence is located in a Title I public school district.

Food Service Program

In conformity with the Federal-State Lunch Program, students are served a lunch consisting of a balanced meal. Families are billed per child monthly through the FACTS. The Office of Catholic Schools Food Service prior to the beginning of the school year will determine the price of these lunches (\$3.05/student). A carton of juice and/or an additional carton of milk may be purchased daily for 60 cents each. Bottled water is also available for \$1.00 each. Extra entree portions cost \$1.35 each and extra french fries cost \$1.25. Lunch monies are to be paid separately from tuition. Any student whose lunch bill is not paid after 5 days may not be allowed to continue eating lunch in the school cafeteria.

The Office of Catholic Schools Food Nutrition Notification: Peanuts/Peanut Butter are not used in our menus. However, some products may contain nuts, may be produced in plants that use nuts and may contain traces of nuts.

Children with bag lunches may NOT have candy, soft drinks, or glass containers. ICCS policy requires that items brought should be limited to those normally served in the school lunch program. All bag lunches must be free of peanut/nut products, items that may contain traces of peanut/nut products, and items that are manufactured in a facility that handles peanuts/nut products. Items without pre-packaged ingredient labels such as but not limited to sandwiches and other snack items in ziplock bags must be free of peanut/nut products and must be labeled as such. Bag lunches should be brought to school with the student upon arrival. In an effort to uphold our lunch safety procedures, and to keep the learning environment from being disrupted, the reception office will not accept lunches being dropped off during the day.

We are delighted to welcome parents to join their children for lunch at school starting the month of October.

All parents must notify the cafeteria manager by 8:30 a.m. if they will attend lunch. (337-439-3579). Adult lunch costs \$6.25 and must be paid at the time when served.

Custodial parents and guardians are welcome to attend lunch with their student(s) **ONCE** a week. At this time, only parents and guardians are permitted to visit, though infants being worn by the parent may also join. Please note that infants cannot be in strollers due to limited space in the cafeteria and should remain on the parent at all times. Parents will be seated at a designated table, as we have limited seating available for each grade level.

Other students/siblings are not allowed to be pulled from class or other activities to attend a different lunch time. Parents/Guardians will need to sign in with the reception office upon arrival and are to wait in the lobby until their student(s) lunch time.

Parents/Guardians may not attend recess or visit classrooms during their visit. Outside food will not be permitted. Students are to eat a hot lunch from the cafeteria or the bag lunch sent to school that morning. Parents are not allowed to bring food to eat with their students. Please take note of your student's school calendar as there may be days within the week your student's grade level will be off campus during their lunch period. We kindly ask that parents be mindful of their attire when attending lunch visits. Modest dress that is appropriate for a Catholic school setting is expected.

To ensure a safe and respectful environment for all students, we ask that you adhere to the following guidelines:

- Remain in the designated lunch area with your child. This helps us ensure the safety and supervision of all students.
- While we encourage positive interaction, we ask that you primarily focus your attention on your own child during lunch.
- If interacting with other students, always maintain a respectful and supportive demeanor. Avoid discussing personal, sensitive, or disciplinary matters.
- Respect the privacy and personal space of all students. Refrain from taking photos or videos of other students.
- Demonstrate positive behavior that aligns with our school's values. This includes using respectful language and maintaining a calm demeanor.
- Follow all school rules and policies while on campus, contributing to a positive and safe environment.

We kindly ask for your cooperation with the guidelines mentioned above to ensure a safe and enjoyable experience for everyone. Adhering to these guidelines helps us maintain a positive environment, allowing you to continue enjoying lunch with your child during the school day.

Free or Reduced Lunch rates are available to students who qualify through the Federal Program. Applications for this program are sent home to every family at the start of each school year. Eligibility is determined by the Diocesan Food and Nutrition Office during the first weeks of each school year.

Morning Care

ICCS will offer Morning Care for households that regularly require such a service due to work schedules. Morning Care is capped at 30 students and the fee for each week is \$10 for the first student plus \$5 for each additional student. Morning Care drop off begins at 6:30 a.m. with the latest drop off being at 7:15 a.m.

Extended Care Program

ICCS provides after-school care from 3:00 to 5:30 p.m. Adult supervision and snacks are provided. ICCS staff members supervise homework from 3:30–4:30 p.m. with free play following. All students enrolled MUST be picked up by 5:30 p.m. Students being picked up after 5:30 p.m. will be charged a late pick-up fee of \$10 per 5-minute increment per student. Example: A family that is late picking up one student from after care and arrives at 5:32 p.m. will be charged a \$10 late fee. A family that is late picking up two students and arrives at 5:38 p.m. will be charged a \$40 late fee. Students who remain on campus after 3:30 p.m. will be escorted to extended care and parents will be billed for these services.

The full-time rate for after care is \$45/week for the first student, and \$25/week for each additional student will be billed for students attending. Example: Families with 2 students utilizing the full time rate will be charged \$70 weekly for after care regardless of the number of days of attendance. Payments are collected monthly through FACTS. If an account becomes delinquent (two weeks or more past due), the family may no longer utilize these services. Parents must call before 2:15 p.m. to enroll drop-in students into Extended Care. The drop-in rate for students in after care is a rate of \$15/day for each student. The drop-in rate will be applied to students not set up with the full-time rate. Parents or approved alternate departure adults, must report to the Extended Care sign-in desk to sign students out of Extended Care. Students must remain with assigned Extended Care groups at all times.

All rules and policies apply throughout the time students are on campus, including the time enrolled in extended care. For behavior issues, students will be docked on conduct just as they would during the school day. For issues that are repetitive and/or severe in regards to behavior, the director of the Extended Care program along with the principal may decide if a student or students can no longer attend the Extended Care program.

Extended Care Program Handbook linked [HERE](#).

Summer Care Program

When ICCS is able to provide such a program, we allow students enrolled at ICCS and entering PK-5th grade to enroll in the Summer Care Program. ICCS Summer Care is for ICCS students only. Summer Care admission is capped so that we can provide a high quality program for our students. Summer Care typically has two sessions. In order to sign up for a session a non-refundable deposit equal to half of the session rate is required. Summer Care rates are set and communicated in the spring. Admission to the Summer Care program is on a first come first serve basis.

Extra-Curricular Programs

ICCS offers opportunities for extracurricular and co-curricular involvement to the students such as the following if there is a volunteer that elects to oversee and run such programs. The administration reserves the right to suspend/remove any student receiving disciplinary infraction(s) from a school-sponsored activity.

Altar Servers (grades 4-8)
DARE (grades 5 and 7)
Math Counts (grades 6-8)
Dance Line (grades 7-8)
Campus Ministry (grades 6-8)

Rosary Club (grades 3-8)
Student Council (grades 6-8)
Junior Beta Club (grades 6-8)
Cheerleading (grades 7-8)
Robotics Team (grades 6-8)

Praise Band (grades 6-8)

Any interested student should check with the moderator for all eligibility and/or attendance requirements. Sponsors must request the use of space for meetings and are responsible for returning the space to its original order. However, the administration reserves the right to remove any student from participating in any school-sponsored activity, team, or extracurricular activity.

Athletic Programs

ICCS offers the following opportunities for athletic involvement to the students.

Cross Country and/or Track (grades 5-8)

Football (grades 6-8)

Basketball (grades 5-8)

Volleyball (grades 7-8)

CCAL Eligibility Regulations

Students and their parents must review the ICCS Athletic Handbook (see Athletic Handbook in Attached) in order to participate on any ICCS athletic team. Signed participation contracts must be filed with the Athletic Director prior to participating. ICCS follows all guidelines set forth by the Catholic Christian Athletic League (CCAL). CCAL guidelines state "A student shall maintain an overall 2.0 grade point average with no grade lower than a D, and a maximum of two Ds, in order to be eligible for participation in athletic events." (This average shall include all areas listed on the report card, including conduct and enrichments). Report cards will be checked at each grading period to determine eligibility for participation in all sports. According to CCAL guidelines, progress reports do not automatically disqualify a student from participating in athletics. However, they can be used to reinstate eligibility for participation. The administration retains the authority to remove any student from school-sponsored activities or teams at their discretion. Additionally, students with an 'F' average in any class, including on progress reports, may be restricted from participating until their grade improves to a passing level. Year-end final averages will be considered in determining eligibility for the following year's first quarter participation, as determined by the administration.

[CCAL Handbook - Updated 2023](#)

Parental Involvement

Diocesan Policy requires all volunteers directly working with our youth to undergo a criminal background check and have fulfilled requirements according to the Diocese of Lake Charles Safe Environment Policies. Volunteers include substitutes and coaches.

- School Advisory Board – School Advisory Board elections are held each school year. ICCS follows all guidelines and policies set forth by the Diocese of Lake Charles regarding Advisory Council elections and procedures.
- Parent-Teacher Organization - The purpose of this organization is to bring about cooperation between parents and teachers. Meetings are held periodically in the gym at 5:30 p.m. PTO Funds are raised to meet the PTO's financial obligation to the school's annual budget. Each family is required to donate \$300 or earn 300 approved PTO points. Information regarding these points is listed at the end of this handbook. If the family PTO pledge obligation is not met by April 30th of each school year, registration fees will be applied to satisfy the outstanding pledge balance and the student will not be considered registered for the following school year. If a student is no longer returning to ICCS, the students' records will not be released until the outstanding balance is satisfied.

- ICCS Trust - The ICCS Trust is a means for contributing to the financial stability of our school. Methods of contribution are memorial donations to honor a special person or occasion, the Annual Appeal Drive, Parent Loan program (funds donated this way are treated as a loan to the Trust with the interest going to the Trust and the amount loaned being returned to the donor upon exiting the school), and general donations. The school receives half of the annual income earned by the Trust.
- Booster Club - The Booster Club is the support system for ICCS athletics. All parents of student-athletes, cheerleaders, and pep squad participants are considered members. All proceeds raised benefit the athletic and physical education programs. Booster Club may also be referred to as Project Play.
- Substitutes – Anyone wishing to substitute may submit an application to the school office. All substitutes must have a current crime check form on file with the Diocese and have fulfilled the requirements according to the Diocese Safe Environment Policies.
- Chaperones – Parents are welcome to chaperone field trips when needed. Chaperones are expected to give their complete attention to the students they are accompanying. With this in mind, no siblings are allowed on school-sponsored field trips.

APPENDIX

ACT 909 – 1990 LOUISIANA LEGISLATIVE ACTION

1. Mandates that any student, sixteen (16) years or older, found guilty of knowledge of and intentional distribution of or possession with intent to distribute any controlled dangerous substance on school property, on a school bus, or at a school event shall be expelled from school for a minimum of twenty-four (24) calendar months.
2. Mandates that any student who is under sixteen (16) years of age and in grades six through twelve and who is found guilty as in (1.) above shall be expelled from school for a minimum period of twelve (12) calendar months.
3. Mandates that any student who is kindergarten through grade five and who is found guilty as in (1.) above shall be referred to the local Advisory Council through a recommendation for action from the superintendent.
4. Specific procedures for review or appeal as follows:
 - i. The parent or tutor of the pupil may within five (5) days after the decision is rendered, request the Advisory Council to review the findings of the superintendent or his designee.
 - ii. The parent or tutor of the pupil may, within ten (10) days, appeal to the district court for an adverse ruling of the Advisory Council/superintendent.
5. Requires that upon recommendation by a principal for the expulsion of any student referred to above, a hearing shall be conducted by the superintendent or his designee to determine whether the student shall be expelled or if other corrective disciplinary action shall be taken. Until such a hearing, the student shall remain suspended from school.
6. Mandates that no student expelled pursuant to this act shall be readmitted to any public school in the State except upon the approval of the Advisory Council system to which he seeks admittance.

DIOCESE POLICY - SUSPENSION

A student may be suspended for a serious violation of school regulations by the principal or his or her designee. The school shall carefully document the violation and the reason for the suspension. Written notice shall be given to the parents or guardians of the student. No suspension shall last longer than three (3) days. Each school shall determine the exact punitive conditions for suspension and these shall be published in the school's student and parent handbook. During the period of suspension, the student is marked absent.

DIOCESE POLICY - SUSPENSION DURING A CRIMINAL INVESTIGATION

If any student of a Catholic school is suspected of criminal activity, that student may, at the discretion of the pastor and principal, be placed on suspension until an investigation has been conducted to ascertain his/her guilt or innocence. The length of the suspension shall be governed by the length of the investigation. This suspension time shall not count as part of the number of days absent when determining passing and failing according to state attendance regulations but shall be considered excused absence time. The student shall be allowed to complete assignments at home and may be allowed to make up all tests either under supervision at home or upon returning to school.

DIOCESE POLICY - EXPULSION

A student is liable for expulsion from school when other means of discipline have failed. A student may be

immediately expelled from school for certain very serious reasons and/or after a single violation if, despite his or her previous disciplinary history, the student's continued presence in the school would seriously hamper the school in fulfilling its obligation to other students.

Expulsion of a student is reserved to the principal or, in the rare instance that the principal is unavailable and the situation is grave enough to merit immediate attention, the chief administrator in charge at the time, who shall observe the following procedure within one school day of the incident:

1. Documentation of the violation and the reason(s) for expulsion shall be included in the school's discipline file.
2. Inform the pastor and the Advisory Council president, in writing, of the action and the reasons for such action.
3. Inform the appropriate pastor, in writing, when the student is from another church parish.
4. Inform the student's parents, in writing, of the action, the date the expulsion becomes effective, the reasons for the expulsion, and the right of the parent to a hearing with the principal if this hearing is requested within five (5) days of the occurrence.
5. Parents shall be given access to the student's school records prior to the hearing if this is requested.
6. Inform the superintendent, in writing, of the action and the reasons for such action.
7. The parents have the right to appeal the decision first, at the local level and then, if they wish, at the diocesan level. The decision of the Diocesan Advisory Council, with the approval of the bishop, shall be final in all appeals cases. (For complaint procedures see series 6500 of this handbook.)

DIOCESE POLICY - CORPORAL PUNISHMENT

Corporal punishment is never permitted in the schools of the Diocese of Lake Charles.

Although corporal punishment, within a reasonable degree, is actually permitted as a method of discipline in the schools of Louisiana by state law, this practice stands against the very ethos of Christian behavior. Corporal punishment shall include, but is not limited to, the following actions: spanking, shaking, slapping, pinching, hair pulling, etc.

In the event that a teacher should strike a child or use any other form of inappropriate physical restraint upon a child, the teacher shall inform the principal immediately and shall file a written explanation of the incident with the principal within twenty-four (24) hours or one school day of the incident.

DIOCESE POLICY - HARASSMENT

The schools of the diocese do not condone harassment of any kind. All students of the Diocese of Lake Charles are to be treated with dignity and respect. Harassment in any form is prohibited. This prohibition against acts of harassment applies to all people engaged in all school-related activities: all students; regular or temporary, part-time or full-time employees; volunteers, itinerant instructors, and consultants. It also applies equally to all clergy, religious, and laypersons.

Sexual harassment shall be defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic success or achievement of any other nature.
- Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the student.
- Such conduct has the purpose or effect of unreasonably interfering with a student's school

performance or of creating an intimidating, hostile, or offensive school environment.

Verbal harassment shall include derogatory remarks, jokes, or slurs, and can include belligerent or threatening words spoken to another.

Physical harassment includes unwanted physical touching, contact, assault, deliberate impeding or blocking movements, or any intimidating interference with normal school work or movement.

Each school shall establish a policy regarding the identification, reporting, investigation, and disciplinary action taken for any reported instances of harassment involving any members of the school community. This policy shall be published for all persons in the school community and should be in the school's faculty and parent-student handbooks.

ICCS HARASSMENT POLICY

ICCS does not condone harassment of any kind. Allegations of harassment are considered serious offenses. This prohibition against acts of harassment applies to everyone engaged in school-related activities, both on and off-campus. All cases of suspected harassment will be investigated and handled according to the following policies set forth by the school effective August 16, 1999.

Harassment includes, but is not limited to, intimidation or persistent abuse of another, including physical contact, oral comments, or written notes and pictures. Sexual harassment is any activity of a sexual nature that is unwanted, including but not limited to touching, pinching, patting, verbal comments, comments about parts of the body that are gender-related, sexual name-calling, propositions, and unwanted body contact.

For an incident to be considered harassment, the behavior must be repeated. Most incidents that happen one time are not considered harassment however, the incident should be addressed in another area of discipline.

POLICIES FOR HANDLING ALLEGED HARASSMENT CHARGES:

Reporting:

When a student notifies a faculty and/or staff member of an incident that meets the criteria for harassment, documentation should be made by the teacher using a Student Disciplinary Form (Form 1). The principal or counselor must be notified.

Note: Some offenses are so severe that a Harassment Incident Report Form would be used for the first offense instead of the Student Disciplinary Form.

When a student reports a repeated offense, the faculty and/or staff member must give the student a Harassment Incident Form (Form 2) to fill out. This form must be filled out in the student's own handwriting and language (when possible). The principal must be notified.

Investigating:

Charges of harassment are investigated by the principal using the following guidelines:

(Circumstances surrounding a situation could cause a deviation from these procedures.)

- A. Interview with complainant (Forms 3 and 4)
- B. Interview with alleged perpetrator (Forms 3 and 4)
- C. Interview with others, if necessary (Forms 3 and 4)
- D. Written statement from the alleged perpetrator (Form 3)
- E. Review all available information

- F. Notify parents of all students involved
- G. Confer with parents of complainant (Form 5)
- H. Confer with parents of perpetrator (Form 5)
- I. Confer with both sets of parents if requested by either parent (Form 5)
- J. Make decision
- K. Implement disciplinary action (Form 6)

Action:

Disciplinary action may vary depending on the severity of the offense.

1. First offense (as documented on the Student Disciplinary Form)
 - a. Standard deduction for aggressive behavior on the behavior log
2. Second offense (as documented on Harassment Incident Report Form)
 - a. Parents notified
 - b. Detention issued
 - c. One counseling session with the school counselor
 - d. Suspension/Expulsion depending on the severity of the offense
3. Third Offense (as documented on Harassment Incident Report Form)
 - a. Parents notified
 - b. Detention/Suspension/Expulsion issued depending upon the severity of the offense
 - c. One counseling session with the school counselor
 - d. Conference held with alleged perpetrator's parents
4. Fourth offense (as documented on Harassment Incident Report Form)
 - a. Parents notified
 - b. Scheduled counseling sessions with the school counselor
 - c. Conference held with alleged perpetrator's parents
 - d. Suspension/Expulsion depending on the severity of the offense
 - e. The student is put on disciplinary probation that if another offense is reported and confirmed, the student will be expelled
5. Fifth offense (as documented on Harassment Incident Report Form)
 - a. Expulsion
 - b. Exit conference held

DIOCESE POLICY - SAFE SCHOOLS POLICY

Safety in our schools is of utmost importance and one of our top priorities. Louisiana State law requires the following:

Any administrator, teacher, counselor, bus operator, or other school employee, whether full-time or part-time, who learns of a threat of violence or threat of terrorism, whether through oral communications, written communications, or electronic communications, shall:

- Immediately report the threat to local law enforcement if there is a reasonable belief that the threat is credible and imminent.
- Immediately report the threat to school administrators for further investigation.
- All school administrators in the Diocese of Lake Charles shall follow the procedures below when notified of a threat of violence or threat of terrorism or having been made aware of a threat to cause bodily harm, death or terrorism.

Based on limited information, a determination must be made if the threat is/is not believed to be credible and imminent in order to secure campus if needed.

School administration shall investigate using the Threat Assessment Form.

- If based on the investigation the threat is credible and imminent, contact law enforcement.
- If based on the investigation the threat is determined to be transient or not credible or would not result in great bodily harm/death, administrators will apply the Student Code of Conduct.

School administrators must notify both the Pastor/Rector and the Superintendent of Schools of any such threats.

Each school site must have a policy pertaining to this Safe Schools Policy and the consequences of such threats in their Student Code of Conduct.

In addition, it is a crime for any person, student, or non-student, to carry a firearm or any other type of dangerous weapon within 1,000 feet of school property, onto a school campus or bus, or at school sponsored athletic, social, or extracurricular activities.

The person who does this should be immediately reported to the police. The principal should notify the parents of any student who is arrested for violation of this statute.

DIOCESE POLICY - SCHOOLS AS WEAPONS-FREE ZONES

Schools must follow the regulations as stated in Louisiana State law. It is a crime for any person, student or non-student, to carry a firearm or any other type of dangerous weapon within 1,000 feet of school property, onto a school campus or bus, or at school-sponsored athletic, social, or extracurricular activities. The person who does this should be immediately reported to the police. The principal should notify the parents of any student who is arrested for violation of this statute.

DIOCESE POLICY - SEARCH AND SEIZURE

In that legal relationship between the Catholic school and the student {or the student's parent(s) or guardian(s)} is one of contract law, the school's handbook of rules and regulations governing school operations and procedures must contain a statement concerning the use of lockers, the possession of illegal substances and objects, and the resulting disciplinary action for violation of the school rules in these areas.

The school principal, or another school official with permission of the school principal, may search students themselves, or their lockers, or the students' belongings, including, but not limited to, handbags, briefcases, book bags, etc., under the following conditions:

1. The students have been warned in writing (via the student handbook) or orally (before an assembly) that lockers or belongings will be searched and inspected periodically for neatness and/or for contraband substances for the purpose of maintaining discipline and order.
2. The administrator must have a reasonable belief that contraband, illegal substances or objects, or stolen property are being concealed or that a violation of a school rule related to the maintenance of discipline in the school has been committed. The administrator must not act arbitrarily nor capriciously but must have a good reason for the search and seizure.
3. The search of a person necessitating the removal of clothing should be conducted only when absolutely necessary. A personal search should not be conducted if there is no danger that the illegal object will be destroyed and there is no absolute necessity to safeguard and protect individual students or school personnel. The parent or guardian of the student should be called prior to a personal search when the above-mentioned dangers are not present. Personal searches should always be conducted in the presence of law enforcement

DIOCESE POLICY - ADMINISTRATION OF MEDICATION

The Office of Catholic School has developed the following policies and procedures which are applicable to all schools within the Diocese of Lake Charles.

No medication, prescription or nonprescription, may be administered orally without a written note from the student's doctor and expressed written parental permission. Following state guidelines, each school must develop a process for ensuring the appropriate documentation is held on-site.

Medications administered via injection may not be given to students by school personnel, except for epi-pens.

If a student must take prescription medication at school. The following procedures must be observed:

1. The medication must be brought directly to the school office by the parent/ guardian in its original packaging.
2. The medication must be clearly labeled. The label should have the name of the student, name of medication, date, and dosage. Unlabeled medicine cannot be accepted nor administered.
3. No more than one month's supply of medication for a student should be kept at school.
4. Medication must be kept in the school office under lock and key in secure location. A log should be maintained of the administration of each student's medication. A teacher is never to keep a student's medication in the classroom. Exceptions may be made for rescue inhalers and epi-pens.
5. Under no circumstances are the following medications dispensed:
 - a. Rectal
 - b. Vaginal
 - c. Eye drops
 - d. Ear drops **These medications must not be accepted by the school office.**
6. All medication must be dispensed by a school employee who has received training in medication management. Training is offered by the Office of Catholic Schools annually and includes medication management, Stop the Bleed and Narcan treatment. Attendees must attend the training and have a passing score on the assessment in order to receive a certificate of completion. Schools are required to have a minimum of two (2) staff trained.
7. Any medication dispensed at a school-sponsored field trip or athletic event, must be dispensed by a trained staff member, trained designee, or a parent in attendance.

8. Schools must follow all guidelines in NP 741 as it relates to a Diabetes Management and Treatment plan for those students with diabetes.

DIOCESE POLICY - SUBSTANCE ABUSE

The Catholic school will attempt to prevent the problems of substance (alcohol and drugs) abuse. Programs designed for prevention should be developed.

For the purposes of this policy, a drug shall mean any mind-altering substance which may not be possessed or used by a student according to the law. The purchase, possession, use, sale, or distribution of these substances is illegal. Each school shall develop and publish a policy for dealing with situations that may arise involving drug abuse.

If any student brings to school or has in his or her possession on the school grounds during or outside of school hours, or at any school-sponsored function held off-campus, any illegal drug or its look-alike, or drug paraphernalia, he or she is liable to disciplinary action.

Upon receiving information that a student is buying or has bought, is or has been in possession of, or has been using or encouraging the use of any illegal drug, the following steps shall be taken:

1. The person having the aforesaid information shall notify the principal of the school wherein the student is enrolled.
2. The student's parents or sponsors shall be notified and written documentation shall be made of the incident.
3. The principal may discipline the student according to the disciplinary code of the school.

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STUDENT TRAVEL

Events at which students represent their school include religious, academic, athletic, and social events. With written parental permission, students may participate in such events that are approved by the school and are under the direction of school authorities.

All schools shall follow the policies and procedures detailed in the Catholic Mutual Group Insurance School Safety Resource Manual relating to liability control for school sponsored field trips. These include:

- (1) Bus transportation (i.e. transportation utilizing regulation school buses should be utilized whenever possible. Therefore:

Transportation for school related activities beyond one (1) mile of the school and when transporting more than thirty (30) children shall be arranged to include Louisiana State approved regulation school buses or vans. However, for certain special long distance transportation needs, the services of a state licensed and bonded charter bus company may be arranged .

Transportation for school related activities within one (1) mile of the school or when transporting less than thirty (30) children may be arranged using private parental transportation, provided parents sign the appropriate forms indicating the extent of the insurance coverage they maintain on their vehicle as detailed below.

- (2) On rare occasions when private transportation is used, the following information must be supplied and certified by the driver:
 - a. The driver must be twenty-one (21) years of age or older.
 - b. The driver must have a valid driver's license and no physical disability that would impair his or her ability to drive.

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- c. The vehicle must have valid current registration and license plates.
- d. The vehicle must be insured for the following minimum limits:
\$100,000 per person/\$300,000 per occurrence.

(3) A signed **Driver Information Sheet** on each vehicle must be submitted to the principal prior to each field trip. Chaperones must sign the Adult Waiver of Liability form.

The school shall issue written regulations pertaining to participation in such activities and shall issue an official **Diocesan Field Trip Permission Slip** to every student participating in the field trip. Failure of a parent to sign the official permission slip prevents the child from participating in the field trip.

Student Transportation Van Policy

The following guidelines are in effect for the safe transportation of students to and from school related activities using vans.

- (1) Large capacity vans (for more than ten (10) passengers) cannot be used for transporting students to and from school related activities. These vans are not manufactured to meet the tougher safety requirements mandated by the National Highway Traffic Safety Administration (NHTSA) on all school buses. Seats **cannot** be removed from a twelve (12) or fifteen (15) passenger van to reduce capacity.
- (2) Vans having a capacity of ten (10) persons or less, including the driver, may be used for the transport of students to and from school related activities.

ASBESTOS MANAGEMENT PLAN STATEMENT

Asbestos-containing building materials are located within Immaculate Conception Cathedral School. In their present condition, they present no hazard to school occupants.

ASBESTOS-CONTAINING MATERIALS IMMACULATE CONCEPTION CATHEDRAL SCHOOL 1536 RYAN STREET LAKE CHARLES, LA 70601			
Material Type	Location	Classification	Condition/Hazard Assessment
Thermal System Insulation (TSI)	Throughout Main Building	Friable	Good Condition

An Asbestos Management Plan has been developed to prevent the asbestos from becoming a hazard and is on file in the school office. The plan is available for inspection upon request and appointment.

RLT/BCBA/Personal Assistant GUIDELINES

In an endeavor to provide for the needs of students who require special accommodations, ICCS will allow a parent or guardian to provide, through an appropriate outside agency, the services of a one-on-one registered line technician (RLT) or Board Certified Behavior Analyst (BCBA). Each student's circumstances will be reviewed on an individual basis. The ICCS Administration may at any time, in its sole discretion, revoke permission for these services to be on the campus of ICCS.

Parents or guardians must contact the principal and present any required paperwork to seek permission to have an RLT or BCBA for a student. A specific diagnosis and prescription or recommendation for these services from a physician or agency will be necessary to request this service.

The following requirements must be met before an RLT/BCBA is allowed to accompany the student:

- Provide documentation such as certification to demonstrate the RLT/BCBA is qualified to undertake this position and work in a school setting.
- Provide a complete background check with fingerprints approved by the Office of Catholic Schools. This expense will not be the responsibility of the school.
- The RLT/BCBA will be in full compliance with the Diocese of Lake Charles' requirements for Safe Environment/Safe & Sacred Training for the current year and updated annually.
- The RLT/BCBA will abide by policies applicable to them in the ICCS Faculty/Staff Handbook.
- Supervision of the RLT/BCBA will be conducted by the providing outside agency.
- Proof from the agency that there is a regular evaluation or evaluation process of the RLTs/BCBAs assigned to ICCS students.
- Proof of the existence of an in-force Comprehensive General Liability insurance policy covering the providing outside agency and the RLT/BCBA with limits of at least \$1,000,000 and naming the school and Diocese as additional insured, must be provided to the school and/or the Diocese of Lake Charles.

Confidentiality – RLTs/BCBAs will be bound to a strict code of confidentiality on any matters or occurrences concerning the classroom, the students, or any aspect of the ICCS campus including teacher conversations. Parents will not be allowed to serve as an RLT/BCBA for their child or any other child in the same grade on the ICCS campus. Discussing internal issues or criticizing the school publicly can breach confidentiality and damage the school's reputation. Professionalism involves respecting privacy and handling grievances through appropriate channels (e.g. principal).

All persons serving as part of the student's school team must identify their role on the team and are subject to all documentation, confidentiality requirements, and requirements of the Faculty/Staff Handbook as amended for BCBAs/RLTs/Approved Support Service Professionals.

Information Access – In order to better serve the student, the classroom teacher, school administration, and School Building Level Committee may make a request to parents to have access to any written notes, documentation, or other data used by the RLT/BCBA during the course of instructional time. If there are materials used by the RLT/BCBA that impact instruction, the school may request these from the parent to show compatibility with the adopted curriculum and academic policies of the school. Information access does not apply to those documents that are bound by HIPPA confidentiality.

RLTs/BCBAs will:

- Not take or post pictures of students.

- Not use cell phones in the classroom or in the presence of students for personal use; however, ICCS strongly encourages agency staff to have cell phones should an emergency arise.
- Sign in and out on a daily basis.
- Follow the rules of the classroom teachers.
- Take any school safety related training.
- Abide by the school's nut-free policy as well as our faculty-staff agreement not to consume seafood, fish, or shellfish on ICCS campus.
- Act in a moral and ethical way towards all students, faculty, and staff of the school.
- Wear appropriate attire to school and to Mass.
- Take care to appropriately monitor the student(s) they are serving both inside and outside the classroom.
- Be respectful of our Catholic environment and beliefs.
- Interact and cooperate with classroom teachers as well as with school administration.
- Engage with classroom teachers at appropriate times with administrative approval.
- Refrain from inappropriate or unprofessional interactions with ICCS administration, faculty, or staff. Inappropriate and unprofessional interactions will not be tolerated. The ICCS Administration may at any time, in its sole discretion, revoke permission for these support service professionals and/or support service agencies to be on the campus of ICCS.
- Maintain confidentiality and handle grievances through appropriate channels (e.g. principal).
- Fading services is a team decision at ICCS. The team includes the student's parents/guardians, the service center, teachers, and administration. In order for services to be faded, there would need to be a team meeting as well as an appropriate documented plan in place.

DIOCESE OF LAKE CHARLES STUDENT INTERNET USE POLICY

This document sets forth the rights and responsibilities for students under the Diocese of Lake Charles Internet Safe and Responsible Use Policy. This Student Internet Use Policy is, by reference, a part of the Student Internet Account Agreement which must be executed by each Student and each Student's Parent or Guardian.

Educational Purpose:

1. The School Internet system has been established for a limited educational purpose. Educational purposes include classroom activities, continuing education, professional or career development, and high-quality, educationally enriching personal research.
2. The School Internet system has not been established as a public access service or a public forum. The Diocese and school has the right to place reasonable restrictions on the material you access or post through the School Internet system. You are expected to follow the rules set forth in this policy, the student disciplinary code, and the law in your use of the School Internet system. The student disciplinary code will govern any violations of this policy.
3. You may not use the School Internet system for commercial purposes. This means you may not offer, provide, or purchase products or services through the School Internet system.

Access to Online Materials:

1. The material you access through the School Internet system should be for class assignments or for personal research on subjects similar to what you might study in a class or would otherwise research in the school library. Use for entertainment purposes is not allowed.

2. You will not use the School internet system to access the following: material that is obscene; child pornography; material that depicts, or describes in an offensive way, violence, nudity, sex, death, or bodily functions; material that has been designated as for adults only; material that promotes or advocates illegal activities; material that promotes the use of alcohol or tobacco, school cheating, or weapons; or material that advocates participation in hate groups or other potentially dangerous groups.
3. If you mistakenly access inappropriate information through the School Internet system, you should immediately report this access in the manner specified by your school. This will protect you against a claim you have intentionally violated this policy.
4. The school has installed filtering software to protect against access to inappropriate material.
 - a. If you feel filtering software is blocking your access to an appropriate site, report this to your teacher.
 - b. You will not seek to bypass the filtering software by using a proxy site or some other technology.

Privacy and Communication Safety Requirements:

1. "Personal contact information" includes your full name, together with other information that would allow an individual to locate you, including your family name, your home address or location, your work address or location, or your phone number.
2. If you are an elementary or middle school student, you will not disclose your full name or any other personal contact information online for any reason.
3. If you are a high school student, you may disclose personal contact information to educational institutions, companies, or other entities for career development purposes, or with specific staff approval.
4. You will not disclose names, personal contact information, or any other private or personal contact information about other students. You will not forward a message sent to you privately without permission from the person who sent you the message.
5. You will promptly disclose to your teacher or other school staff member any message you receive that is inappropriate or makes you feel uncomfortable. You should not delete such messages until instructed to do so by a staff member.

Unlawful, Unauthorized, and Inappropriate Uses and Activities:

1. Unlawful activities:
 - a. You will attempt to gain unauthorized access to the School Internet system or to any other computer system through the School Internet system or go beyond your authorized access. This includes attempting to log in through another person's account or to access another person's files.
 - b. You will not make deliberate attempts to disrupt the School Internet system or any other computer system or destroy data by spreading computer viruses, or by any other means.
 - c. You will not use the School Internet system to engage in any other unlawful act, including arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of any person.
2. Inappropriate language:
 - a. Restrictions against inappropriate language apply to all speech communicated through the School Internet system, including public messages, private messages, and material posted on Web pages.
 - b. You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
 - c. You will not post information that could cause damage or a danger of disruption to your school or any other organization or person.

- d. You will not engage in personal attacks, including prejudicial or discriminatory attacks.
 - e. You will not harass or bully another person.
 - f. You will not knowingly or recklessly post false or defamatory information about a person or organization.
 - g. You will promptly disclose to your teacher or another school employee any message you receive from any other student that is in violation of the restrictions on inappropriate language.
3. Plagiarism and copyright infringement:
- a. You will not plagiarize works you find on the Internet. Plagiarism is taking the ideas or writings of others, and presenting them as if they were yours.
 - b. You will respect the rights of copyright owners in your use of materials found on, disseminated through, or posted to the Internet. Copyright infringement occurs when you inappropriately reproduce a work that is protected by copyright.

System Security And Resource Limits

- 1. System security:
 - a. You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person.
 - b. You will immediately notify a teacher or system administrator if you have identified a possible security problem. However, do not go looking for security problems because this may be construed as an unlawful attempt to gain access.
 - c. You will avoid the inadvertent spread of computer viruses by following the school virus protection procedures.
- 2. Resource limits:
 - a. You will use the school site network system only for educational and career activities and limited, high-quality personal research.
 - b. You will not download large files unless absolutely necessary. If necessary, you will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer.
 - c. You will not misuse Diocesan, school, or personal distribution lists, or discussion groups for sending irrelevant messages.

Your Rights And Expectations:

- 1. Free speech

Your right to free speech and access to information applies to your use of the School Internet system. The Diocese and/or school may restrict access to materials for valid educational reasons. The School will not restrict your access to information and ideas based on a disagreement with the views expressed. The School may restrict your speech for valid educational reasons. The School will not restrict your speech on the basis of disagreement with the opinions you are expressing.
- 2. Copyright

You own the copyright to works you create in school or for a class assignment. If the work is created by a group, each student will share joint ownership of the copyright. You and your parent or guardian must agree before your work will be posted on the school website. Your work should be posted with your copyright notice.
- 3. Privacy
 - a. You should have only a limited expectation of privacy in your files on the School Internet system and records of your online activity. All student use of the School Internet system will be supervised and monitored. The school's monitoring of Internet usage can reveal all activities you engage in using the School Internet system.

- b. Routine maintenance and monitoring of the School Internet system may lead to the discovery that you have violated this policy, the student disciplinary code, or the law. An individual search will be conducted if there is reasonable suspicion that you have violated this policy, the student disciplinary code, or the law. The investigation will be reasonable and related to the suspected violation.
 - c. Your parents have the right to request to see the contents of your computer files at any time.
4. Due process
- a. The school will cooperate fully with local, state, or federal officials in any investigation related to any unlawful activities conducted through the School Internet system.
 - b. In the event there is a claim you have violated this policy or student disciplinary code in your use of the School Internet system, you will be provided with notice and opportunity to be heard in the manner set forth in the student disciplinary code.
 - c. If the violation also involves a violation of other provisions of the student disciplinary code, it will be handled in a manner described in the code. Additional restrictions may be placed on your use of your Internet.

Limitation Of Liability:

The School will not guarantee that the functions or services provided through the School Internet system or its internet service provider will be without error. The School will not be responsible for any damage you may suffer, including but not limited to loss of data, interruptions of service, or exposure to inappropriate material or people. The Diocese and/or school will not be responsible for the accuracy or quality of the information obtained through the School Internet system. The Diocese and/or school will not be responsible for financial obligations arising through the unauthorized use of the School Internet system. Your parents can be held financially responsible for any harm that may result from your intentional misuse of the School Internet system. You may use the School Internet system only if your parents have signed a disclaimer of claims for damages against the school and Diocese.

Student Internet Account Agreement

I have read the Diocesan Student Internet Use Policy, which is made a part of this Agreement, by reference. I agree to follow the rules contained in this policy. I understand if I violate the rules, my account can be terminated and I may face other disciplinary measures.

Parent or Guardian Section

I have read the Diocesan Student Internet Use Policy, which is made a part of this Agreement, by reference. I hereby release the Diocese and school, its personnel, and any institutions with which it is affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the School Internet system, including but not limited to claims arising from the unauthorized use of the system to purchase products or services or exposure to potentially harmful or inappropriate material or people. I understand I can be held liable for damages caused by my child's use or misuse of the School Internet system.

I will instruct my child regarding restrictions against accessing material in addition to the restrictions set forth in the Diocesan/school policy. I will emphasize to my child the importance of following the rules for personal safety.

I hereby give permission for my child to use the School Internet system. I understand this permission includes permission for my child to access information on-line through the World Wide Web, receive e-mail communications through a class account or individual email account, if applicable, and engage in other educationally relevant electronic communication activities.

ICCS Technology Policy and Use Contract

1. This ICCS Technology Use Student Contract is a review and restatement of guidelines set forth in the Diocesan Student Acceptable Use Policy (AUP) and the Diocese of Lake Charles Student Internet Use Policy as outlined in the ICCS handbook. It is also a review of the rules and regulations set forth for the acceptable use of technology by ICCS.
2. Designation of the term technology, school technology, ICCS technology, or anything of the like includes but is NOT limited to any and all technology on campus or in the computer lab, Chromebook carts, and iPad carts.
3. The use of any technology is a privilege. Any student who fails to follow the rules and guidelines of this contract and/or the AUP can have points deducted from their conduct card, be suspended from using learning technology for the remainder of the school year OR the remainder of his/her time at ICCS. Additionally, violations of this contract may result in suspension or expulsion from ICCS.
4. Students should always treat technology on campus with care and respect. It is the expectation of ICCS that our students take exceptional care of all technology equipment. As stated in the handbook:

Students assume full responsibility for the careful use of all ICCS property. Destruction or loss of textbooks and/or school property by a student will result in a financial assessment to the parent. Student records will not be released until this financial obligation has been met.

Vandalism shall result in cancellation of privileges and or other disciplinary action up to and including expulsion. Proper care shall be taken of all technology by the student at all times.

Examples of proper care of Learning Lab technology include:

- Gently removing technology from carts, carriers, chargers, or bases.
 - Moving technology with two hands at all times.
 - Making sure the workspace is clear and properly prepared to use the technology
 - No food or drink near technology
 - Logging in/out as instructed by the teacher.
 - Following classroom procedures for technology use as instructed by the teacher.
 - Gently replacing the technology to its cart, carrier charger, or base.
 - Taking care not to bump, drop, or damage the technology in any way.
 - Not handling other students' assigned technology
5. Students should always respect their privacy and work and that of other students. Each student is assigned a username and password. This is secure information and must be kept private. It is the student's responsibility to keep his or her own password secure. Any and all activity recorded on a student's account or assigned piece of technology is automatically the responsibility of that student. If a student feels his or her password has been breached, he or she must immediately notify the teacher and request a new password.
 6. All technology is to be used to aid student learning as specifically directed by the teacher. Students should never assume that they have permission to open any application, visit any website, open any program, or anything of the like unless they have been explicitly told to do so by the teacher that is instructing them with the technology at that time. Students must have explicit permission from the teacher before using any type of resource with the school's technology. Unacceptable use of any and all technology/student accounts, on or off campus, includes but is not limited to the following:
 - Visiting any website not explicitly permitted by the teacher.

- Playing unauthorized games
- Opening unauthorized applications or programs
- Making purchases or visiting commercial websites not for school use.
- Checking and/or sending personal email.
- Logging in to any website with a username and password, unless specifically and explicitly authorized to do so by the teacher.
- The use of any and all social networking sites.
- Accessing another individual's materials, information, files, or anything of the like.
- Attempting to use another student's username or password.
- Modifying documents or files without permission.
- Installing or downloading programs or files.
- Altering, interfering with, dismantling, or disengaging internet or web content filters.
- Spamming, plagiarizing, or accessing knowingly inappropriate material.
- Accessing, modifying, erasing, renaming, and making usable or unusable another's files or programs.
- Modifying, copying, or transferring software or applications provided by the school, faculty, or another student without permission.
- Introducing or spreading viruses or other harmful programs.
- Aiding or abetting other students in policy violation.
- Divulging passwords.
- Participating in illegal activities or copyright infringement.

7. It is the individual student's responsibility to

- Comply with security measures.
- Report illegal activities.
- Report improper language or unacceptable activities on the Internet.
- Report damage or tampering with equipment or system.
- Report violations of privacy

8. In addition to technology use on campus, ICCS retains the right to take disciplinary action on any student that chooses to use their personal technology, student accounts, social networking accounts, email, etc. for but not limited to bullying, cyberbullying, unacceptable behavior, or profane uses.

9. Misuse of any ICCS technology in regards to what has been outlined in this contract and in the Diocese of Lake Charles Student Internet Use Policy may result in appropriate consequences up to and including expulsion.

10. Google Apps for Education:

- ICCS provides and manages a Google Workspace for Education account for your child. Google Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At ICCS, students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills.

This service is available through an agreement between Google and ICCS.

Google Workspace for Education Notice to Parents and Guardians

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their Google Workspace for Education accounts, students may access and use the following “Core Services” offered by Google (described at [Google Workspace Terms Of Service](#)):

- Assignments
- Calendar*
- Classroom
- Cloud Search*
- Drive and Docs
- Gmail*
- Google Chat*
- Google Chrome Sync
- Google Meet
- Google Vault*
- Groups for Business*
- Keep*
- Migrate*
- Sites*
- Tasks*

*Items marked with * denote services that are disabled by default at ICCS, but may at certain times be used with express approval from administration in certain situations.

In addition, we also allow students to access certain other Google services with their Google Workspace for Education accounts. Specifically, your child may have access to the following “Additional Services”:

- Applied Digital Skills
- Third Party App Backups

Further, we allow students to access additional third-party services with their Google Workspace for Education accounts. Our school administrator enables access to these third-party services with your student’s Google Workspace for Education account, and authorizes the disclosure of data, as requested by the third party services. Additional information about these third-party services is available in the table found under the [Third Party Additional Web Based Services and Curriculum](#) in this handbook .

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice. You can read that notice online at [Google Workspace for Education Privacy Notice](#) You should review this information in its entirety, but below are answers to some common questions:

What personal information does Google collect?

When creating a student account, [insert name of school/district] may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as telephone number for account recovery or a profile photo added to the Google Workspace for Education account.

When a student uses Google core services, Google also collects information based on the use of those services. This includes:

- account information, which includes things like name and email address.
- activity while using the core services, which includes things like viewing and interacting with content, people with whom your student communicates or shares content, and other details about their usage of the services.
- settings, apps, browsers & devices. Google collects information about your student's settings and the apps, browsers, and devices they use to access Google services. This information includes browser and device type, settings configuration, unique identifiers, operating system, mobile network information, and application version number. Google also collects information about the interaction of your student's apps, browsers, and devices with Google services, including IP address, crash reports, system activity, and the date and time of a request.
- location information. Google collects information about your student's location as determined by various technologies such as IP address and GPS.
- direct communications. Google keeps records of communications when your student provides feedback, asks questions, or seeks technical support

The Additional Services we allow students to access with their Google Workspace for Education accounts may also collect the following information, as described in the Google Privacy Policy:

activity while using additional services, which includes things like terms your student searches for, videos they watch, content and ads they view and interact with, voice and audio information when they use audio features, purchase activity, and activity on third-party sites and apps that use Google services.

apps, browsers, and devices. Google collects the information about your student's apps, browser, and devices described above in the core services section.

location information. Google collects info about your student's location as determined by various technologies including: GPS, IP address, sensor data from their device, and information about things near their device, such as Wi-Fi access points, cell towers, and Bluetooth-enabled devices.

The types of location data we collect depend in part on your student's device and account settings.

How does Google use this information?

In Google Workspace for Education Core Services, Google uses student personal information primarily to provide the core services that schools and students use, but it's also used to maintain and improve the services; make recommendations to optimize the use of the services; provide and improve other services your student requests; provide support; protect Google's users, customers, the public, and Google; and comply with legal obligations. See the [Google Cloud Privacy Notice](#) for more information.

In Google Additional Services, Google may use the information collected from all Additional Services to deliver, maintain, and improve our services; develop new services; provide personalized services; measure performance; communicate with schools or users; and protect Google, Google's users, and the public. See the Google Privacy Policy for more details.

Does Google use student personal information for users in K-12 schools to target advertising?

No. There are no ads shown in Google Workspace for Education core services. Also, none of the personal information collected in the core services is used for advertising purposes.

Some additional services show ads; however, for users in primary and secondary (K12) schools, the ads will not be personalized ads, which means Google does not use information from your student's account or past activity to target ads. However, Google may show ads based on general factors like the student's search queries, the time of day, or the content of a page they're reading.

Can my child share information with others using the Google Workspace for Education account?

We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. For example, if your student shares a photo with a friend who then makes a copy of it, or shares it again, then that photo may continue to appear in the friend's Google Account, even if your student removes it from their Google Account. When users share information publicly, it may become accessible through search engines, including Google Search.

Will Google disclose my child's personal information?

Google will not share personal information with companies, organizations and individuals outside of Google except in the following cases:

With our school: Our school administrator (and resellers who manage your or your organization's Workspace account) will have access to your student's information. For example, they may be able to:

- View account information, activity and statistics;
- Change your student's account password;
- Suspend or terminate your student's account access;
- Access your student's account information in order to satisfy applicable law, regulation, legal process, or enforceable governmental request;
- Restrict your student's ability to delete or edit their information or privacy settings.

With your consent: Google will share personal information outside of Google with parental consent.

For external processing: Google will share personal information with Google's affiliates and other trusted third party providers to process it for us as Google instructs them and in compliance with our Google Privacy Policy, the Google Cloud Privacy Notice, and any other appropriate confidentiality and security measures.

For legal reasons: Google will share personal information outside of Google if they have a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary for legal reasons, including complying with enforceable governmental requests and protecting you and Google.

What choices do I have as a parent or guardian?

First, you can consent to the collection and use of your child's information by Google. If you don't provide your consent, we will not create a Google Workspace for Education account for your child, and Google will not collect or use your child's information as described in this notice.

If you consent to your child's use of Google Workspace for Education, you can access or request deletion of your child's Google Workspace for Education account by contacting Brittany Ebersole. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to access personal information, limit your child's access to features or services, or delete personal information in the services or your child's account entirely. You and your child can also visit

<https://myaccount.google.com> while signed in to the Google Workspace for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?

If you have questions about our use of Google's Google Workspace for Education accounts or the choices available to you, please contact [insert contact information for the school administrator]. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the Google Workspace for Education Privacy Center (at [Privacy & Security Center - Google for Education](#)), the Google Workspace for Education Privacy Notice (at [Google Workspace for Education Privacy Notice](#)), and the Google Privacy Policy at [Privacy & Terms - Google](#), and the Google Cloud Privacy Notice at ([Google Cloud Privacy Notice](#)).

The Core Google Workspace for Education services are provided to us under Google Workspace for Education Agreement (at [Google Workspace for Education Terms of Service](#)) and the Cloud Data Processing Addendum (as [Cloud Data Processing Addendum | Google Cloud](#)).

By agreeing to this handbook, I give permission for Immaculate Conception Cathedral School to create/maintain a Google Workspace for Education account for my child and for Google to collect, use, and disclose information about my child only for the purposes described in the notice below.

- Apps for Education runs on an internet domain purchased and owned by the school and is intended for educational use only. This permission form describes the responsibilities of the school, students, and parents in using Apps for Education on the school domain.
- Children's Online Privacy Protection Act (COPPA)
 - i. COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, Google advertising is turned off for Apps for Education users. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for educational purposes.
 - 1. COPPA - <http://www.ftc.gov/privacy/coppafaqs.shtml>
- Family Educational Rights and Privacy Act (FERPA)
 - i. FERPA protects the privacy of student education records and gives parents rights to review student records. Under FERPA, schools may disclose directory information (name, phone, address, grade level, etc...) but parents may request the school not disclose this information.
 - ii. The School will not publish confidential education records (grades, student ID #, etc...) for public viewing on the Internet.
 - iii. The School may publish student work and photos for public viewing but will not publish student last names or other personally identifiable information.
 - iv. Parents may request photos, names, and general directory information about their children not be published.
 - v. Parents have the right at any time to investigate the contents of their student's account and Apps for Education files.
 - 1. FERPA - <http://www2.ed.gov/policy/gen/guid/fpco/ferpa>
- Further, we allow students to access additional third-party services with their Google

Workspace for Education accounts. Our school administrator enables access to these third-party services with your student's Google Workspace for Education account, and authorizes the disclosure of data, as requested by the third party services. Additional information about these third-party services is available in the table located in part 11 of this section under the title of "Other Web-Based Services".

- ICCS Apps for Education is available at school **and** at home via the web. **This includes the Google Search Engine and other aspects of the Google Account.** School staff will monitor student use of Apps when students are at school via screen monitoring services and additional student safety filters. Parents are responsible for monitoring their child's use of Apps when accessing programs from home. Students are responsible for their own behavior at all times. **School staff is NOT responsible or liable for monitoring student usage when school is not in session.**
- Students - Acceptable Use, Privacy, and Safety
 - i. Apps for Education is primarily for educational use. Students may use Apps for personal use subject to the restrictions below and other school rules and policies that may apply.
 1. Privacy - School staff, administrators, and parents all have access to student accounts for monitoring purposes. Students have no expectation of privacy on the Apps system.
 2. Personal Use- Students may not use Apps tools for personal projects including any of the following:
 - a. Unlawful activities
 - b. Commercial purposes (running a business or trying to make money)
 - c. Personal financial gain (running a website to sell things)
 - d. Inappropriate sexual or other offensive content
 - e. Threatening another person
 - f. Misrepresentation of ICCS, staff, or students. (Apps, sites, accounts, and collaboration forums are extensions of classroom spaces where student free speech rights may be limited.)

As a best practice, we recommend students separating school accounts from personal use.

3. Data Security - Student files are safe with Apps but it is the responsibility of the student to make backups of important documents.
 4. Safety
 - a. Students may not post personal contact information about themselves or other people on the web.
 - b. Students will tell their teacher or other school employees about anything which is inappropriate or makes them feel uncomfortable.
 - c. Students are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their accounts. Under no conditions should a user provide his or her password to another person.
- Digital Citizenship

- i. Treat others well. It hurts to get mean feedback just like it hurts when someone is mean in the school hallway. Be kind when collaborating or making suggestions to peers. Everyone will see what you write so think before you type. Be careful with what you say about others and yourself.
 - ii. Respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work protected by copyright. If a work contains language specifying acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.
 - Access Restriction - Due process
 - i. Access to and use of Apps for Education is considered a privilege accorded at the discretion of ICCS. ICCS maintains the right to immediately withdraw the access and use of Apps when there is reason to believe violations of law or school policies have occurred. In such cases, the alleged violation will be referred to the Principal for further investigation and account restoration, suspension, or termination. As a tenant of the Agreement with the school, the school reserves the right to immediately suspend any user account in question of appropriate use. Pending review, a user account may be terminated as part of such action.
11. **Other Web-Based Services:** In order for ICCS to continue to provide your student(s) with the most effective tools to enhance their academic growth, teachers may use educational web-based services such as but not limited to Zoom, Google Meet, FlipGrid, etc. that allow for both real-time and recorded communication in virtual classroom spaces where teachers and students can collaborate in learning as they would in their regular classrooms. The use of web-based software and applications is intended to further engage students and also allow teachers to better facilitate the learning process. Additional web-based applications are reviewed and privacy policies checked to ensure website compliance with FERPA and COPPA policies in regards to protected student information and data.
- The following web-based services are employed and used throughout the curriculum by ICCS. Not all services are utilized by students, but do contain student information.
 - By signing the parent handbook, you as custodian give ICCS authority to sign your student up for these websites on your behalf to grant them access to these educational services.
 - ICCS reserves the right to add additional web-based services or remove them throughout the school year.

Third Party Additional Web Based Services or Curriculum

Amplify	CodeMonkey	FACTS SIS
Brainpop	Duolingo	Follett/Destiny
Canva	EBSCO	Gallopade
Clever	Edutyping	GrammarFlip
Handwriting Without Tears	Renaissance	Starfall
Kami	Science Buddies	ThinkLink (FOSS)
Learning Without Tears	Screencastify	World Book Online

McGrawHill	SenorWooly	NoRedInk
NearPod	SmartPass	Prodigy Math
XtraMath	EdPuzzle	

Diocese Policy Promotion and Retention

8011

PROMOTION AND RETENTION

The promotion or retention of a learner should be based primarily on the degree of achievement of the specific learning objectives for the grade or course. A student who has not achieved satisfactorily in a particular grade or subject should repeat that grade or subject. To permit a student to take a course at the next level of learning for which he or she does not have the proper preparation is an injustice to him or her, to the other students, and to the teacher. There may be cases in which ability, effort, interest, and other factors must be weighed. All guidelines set forth in Bulletin 741; Louisiana Handbook for School Administrators (Nonpublic), (current revision) should apply.

In consultation with the teacher, parents should be informed of possible non-promotion at the beginning of the second semester, or as soon as an academic deficiency becomes evident.

If the pupil is promoted conditionally, provisions shall be made by the pupil and his or her parents or sponsors to remove the condition through attendance at a state-approved summer school.

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For Elementary School Promotion and Retention:

1. A student is **promoted (P)** when he or she has a grade of "D" or above in all subjects taught throughout the length of the school year.
2. A student is **conditionally promoted (CP)** when he or she fails one subject taught throughout the length of the school year. The student must pass the subject failed in a state-approved summer school in order to progress to the next grade.
3. A student is **retained (R)** when he or she fails two subjects that are taught throughout the length of the school year. The student must repeat the grade. The student may not go to summer school for two major subjects and pass into the next grade according to the standards in Bulletin 741. A principal may not give permission for a child who has failed two major subjects to attend summer school and pass into the next grade in any state-approved nonpublic school. However, this permission may be granted if the child's parents have made the decision to place the child in public school for the next school year.
4. A student must meet the minimum days of school attendance in order to be promoted.

For Secondary School Promotion and Retention:

1. At the secondary school level, Louisiana state regulations in regard to the number of units that are required for graduation, the number of units that can be earned during the regular semesters of the school year, and the number of units that can be earned during a state-approved summer school term must be carefully observed.
2. A student must also meet the minimum days of school attendance in order to be promoted.

PTO VOLUNTEER OPPORTUNITIES

Each fundraiser is important to meet the yearly PTO obligation of \$175,000 for the school's operating budget. Every family is obligated to contribute \$300 or 300 volunteer points to help reach this goal. The monetary obligation can be met by paying upfront or contributing to the financial success of the fundraising activities. Parents may earn points by volunteering their time to fundraisers. Volunteers earn 25 points for each hour worked. Most work shifts are two hours. Volunteer sign-up takes place at the first PTO meeting as well as by calling any of the chairpersons listed.

When volunteering, parents must sign in with the chairperson in order to assure the activity has been pre-approved for earning PTO points as well as that proper credit for work time is recorded.

POINTS MAY NOT BE TRANSFERRED OR SHARED AMONG ICCS FAMILIES.

Listed below are the 2024-2025 PTO fundraisers and volunteer opportunities available for ICCS parents.

Christmas Greenery Fundraiser

2025-2026 Chairpersons: Doris Mhire and Jessica Steech

- Bulk Order Team: Responsible for mail-outs and communication to local businesses and ICCS friends and Alumni. Organizes committee members to follow up with new businesses and help update the database.
- Receiving and Distribution—Responsible for coordinating the receiving and distribution of greenery to include offloading the delivery truck and inventory accuracy.
- Delivery—Responsible for coordinating ALL greenery orders requested for delivery in a 25-mile radius of ICCS.

ICCS Fest and PTO Panther Run

10K, 5K, and 1-Mile Fun Run

2025-2026 Chairperson: Kelly Henderson

- Sponsorship Committee members are needed to solicit and secure sponsorship funds, in-kind donations and prizes
- T-shirt/Race Packet Committee members are needed to help organize and distribute race t-shirts and packets to registered participants.
- Race Day volunteers are needed to help set up the event, work the race, coordinate water stations, set up the food/hospitality area and clean up after the event is over.
- ICCS Fest volunteers are needed to help set up events, work booths and concessions, take tickets, etc.

PTO Dinner Auction

2025-2026 Chairperson: Jennifer Pugh

- Silent Auction Items—Committee solicits local businesses, artists, and supporters to obtain items for the Silent Auction. Provides a detailed description of items for auction software needs and event programs.
- Live Auction—The committee solicits local businesses, artists, and supporters to obtain items for the Live Auction. Provides a detailed description of items for auction software needs and event programs.
- Decorations—Works with Decorations chair to determine the theme of the auction and is in

charge of choosing decorations for the venue.

- Sponsorship Committee--Responsible for soliciting sponsors for the auction event. Works closely with the Auction chairpersons to identify past and potential sponsors.
- Finance Committee—Responsible for the Finance table the evening of the auction and reconciling invoices at the end of the evening.
- Sign-up Parties—Responsible for securing sign-up party donations and making the posters for the evening.
- Auction Program—Responsible for creating, writing descriptions, printing, proofing, and distribution of the auction program. Works with an auction chairperson on advertising.
- Set-up and Clean-up—Responsible for working with the Decorations committee to set up the venue and clean-up the following day.