



IMPACT CHRISTIAN ACADEMY PARENT HANDBOOK

Educating the next generation of servant leaders who will impact the world.

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SECTION 1: VISION, MISSION, AND VALUES

Section 1: Vision, Mission, and Values

1.1 VISION STATEMENT

Inspire learners to reach their intellectual potential, grow in their Christian faith, and serve compassionately

1.2 MISSION STATEMENT

At Impact Christian Academy, we focus on excellence in developing the body, mind, and soul. We persevere as critical thinkers, are solution-focused, and pursue God in community with others.

1.3 SCHOOL VERSE

“Follow my example, as I follow the example of Christ.” 1 Corinthians 11:1

1.4 PHILOSOPHY STATEMENT

ICA seeks to partner with parents in the education of children. We are committed to excellence in all things, including providing a learning environment where God’s Word and His truths are an integral part. ICA encourages and facilitates the spiritual, intellectual, physical, and social development of each student for the sake of the student, the glory of God, and the furthering of His kingdom.

1.5 CORE VALUES

Core Value: Biblically-Integrated Educational Program

Belief: We believe scripture is the word of God, infallible and the basis of all truth (2 Tim. 3:16)

Application: We integrate the Bible into all aspects of our educational program and extracurricular activities. Students are taught from a Biblical vantage point regarding origin, meaning, morality, and destiny.

Core Value: Spirit-Filled

Belief: More than just dispensing informative content, we endeavor to allow Jesus to live in and through us, reflecting His truth and love to those around us.

Application: All faculty model the love of Jesus daily in their attitudes and behaviors toward students in teaching, correcting, and times of play. The school seeks to demonstrate the love of Jesus by serving the community.

Core Value: Developing Disciples

Belief: We are called to make disciples of all people (Matt. 28:19)

Application: We clearly present the gospel of Jesus Christ and nurture students’ growth as disciples of Christ. As students come to know Christ, we challenge them to exemplify behaviors and attitudes which glorify God.

Core Value: Partnering with Parents

Belief: “Train up a child in the way he should go, and when he is old, he will not depart from it” (Prov. 22:6). “Two are better than one, for they have a good reward for their labor” (Ecc. 4:9).

SECTION 1: VISION, MISSION, AND VALUES

Application: We will partner with parents by communicating regularly verbally and/or via the school website, email, or with handwritten notes. We will listen and respond to parents' concerns and ideas. We will work with parents to discern the best course of action when problems or issues arise with a student at the school. We will give parents every opportunity to fellowship and serve within the school community.

Core Value: Excellent Education

Belief: "Whatever you do, work at it with all your heart, as working for the Lord, not for men" (Col. 3:23).

Application: We are committed to employing teachers who are of the highest caliber both professionally and spiritually. We expect our employees to take advantage of professional development opportunities. We are committed to using Biblically-integrated curricula which exceed national and state standards.

1.6 VALUES

Our mission statement is our pledge to the families at our school. We will make decisions through the grid of this statement and will function in the office and each classroom in a manner consistent with it. As a staff, we fulfill our commitment to be Christ-centered by living godly lives ourselves and integrating Biblical truths and a Biblical worldview throughout both our curriculum and our behavioral expectations. It is important that the Bible not be relegated to a daily class, for it is an integral part of who we are. We desire that all students leave ICA not only knowing the truth but living it out in their daily lives.

We also desire to be a school reflective of Christ's grace while at the same time holding ourselves and our students to a high standard of conduct. It is important in this environment to be specific about expectations so that students may consistently and fairly be held to such standards. It has been our experience that subjective standards result in inconsistent enforcement of rules; therefore, we encourage administrators and teachers to be as objective as possible. This attempt at clarity may sometimes appear as legalism. What we desire is to be honest with our students by carrying through with what we say is important.

Our statement of faith may be found in Appendix A: Statement of Faith. Our stance on marriage/gender may be found in Appendix B: Statement on Marriage, Gender, and Sexuality.

Neither statement exhausts the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe.

SECTION 2: GOVERNANCE

Section 2: Governance

2.1 GOVERNANCE

Impact Christian Academy is directed by the school principal (or lead teacher if there is not a principal), under the oversight and with the support of the ICA board of directors. The ICA board of directors has final authority over all school policies.

The principal handles the day-to-day administration of the school. The principal is hired by ICA and confirmed by the ICA board of directors.

The Association for Christian Schools International (ACSI) is the organization that accredits our school. Their policy and protocol recommendations and on-site reviews help us to continually improve and maintain accreditation.

SECTION 3: GENERAL INFORMATION

Section 3: General Information

3.1 ICA HISTORY

Impact Christian Academy (ICA) was founded in 2023 by Impact Christian Schools (ICS).

3.2 SCHOOL MASCOT

Defenders



3.3 SCHOOL COLORS

Blue, Green, and Gray

3.4 THE FAMILY PORTAL (STUDENT INFORMATION SYSTEM)

The Internet-based communication and administrative tool we use is called the [Family Portal](#) (formerly Renweb). This student information system is where you will get most information that you may need regarding the school. The calendar, forms, directory, individual student and classroom information, Parent Handbook, etc. can be found on this website. Every family is given secure login access to the site. Explore the [Family Portal](#) and use it during the school year, at least weekly, to avoid missing important information.

The [Family Portal](#) is tied to our tuition and financial aid management system known as FACTS. In FACTS you can access all billing information regarding two separately tracked categories:

- Tuition payment plan
- Incidental billing items (sports fees, misc. items)

Please see Section 12 for billing procedures.

SECTION 4: COMMUNITY

Section 4: Community

Our desire is that ICA would be more than a place for students to learn. We want it to be a place of community for families. Volunteer opportunities abound both in the classroom and within the school. Friendships are developed by regularly attending sporting events and the social events organized by the school. Participating in these events and volunteering is the best way to feel a part of the community. We hope all our families feel welcome, because we truly are glad that each family is part of our ICA family.

4.1 GIVING: FUNDRAISING

Tuition and fees fall short of covering the costs of educating a student at ICA. Therefore, it is necessary to fundraise to fill this gap. All fundraising activities will seek to provide economic resources to the school both by routine sustained activities and by specific short-term projects whose purposes are consistent with the school's mission statement. Such activities will in every aspect glorify God and further the mission of the school. All fundraising activities must be approved by administration.

4.2 PARENT SUPPORT

We welcome all parents to consider how they are gifted and to find a place where they can lend a hand. Parents will also be asked to volunteer in the classroom, to chaperone field trips, and to help in a variety of other areas.

SECTION 4: COMMUNITY

Section 5: Attendance and Transportation

5.1 SCHOOL HOURS AND ATTENDANCE

Regular school hours are 8:10 am to 3:30 pm. Attendance is taken via FACTS at the beginning of each period including advisory and study hall by the classroom teacher.

5.2 TRANSPORTATION

A bus route will provide transportation for students daily from Lighthouse Christian School on the West side of Madison to ICA and back again in the afternoon. The bus leaves LCS at 7:30 AM promptly. The bus will return to LCS at 3:45 PM. Shuttle service for sports may be set up if necessary. Please check with the coach of each team.

Parents may qualify for a yearly transportation reimbursement from their resident school district. Please check the policies of your local school district.

5.3 SNOW CLOSINGS

In extreme weather conditions, the principal will decide about school closure. ICA will send a Parent Alert text message (via the [Family Portal](#)) to notify parents.

School closings or after-school activity cancellations will also be announced on the following: WISC-TV Channel 3, WKOW-TV, Channel 27, and WMTV-TV Channel 15.

5.5 ABSENCE

Regular attendance is important if a student is to gain the most from school. The only absences that will be excused are:

1. Sickness
2. Medical and dental appointments
3. Attending a funeral
4. Prearranged absences (must be [approved](#) by the administration)
5. Emergency circumstances (to be determined by the administration)

You must notify the school office (608-504-9440 or office@icahs.org) no later than 8:45 am if your student is absent from school. If you call prior to school hours, leave a message on the answering machine with your student's name, grade, date(s) of absence, and reason for absence. If the office has not heard from you by 8:45, we will call or text a Parent Alert to determine where your student is.

Students who are absent from school may not participate in extracurricular activities on the day of their absence.

Any student who misses more than three consecutive school days and/or more than five days in any given quarter may be required to bring in a physician's statement. Per Wisconsin state law, no parent may excuse more than ten days of absence during a school year. Absences not meeting the above criteria will be considered "unexcused" by the administration and teachers and the student may receive a zero for the day(s) or the classes missed.

If a student needs to be excused during the day for an appointment, etc., the parent should communicate the time and reason for the absence to the teacher and to the office. report to the

SECTION 4: COMMUNITY

office to pick up their departure slip. Students will not be allowed to leave the building without a departure slip.

5.6 EXCUSED TRAVEL ABSENCE

See [Advanced Absence Form](#) on the school website under School Life.

The intrinsic value of the classroom experience cannot be made up solely by completing missed assignments. Conversely, there is often a valid educational aspect to student travel. Also, families may need to travel during the school year for emergency, business, or other situations. Parents are encouraged to plan family trips during scheduled ICA vacation periods (Christmas, spring break, summer, etc.). Travel during school days should, whenever possible, be for no more than one week and should avoid major exam periods.

For planned absences of longer than two days, parents must complete and submit an [Advanced Absence Form](#) to the school at least one week prior to the absence.

All students will be given work upon returning to school. It will be due an equal number of days to the absence +1. If a parent desires work beforehand, please request it from the teacher with at least one week's written notice. The teacher will be required to give homework no more than three days before the absence. Work given beforehand is due upon the student's return. It must be noted that this homework will constitute the predictable work to be assigned. It will probably not be complete; additional makeup work may be assigned upon the student's return. If a test is given before the makeup homework is due covering material the student missed, the student may postpone the test. Assignments given to the entire class before the absence and due after the student's return are due on the originally assigned date.

5.7 TRUANCY

Any student who misses more than three consecutive school days and/or more than five days in any given quarter may be required to bring in a physician's statement. Per Wisconsin state law, no parent may excuse a student for more than ten days during the school year.

If it is determined that a student is truant (any absence not been excused/approved by the school administration), the student will be given zero credit in all subjects missed for each day the student is absent. The student may be automatically placed on probation.

See also: 5.5 ABSENCE and 5.6 EXCUSED TRAVEL ABSENCE

5.8 TARDINESS TO SCHOOL

Tardy Policy

Parents are expected to ensure that their student arrives at school on time. All students arriving after the late bell sounds (8:10 am) will be assessed a tardy and required to obtain a late slip from the school office before proceeding to class.

Per Wisconsin state law, no parent may excuse a student for more than ten days during the school year. Tardies have a negative impact on academic achievement, both for the tardy student and their classmates. Late arrivals cause interruptions in the classroom. Breaks in instruction interfere with the learning atmosphere and make extra work for teachers.

10 unexcused tardies will result in 1 absence for that period for credit purposes.

SECTION 4: COMMUNITY

All students who arrive late to school must first report to the office and then bring a pass from the office to their teacher. Tardies may be excused at the discretion of the school administration under certain conditions, such as inclement weather, a road accident, or for medical and/or dental appointments. Tardies will not be excused because a parent was “running late” or a sibling was slow in the morning.

SECTION 4: COMMUNITY

Section 6: Academics

6.1 ACCREDITATION

ICA is fully accredited by the Association of Christian Schools International (ACSI). Since our initial accreditation, we undergo a rigorous process of re-accreditation every six years. Accreditation is a process by which we look and see what our school is and does, document it, and then invite a team of professionals to come to our school for a site visit to verify our documentation. All ICA staff are involved in the accreditation process. All faculty hold a degree from a certified four-year bachelor's program and many hold advanced degrees.

6.2 CURRICULUM

It is important that we offer an excellent academic program to our families. Our belief is that a traditional education combined with experiential learning is the most effective method of educating most students. We realize that the most important component of the curriculum is not text, however, but staff.

1. The ICA curriculum includes studies in Bible, English language arts, literature, mathematics, science, history/social studies, physical education, art, and music.
2. All teaching staff meet ACSI certification requirements and continue their professional development by taking both Bible and education classes.
3. All curriculum includes intentional and thoughtful Biblical immersion/integration.
4. Bible is a major subject.

Textbooks

Our texts are carefully selected from both Christian and secular publishers. Grades 9–12 use both secular and Christian publishers. We change curricula to focus on comprehension and critical thinking skills. Our math program is traditional and based on the best available text at each grade level. It is also an accelerated program.

Teachers may assign books owned by ICA. Each student is responsible to complete a Textbook Condition Form for every nonconsumable textbook they receive. They must return the forms to the teacher no later than the Friday of the second week of school. Students will be responsible for paying for lost or badly damaged books owned by ICA. Writing in books will incur a fine up to the cost of replacing the book. If a student fails to turn in a form for a textbook, it will be assumed that the textbook was in excellent condition when the student received it, and a lost or damaged book will result in up to the full cost of the text being assessed to the family. The principal and/or teacher have the authority to determine the amount of the fine.

6.3 HOMEWORK GUIDELINES

Homework is a valid learning experience. It can be useful in providing:

1. Additional practice outside the time limits of class
2. Deferred reinforcement after a time lag

SECTION 4: COMMUNITY

3. Opportunity to apply principles to new and varied situations

Due to different students' working habits, it is impossible to establish an absolute time limit. The following, however, will serve as general guidelines.

- 9th: 90 minutes
- 10th: 100 minutes
- 11th: 110 minutes
- 12th: 120 minutes

6.4 GRADING AND REPORT CARDS

Report cards describe the student's progress in school and are prepared at the end of each quarter. The quality of work done is indicated by the following letter grades:

| 9-12 Letter Grade | Percentage | GPA |
|-------------------|------------|-----------|
| A+ | 97-100% | 4.00/4.00 |
| A | 93-96% | 4.00/4.00 |
| A- | 90-92% | 3.67/4.00 |
| B+ | 87-89% | 3.33/4.00 |
| B | 83-86% | 3.00/4.00 |
| B- | 80-82% | 2.67/4.00 |
| C+ | 77-79% | 2.33/4.00 |
| C | 73-76% | 2.00/4.00 |
| C- | 70-72% | 1.67/4.00 |
| D+ | 67-69% | 1.33/4.00 |
| D | 63-66% | 1.00/4.00 |
| D- | 60-62% | 0.67/4.00 |
| F | 0-59% | 0.00/4.00 |

SECTION 4: COMMUNITY

6.5 GRADUATION

A student is eligible for graduation from Impact Christian Academy if he has been enrolled and has:

1. Earned high school credits required for graduation as follows:
 - a. At least 4 credits of English including writing composition; one of these must be College Writing, typically taken during senior year
 - b. At least 1 credit of Bible (or approved alternative for Choice students that elect to opt out of religious instruction) for each year of enrollment
 - c. At least 3 credits of social studies including state and local government
 - d. At least 3 credits of mathematics
 - e. At least 3 credits of science
 - f. At least 1.5 credits of physical education
 - g. At least 0.5 credits of health education within grades 9-12
 - h. At least 28 total credits; elective courses will be necessary to meet this minimum
2. The recommendation of teachers
3. A civics test score of at least 65 correct answers out of 100
4. 100 hours of outside volunteer service per year. Hours must be recorded and submitted to the school office in a handwritten note or email.
5. Two consecutive years (2 credits total) of a foreign language are also recommended for all students, especially those that intend to further their studies in higher education.

Graduation requirements for a given student shall be those that were published in the Parent/Student Handbook the year of the student's enrollment at ICA.

6.6 ACADEMIC HONORS

Academic honors are awarded for each quarter and for the total year's average grade. Students with any course grade less than a "B-" become ineligible for honors during that quarter and for full-year honors.

ICA recognizes two honors categories:

Honor Roll

Average 94 or higher or a GPA of 3.75 or higher

Final Exams and Research Papers

High school teachers may assign final exams at the end of each semester. These tests are weighted to be 20% of the semester grade.

Research papers are to follow APA formatting according to the most recent edition of the APA Style Manual.

6.7 STUDENT SERVICES

Student Services (SS) has been established to provide academic, emotional, and/or behavioral support. The Student Services team will collaborate with administration, teachers, parents, and students to implement a plan that best meets an individual's needs.

SECTION 4: COMMUNITY

- Teachers will initially refer students if they have academic, emotional, or behavioral concerns for them.
- Before any SS observations or informal or formal evaluations begin, parents will be asked to provide their permission for this process to occur.
- All evaluations and assessments will be shared with teachers and parents.

Parents will receive at least quarterly updates from our team as to their student's progress and, as with regular education classes at ICA, will always have access through email, phone, or face-to-face meetings to the faculty working with their student.

6.8 CREDIT EARNING POLICY: Academic Performance or Attendance

To earn full course credit, students must meet both attendance and academic performance requirements. This policy ensures that students are actively engaged in learning and consistently demonstrating mastery of course content. This policy may be modified for students with an Individualized Education Plan.

1. Attendance Requirement

- Students must attend at least 95% of scheduled class sessions per semester. (no more than 5 absences per semester, or 10 per year.)
- Excused absences (illness, family emergency, school-sponsored events) must be documented and approved.
- Unexcused absences may result in loss of credit unless made up through approved academic recovery.
- Tardiness: ten tardies = one absence for credit purposes.

2. Academic Performance Requirement

- Students must maintain a minimum final grade of 70% (C-) in the course to earn credit.
- Grades are based on:
 - Classwork and homework
 - Assessments (quizzes, tests, projects)
 - Participation and effort
- Students falling below 70% may be eligible for academic support or credit recovery.

3. Credit Recovery Options

Students who fall short in attendance or grades may be offered:

- After-school tutoring
- Online modules or assignments
- Teacher-approved make-up work

4. Appeals Process

- Students and families may submit a written appeal to the principal within 10 school days of receiving a credit denial.
- Appeals must include documentation and a plan for academic improvement.

Teacher responsibilities:

1. At the first sign of academic difficulties, notify parents. Continue communicating — there should be no surprises.
2. Document examples of issues, what has been tried, and communication with parents. Copy and file worksheets, tests, etc.

SECTION 4: COMMUNITY

3. Make sure that the student's report card accurately reflects their ability.
4. Make clear what you will and will not be able to do to help this student. Don't offer more than you can deliver, and be sure to carry through with what you offer. Put your offer in writing.
5. Suggest options outside of school for addressing the issue.

If the above steps do not result in significant improvement, the parents and teachers will meet with the principal to review the situation and discuss possible outcomes.

6.9 PARENT-TEACHER CONFERENCES

After the first quarter of the school year, parent-teacher conferences will be held for all students. Parents will receive an email with instructions to reserve a time to meet with teachers online.

Teachers are available at other times by appointment. Contact the teacher by calling the office, by email, or by note. The teacher will return your call as soon as possible. Please do not call the teacher at home unless they request that.

6.10 POLICY REGARDING STUDENT RECORDS

Parents have authorization, in consultation with school personnel, to inspect their student's school records. The school maintains the following records:

- Enrollment papers
- Grades
- Attendance records
- Immunization records
- Progress reports
- Standardized test results
- Accident reports
- Behavior plans or discipline reports

The principal and office staff are responsible for maintaining these records. If a parent wishes to review any of their student's records, they should make an appointment through the office. If they want a copy of items in the record, they are to request them in writing through the principal.

A parent may question the content of the records. If the administration agrees, the questioned material will be removed, or the parent may place a rebuttal with the questioned material.

TRANSCRIPTS

Official transcripts are available upon request through the office. When requesting a transcript, please include the mailing address of the admissions office where transcripts are to be sent. Allow two weeks for the office to prepare the transcript, and if a hard copy is required, an additional week for mailing. Official transcripts are sent directly to the institution which requires the transcript; unofficial transcripts are available for parents and students.

6.11 MEDIA VIEWING POLICY

Teachers and staff will adhere to the following criteria when showing movies in the classroom:

1. When a movie is shown, it must be chosen from the approved list and fall within the following rating guideline: G and PG

SECTION 4: COMMUNITY

2. PG-13 movies may be shown to students with parental permission when it is part of a unit of classroom instruction.
3. If a movie is not on the approved list, teachers must give parents at least two weeks' notice of what will be shown to the students.
4. Teachers will preview all movies and Internet videos before showing them. They must also utilize the [Plugged In movie review website](#) to help evaluate the content and message of movies.
5. If a parent objects to a movie to be shown for entertainment (i.e., in a class party), the teacher will choose a different movie. If a parent objects to a movie shown for educational purposes, the parent should meet with the teacher and try to come to a common understanding and acceptable solution. If no mutually satisfactory conclusion is reached, the student may be excused from the movie and their assignment modified.

6.12 POLICY ON PLAGIARISM

Cheating and Plagiarism

Cheating is defined as any unauthorized communication before or during a graded event or any attempt to receive unauthorized assistance before or during a test, quiz, homework assignment, or project. Cheating is a violation of the ninth commandment (against bearing false witness). The use of AI to fulfill a writing assignment is also considered cheating, unless expressly permitted by the teacher. Cheating results in a zero on the assignment/test and communication with parents. In addition, cheating may be cause for immediate suspension.

Passing off someone's work as your own is known as plagiarism. Individuals who plagiarize material deliberately are committing an illegal act. More common is the failure to cite sources of information. It is acceptable to use pictures and paraphrase text, but be sure to cite the source of the information. Even when permission to use the material is granted, the author or source should be cited. This includes not only text, but pictures, graphics, animations, movies, and even sounds.

Failure to do so is unethical at best and could be illegal under the author's fair use terms. Although we cannot allow plagiarism to take place, the consequence may vary, depending on the maturity of the student and the instruction and training received to date. In all cases, the student will be asked to repeat the assignment, and/or receive a zero.

6.14 STUDENT BILL OF RESPONSIBILITIES

Students will periodically review their Student Bill of Responsibilities:

A student at Impact Christian Academy is expected to:

1. View attendance at ICA as a privilege
2. Desire to learn and to cooperate in the educational process (Prov. 15:14; 17:16; 23:12)
3. Take pride in ICA, support its activities, and abide by its regulations
4. Complete all assignments on time, working up to God-given abilities (Luke 12:48)
5. Respect fellow students (Jam. 3:9-12) and seek to build them up (Eph. 4:29)
6. Seek true wisdom from above rather than the wisdom of the world (Jam. 3:13-18)
7. Willingly submit to the authority structure of the school (Rom. 13:1-5)

SECTION 4: COMMUNITY

8. Respect the faculty and staff of ICA (I Thess. 5:12-13), always obey them (Heb. 13:17), and pray for them (Heb. 13:18; Eph. 6:19)
9. Not lie (Col. 3:9), cheat (Luke 16:10), steal (Exodus 20:15), or tolerate those among us who do (2 Cor. 6:14)
10. Always strive to be an example of proper behavior (I Tim. 4:12)
11. Smoking, drinking, drug use, use of pornography and sexual behavior outside of marriage is expressly prohibited if a student attends ICA (1 Tim. 4:12)

6.15 EXPECTED STUDENT OUTCOMES — EDUCATION THAT LASTS A LIFETIME

ICA faculty and staff aspire to support each student as they strive to personally attain the following objectives. ICA students...

Spiritually:

- Can articulate and defend their Christian worldview while having a basic understanding of opposing worldviews
- Understand and commit to a personal relationship with Jesus Christ
- Know, understand, and apply God's Word in daily life
- Possess apologetic skills to defend their faith
- Are empowered by the Holy Spirit to pursue a life of faith, goodness, knowledge, self-control, perseverance, godliness, brotherly kindness, and love

Intellectually:

- Have a knowledge and understanding of people, events, and movements in history (including church history) as well as the cultures of other peoples and places
- Are well-prepared in all academic disciplines and skilled in reading, writing, speaking, listening, and thinking
- Are proficient in mathematics and science
- Appreciate literature and the arts and understand how they express and shape the students' beliefs and values
- Have a critical appreciation of languages and cultures of other people which dispels prejudice, promotes interethnic harmony, and encourages Biblical hospitality for the alien or stranger
- Know how to utilize resources — including technology — to find, analyze, and evaluate information
- Are committed to lifelong learning
- Have the skills to question, solve problems, and make wise decisions

Socially:

- Personally respond to carry out the Great Commission locally and around the world in a culturally sensitive manner
- Understand the worth of every human being as created in the image of God
- Are actively involved in a church community, serving God and others
- Understand, value, and engage in appropriate social (community) and civic (political) activities
- Embrace and practice justice, mercy, and peacemaking in family and society
- Value intellectual inquiry and engage in the open, honest exchange of ideas
- Respect and relate appropriately with integrity to the people with whom they work, play, and live

SECTION 4: COMMUNITY

- Have an appreciation for the natural environment and practice responsible stewardship of God's creation
- Are good stewards of their finances, time (including discretionary time), and all other resources
- Understand that work has dignity as an expression of the nature of God

Physically:

- Treat their bodies as a temple of the Holy Spirit
- Are prepared to practice the principles of healthy, moral family living

SECTION 4: COMMUNITY

Section 7: Extracurricular Activities

ICA provides a variety of extracurricular activities. See also 6.2 CURRICULUM.

7.1 GENERAL

During extracurricular activities (athletics, programs, rehearsals, receptions, etc.) in which there is no coach or faculty directly responsible for student, the parent or another designated adult is expected to supervise them. Students are not to be running through hallways, in the gym, or in classrooms unsupervised.

7.2 ATHLETICS

TBD

SECTION 8: CONDUCT AND DISCIPLINE

Section 8: Conduct and Discipline

8.1 PHILOSOPHY

It is the philosophy of ICA to educate students in and with the truth of God's Word in every area of instruction and activity. Our prayer is that their lives may be transformed by the renewing of their minds (Rom. 12:2).

ICA is committed to the principle that parents have the primary responsibility for the conduct and discipline of their children (Eph. 6:4; Deut. 6:4-9). Our purpose is to provide, in alliance with family, an atmosphere in which young people can grow "in wisdom, and stature, and in favor with God and man" (Luke 2:52; Rom. 8:5-11).

Discipline may be best defined as instruction, training, and correction that shapes, strengthens, and completes the student (Heb. 12:5-11). The goals of the ICA conduct policy are to help students develop a Biblical world and life view (seeing the world through the filter of what the Bible teaches us), to create a climate that facilitates maximum learning for each student, and to help each student move from external discipline to self-discipline and ultimately to Spirit control (1 Pet. 1:13-16; 2 Pet. 1:3-11).

Students are expected to conduct themselves at all times in a Christian manner and to abide by the school's behavior expectations. It is further expected that parents will teach and encourage these expectations. Christian conduct requires submission to the Word of God, respect for authority, respect for others, and respect for the property of others. Our hope is that responsible behavior ultimately comes from the heart in love and obedience to Jesus Christ.

Attending ICA is a privilege, and as such the privilege of each student must be protected by the disciplinary procedures. The basic premise in our classrooms is that no student has the right to interfere with teaching or with learning. School personnel are responsible for teaching, clarifying, and enforcing school and classroom policies. We strive to do this in a Christian context based upon principles set forth in the Word of God.

To bring about this nurturing and "growing in Christ through learning" environment, all parties involved must adhere to established guidelines that protect the rights of all (Col. 3:15-17). Establishing guidelines that give all parties protection from harm (physical, emotional, spiritual, and mental) allows all to partake in the learning, educational process. These guidelines combined with an environment of love and Christian community create a winning combination that helps parents, teachers, students, and administrators achieve the goals of Christian education at ICA (Gal. 5:13-14; Eph. 2:19-22).

8.2 BEHAVIOR EXPECTATIONS

8.3 GOALS FOR CONDUCT

Policy

1. Encourage self-discipline, responsibility, and submission to God as the author of all truth
2. Encourage the adoption of Biblical principles as the basis for value judgments
3. Develop an appreciation for God's creation and humanity's responsibilities as productive citizens

SECTION 8: CONDUCT AND DISCIPLINE

4. Teach students to work independently and cooperatively
5. Help students develop a proper view of self-worth as individuals created in the image of God
6. Teach a Biblical perspective toward interpersonal relationships — to love one's neighbor as oneself
7. Teach the necessity of forming personal convictions before God and respecting the same in others
8. Teach the Biblical attitudes that material things and individual abilities are gifts from God, and encourage responsibility in using them to His glory

We believe that students at ICA should conduct themselves in a Christ-like way. ICA intends to provide for its teachers and students an environment that is free of offensive kinds of behavior. Conduct — whether intentional or unintentional — that subjects another person to unwanted attention, comments, or actions because of race, national origin, age, biological sex, physical characteristics, abilities, or disability is not permitted. Instead, we expect all persons to treat each other with respect because each person is made to reflect God Himself. This respect translates to authority, peers, and God's Word. The conduct policies for ICA will guide any discipline responses.

8.4 CONDUCT AT ICA

Respect Authority

1. All students, staff, and parents are expected to conduct themselves with respect for the dignity of others.
2. Students are to obey and show respect for faculty members, staff, and volunteer helpers at all times.
3. Individual teachers may establish policies for their rooms that are appropriate to their students' activities. Such classroom procedures should be consistent with overall school policies.
4. Students, employees, and parent volunteers are to conform to the established dress code.
5. Students are to have all homework and other assignments completed on time.

Respect Students

1. Students are always to conduct themselves consistently with ICA'S goals and objectives.
2. Students are to conduct themselves in a manner appropriate to the nature and purpose of the activity in which they are participating.
3. Students are to respect the rights and academic creativity of their fellow students.
4. Harassment of others by teachers, administrators, staff, students, or other persons present in our facilities is not allowed. Harassment occurs when conduct creates an intimidating, threatening, or abusive educational environment.
5. Sexual harassment is not allowed. This includes making unwelcome sexual advances or engaging in improper physical contact. Making improper sexual comments or otherwise creating an intimidating, hostile, or offensive learning environment is not allowed.
6. Any form of ridicule of others based on race, physical characteristics, ability, family background, age, or similar feature is harassment.
7. Bullying is not allowed. Bullying is the intentional and repeated attempt to harm another.

SECTION 8: CONDUCT AND DISCIPLINE

8. Conduct at lunch should reflect attitudes and principles of Christian living and behavior. Play that could result in serious injury and unkind actions toward others will not be permitted.

Respect Property

1. Students are to use school equipment in a careful manner and for its intended purpose.
2. Students are to clean up any mess or litter that they create, including in the lunchroom and bathrooms.
3. Students are to respect the property of others. Personal property should not be used without permission from the owner. Students must compensate the school for any property they lose or damage.

8.5 CONDUCT ON THE SCHOOL BUS/SHUTTLE

ICA may use buses for transportation to and from field trips and special activities. When using a bus, the regular rules of student conduct apply. Additionally, the following safety and courtesy rules shall be observed.

1. Students may be assigned seats according to the number of passengers at the discretion of the teacher.
2. Students should stay in their seats for the duration of the trip. Moving around or changing seats while en route is unsafe and is discouraged.
3. Students may talk in a quiet manner and should refrain from loud or boisterous activity.
4. Students should keep their head, hands, and feet inside the bus at all times.
5. Students should not touch any of the special equipment on the bus.
6. Students should not open the bus windows unless special permission is granted. If windows are opened, the same student is responsible for closing the windows before leaving the bus.
7. Students are not to eat or drink on the bus unless special permission is granted.
8. Students should leave the bus in a clean condition.
9. Students who do not comply may lose the privilege of riding the bus.
10. Parents may be requested to pick up their student in the event of misbehavior.

8.6 CONDUCT AT SPORTING EVENTS

When we are at sporting events, we represent our school. We must keep in mind that our behavior reflects our school and, therefore, Christ whom we represent.

1. There is to be no booing, heckling, or throwing of items by the spectators. All spectators must comply with any request of an administrator with respect to behavior. Violators will be asked to leave.
2. Visiting teams are to be treated as our guests. As such, they should be treated with courtesy and respect.
3. All trash is to be placed in the receptacles provided.

8.7 POLICY REGARDING CONFLICT RESOLUTION

“If your brother sins against you, go and show him his faults, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. If he refuses to listen to them, tell it to the church: and if he refuses to listen even to the church, treat him as you would a pagan or a tax collector” (Matt. 18:15-17).

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People may debate when Matthew 18 applies (i.e., only when sin is involved), but it is a wise choice for organizations to follow the principles. Put another way, Matthew 18 may be stated as an organizational behavior policy: resolve problems and disputes directly with the individual(s) involved. Give direct attention to such challenges and disputes, and try to minimize the number of individuals involved in resolving the issue.

Policy

ICA's policy is for parents, teachers, or administrative staff to first address problems, disputes, or issues with the individual(s) involved, being certain to "speak the truth in love."

8.8 STEPS OF CONFLICT RESOLUTION

Steps of Conflict Resolution

1. Go directly to the person with whom there is a conflict.
2. If no satisfactory resolution is reached, go to that person's direct supervisor.
3. If no satisfactory resolution is reached after discussing the issue with the supervisor, a meeting will be set up between the conflicted parties and the supervisor, with the supervisor acting as a mediator. If the principal is one of the conflicted parties, the board of directors will act as a mediator.

How to handle conflict in a manner which is conducive to a positive result:

1. Do not speak to others about the conflict or people involved. Even if accurate information is initially imparted, information can quickly become twisted and destructive to the reputation of individuals and/or ICA. The health of the school community depends on honoring this step. Gossip divides a community and does nothing constructive toward bringing resolution. In fact, the resolution is less likely to be satisfactory.
2. If the appropriate steps are followed and a party still desires to go to the next level, do not discuss the issue informally at car pool, in the hallway, etc. Instead, let the person know you would like to meet with them, and set up a mutually agreeable time.
3. For the sake of students, speak to (and in front of) them as positively as possible about ICA, other students, and staff. Students' attitudes about their school, the peers with whom they associate daily, and the staff to whom they are responsible greatly affect behavior and the overall learning environment. Criticism and negative talk make it very difficult for the student to have a positive experience at school. We very much desire that every student has a positive experience at ICA.

8.9 DEFINITIONS OF CONSEQUENCES AND CORRESPONDING BEHAVIORS

Policy

Lunch Detention:

The student will eat quietly in a supervised area out of the lunchroom See minor violations.

Lunch Detention with Limited Probation:

The student will serve a lunch detention as defined above which will accumulate toward the quarterly total. The student will also be disqualified for seven consecutive days from taking part

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in all extracurricular or nonacademic activities, including music programs not required for a class grade, sports competitions, academic competitions, field trips, class plays, and parties.

Behavior Probation:

The student is held closely accountable for behavior via regular check-ins with the teacher or principal. Another lunch detention or major violation during the time of probation may result in suspension.

Academic Probation:

A student is in danger of not passing two or more classes or not meeting graduation requirements. Academic probation includes a plan for improvement. If goals are not met, the student may not be allowed to continue enrollment due to the improbability of academic success at ICA, or the student may be required to repeat a grade.

In-School Suspension:

In-school suspension will be overseen by a staff member.

Suspension:

Suspensions may be either half a day or the entire school day, in school or at home, as determined by the principal. The student will be asked to either do service or write a paper during the suspension that in some way relates to the offense.

Reverse Suspension:

A reverse suspension is when a parent is asked to come spend time with their student at school. It is used when the student has engaged in gross misconduct and is failing to respond to school-wide interventions that encourage positive behavior. We believe this is a powerful alternative to out-of-school suspensions because students can continue to be a part of the class routines and complete the daily class activities. Furthermore, a reverse suspension can be a bridge between home and school, leading to increased positive communication between parents and school staff. Administration has full discretion in determining when a reverse suspension would be most beneficial for a student.

Temporary Dismissal:

A student is expelled for the remainder of the school year but upon conditions being met, as established by the principal, may be allowed to enroll for the next school year on conditional enrollment status.

Expulsion:

A student is required to discontinue enrollment during the school year and will not be allowed to return to ICA. This goes on a student's permanent record.

8.10 MINOR AND MAJOR VIOLATIONS OF CONDUCT AND DISCIPLINARY PROCEDURES

No student has the right to interfere with teaching or learning. Students are expected to take responsibility for their actions. Listed below are items defined as either minor or major violations followed by procedures to provide corrective action to encourage a positive behavioral change. Teachers will record any major disciplinary action in the [Family Portal](#) discipline log.

MINOR VIOLATIONS

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Examples of Minor Violations*

1. Creating a disturbance in class
2. Being out of one's seat at inappropriate times
3. Inappropriate talking in class without permission
4. Littering
5. Throwing objects
6. Writing, passing, or reading notes
7. Lack of courtesy to others
8. Inappropriate physical contact (pushing, shoving, etc.)
9. Disruptive behavior in the halls, gym and lunchroom
10. Inappropriate language such as vulgarity, sarcasm, or teasing remarks

*Repetition of minor violations may constitute a major violation

MAJOR VIOLATIONS

Examples of Major Violations*

1. Insubordination (refusal to comply with a reasonable request or showing disrespect for staff)
2. Excessive absenteeism, tardiness, or truancy (per law, a parent may not excuse more than 10 absences per school year)
3. Forgery, cheating, lying, or plagiarism
4. Use of profane or obscene language or actions
5. Demeaning actions, threat of violence, or physical attack (i.e., hitting, striking, or punching) directed toward another person
6. Bullying
7. Harassment
8. Theft
9. Displaying offensive pictures, posters, or slogans
10. Willful destruction or defacement of school or private property on school premises
11. Discrimination against someone on the basis of race, national origin, sex, or disability
12. Implied or actual possession of fireworks, any weapon, or explosives
13. Possession of pornographic material
14. Inappropriate use of technology
15. Gambling (exchange of money or goods by betting or wagering)
16. Participation in any illegal activity in or out of school
17. Use, sale, possession, or distribution of tobacco products, alcohol, or drugs at any time
18. Excessive repetition of minor violations

*This list is not exhaustive, and all decisions are subject to the discretion of the principal.

Major Violations Could Have the Following Consequences

1. Detention coupled with probation
2. Suspension: in-school or at-home suspension will be determined by principal/parents
3. Immediate suspension and/or temporary dismissal
4. Conditional enrollment

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5. Expulsion

The principal has the authority to suspend, remove, put on conditional enrollment, or expel a student from the school without a time of probation.

APPEALS

Parents may appeal a suspension or expulsion within three school days of the date they are notified of it. They should submit a written explanation (email or letter) and any pertinent information supporting the appeal to the school office to the attention of the principal. After the written request for appeal is received, the principal will investigate to determine its merit. After investigating, the principal will take one of the following actions within 10 school days:

- Send a letter and/or email to the parents denying the appeal.
- Send a letter and/or email to the parents approving the appeal.

8.11 NON-HARASSMENT (BULLYING)

Policy

ICA strives to provide an environment where every student feels safe, respected, and welcomed — an environment free from significant disruptions and obstacles to learning and performance. Bullying can have a harmful social, physical, psychological, and/or academic impact on everyone involved — the victim, bystanders, and the bully. ICA does not allow bullying toward or by students, school employees, or volunteers. We do not allow bullying on school grounds, at school-sponsored activities, or in transportation to and from school or school-sponsored activities.

Defining Harassment

Harassment is conduct which affects a student's ability to benefit from an education program or activity or creates an intimidating, threatening, or abusive educational environment. Any form of ridicule of others based on race, physical characteristics, ability, family background, age, or similar feature is harassment.

Defining Bullying Behavior

Bullying is the intentional action by an individual or group of individuals to inflict physical, emotional, or mental harm or suffering on another individual or group of individuals when there is an imbalance of real or perceived power. Bullying behavior creates an objectively hostile or offensive environment. Such an environment may cause, or be likely to cause, negative and harmful conditions.

Examples of actions that create an objectively hostile or offensive environment include but are not limited to:

- Placing an individual or their property in reasonable fear of harm
- Causing detriment to an individual's personal, physical, emotional, or mental health
- Causing detriment to an individual's academic performance
- Interfering with the individual's ability to participate in or benefit from any curricular, extracurricular, recreational, or any other activity provided by the school
- Creating an environment that intimidates, annoys, or alarms another individual without a legitimate purpose

Examples of an imbalance of real or perceived power include but are not limited to:

- Physical strength/size

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- Access to embarrassing information
- Popularity
- Age or grade level
- Athlete, scholar, or other characteristic impacting a student's status

Bullying behavior can be physical, verbal, nonverbal, indirect, or direct. Bullying may occur, for example, in situations involving personal contact as well as electronically, in writing, or by using other persons as intermediaries. Bullying may involve repeated behavior. Examples of bullying behavior include but are not limited to the following:

- Hitting, pushing, kicking, and other acts that physically hurt another person
- Spreading negative rumors about or falsely accusing another person
- Excluding someone from a group
- Threatening another person
- Manipulating friendships
- Posting or sending mean-spirited messages about someone using phones, electronic mail, websites, blogs, etc. (cyberbullying)
- Organizing others to threaten, tease, or exclude a targeted individual

Prohibiting Bullying Behavior

Bullying is prohibited on all school grounds, at all school-sponsored activities, and on all vehicles used for transportation to and from school. Students who engage in bullying behavior in violation of this policy or in retaliation against an individual for reporting bullying behavior shall be subject to school disciplinary measures. Interactions, including electronic communication, that do not fall under the above list may still be covered by this policy when the impact of these actions are felt in the school environment, as outlined in this section.

Reporting by Students, Parents, and Others

Students, parents, and others are encouraged to make a verbal or written report regarding conduct they consider to be bullying. Written reports may be turned in to any teacher, staff member, or administrator. This person shall promptly document the complaint in the [Family Portal](#) discipline log and forward it to the principal to investigate. Reports can also be submitted via the [See Something, Say Something](#) form (on the ICA website under School Life).

Confidentiality of Reports of Bullying

A person who reports bullying behavior may request that their identity remain confidential. If a target of bullying makes this request in connection with an investigation of the alleged bullying, the principal shall discuss with the student and their parent how such a request may affect the school's ability to investigate and/or resolve the situation. While the school will protect an individual's confidentiality to the extent possible, the school's priority is to ensure the health and safety of all students and staff.

Investigating Bullying Behavior

All reports of bullying shall be investigated and documented in the [Family Portal](#). Investigations shall begin promptly and generally by contacting the identified target(s) of the bullying. The investigation report shall identify key facts about the incident, state whether bullying was verified, and identify recommendations for intervention, including disciplinary action if appropriate.

Recommended Responses for Students Subjected to Bullying/Harassment

- Avoid being alone with the aggressor(s).

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- If possible, tell the aggressor they do not like the treatment.
- Talk to their parents about the bullying/harassment.
- Remember that it is not their fault that they were bullied/harassed.
- Stay in a group; they are less likely to be a target if they are not alone.
- If they are being bullied or harassed online:
 - Do not reply; replying may make the bullying or harassment worse.
 - Save the evidence: if they get a nasty email, print it out or save it and show it to an adult.
- Report it immediately.

Recommended Parental Responses for Students Subjected to Bullying/Harassment

- Listen to and avoid blaming your child.
- Avoid asking leading questions.
- Help your child not to overreact and to focus on an individual incident, not incidents altogether; overreacting can encourage bullies.
- Acknowledge your child's feelings and help them find a solution.
- Pray with your child.
- Talk to teachers.
- Ask teachers to be vigilant regarding the situation.
- Document when your child tells you about the behavior; keep a record of what happened, where it happened, and who witnessed it.
- If you choose to contact another student's parents after contacting the teachers, do so with an attitude of grace and according to the Matthew 18 principle.
- Students may need help with social signals: role-play possible scenarios and appropriate ways to handle them.
- Ask your child what they need to make school a safe place.
- Help your child identify friends who would be a support to them.

Consequence for a Student Charged with Bullying/Harassment

- The student will be removed from the situation.
- The student will be sent to the principal.
- The student will be required to fill out an Office Student Incident Report, which will be reviewed by the principal and teacher. The goal is to help the student understand that their own actions are what got them into trouble.
- The student will be subject to discipline deemed necessary by the principal and/or teacher.

Recommended Parental Response for a Student Charged with Bullying/Harassment

- Talk to your child about any communication you have had with teachers or the principal.
- Listen to your child.
- Empathize with your child.
- Pray with your child.
- Remind your child that they did something unkind that was a choice.
- Let your child know that it was not an acceptable behavior.
- When talking about the situation, focus on the behavior, not the child.
- Help your child to recognize how their behavior affected the other person; remind your child that they are accountable for their behavior.
- Establish effective ways of promoting self-control in your child at home.
- Limit criticism at home.
- Remind your child what is and is not socially acceptable outside of school.

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- Help your child find ways to use their social influence appropriately.

Recommended Response for a Student Who Witnesses Bullying or Harassment

- Join with others in telling bullies to stop if they feel safe doing so.
- Tell adults when they see bullying or harassment.
- Discuss and practice responses outside the heat of the moment. The more options they have, the more successful they will be. Keep it simple. For example, say, "(Name), cut it out. Nobody thinks that's funny."
- Reach out in friendship to students who may not have friends.
- Praise others who do these things.
- Remember that, with God's help, they have the power to help others.

8.12 ISSUES OF GENDER IDENTITY AND SEXUALITY

Policy

Biological sex means the biological condition of being male or female as determined at birth based on physical differences or, when necessary, at the chromosomal level.

All students are expected to dress appropriately (as deemed by the school administration and per the dress code) for their biological sex (i.e., cross-dressing is not allowed).

Notwithstanding any other board policy, student restrooms, locker rooms, and showers that are designated for one biological sex shall only be used by members of that biological sex. In any other school facilities or settings where a student may be in a state of undress in the presence of other students (that is, changing costumes during school theatrical productions and so on), school personnel shall provide separate, private areas designated for use by students according to their biological sex.

8.13 DRESS CODE

ICA desires to maintain an appropriate educational environment. Cleanliness, neatness, and modesty are our basic goals ("...dress modestly, with decency and propriety..." 1 Tim. 2:9). We believe our dress and our actions represent the feelings and thoughts of our hearts. Therefore, our clothing and the way we wear it should represent our desire to please God and honor him. Any apparel, hairstyles, makeup, jewelry, or accessories that interfere with these purposes are unacceptable.

Please see the current uniform guidelines for details on the required school uniform.

ICA DEPENDS ON PARENTS to work with the school in maintaining these appearance standards by checking your student before they leave for school, making sure they are dressed and groomed properly. It is understood that enrollment at ICA means a pledge on the part of both parents and students to abide by this dress code. Please have your student read, understand, and agree to follow the ICA dress code.

Teachers and administration have the authority to interpret and enforce this code. When a circumstance occurs where the parents and teachers cannot come to an agreement, the principal will have the final word.

General Guidelines for All Students

CLOTHING: All students are to dress modestly. Lettering and pictures must not be offensive to God or others (see sections below for specifics).

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SHOES: Shoes or sandals must be worn and fastened (when applicable). Socks are recommended. Safety and hygiene should be considered in choosing shoe styles. It is important that students wear proper athletic shoes for PE and other athletic activities.

HATS: No caps or hats may be worn in school. Hooded sweatshirts must be worn with the hood down while inside the school.

DRESS-UP DAYS: We require students to dress up for special events such as a Christmas program, speech contest, science fair, concert, or graduation. The school will send special guidelines, if applicable, for these events. Because we want our students to understand that dressing modestly isn't something important only on school days but should be a lifestyle, the dress code applies regardless of occasion or location, including graduation pictures and graduation.

Boys

SHIRTS: Shirts must be opaque with modest necklines.* Sweatshirts are acceptable. No underclothing may be displayed. Sleeveless T-shirts are acceptable, but the shoulder must be at least three fingers wide. Shirts with buttons must be buttoned appropriately. Shirts must reach below the waistline — no bare stomachs.**

PANTS: Dress slacks, sweat or wind pants, and jeans are acceptable. Pants must be of full length and moderate cut. Pants must be worn with the waist above the hips. Ripped jeans may be worn only if the rips are at or below the fingertips (arms straight down at sides).

SHORTS: Shorts must be at or below fingertip length.. Spandex and short shorts are unacceptable. During PE class or for those playing sports (during practices and games only), mid-thigh shorts are acceptable.

Girls

TOPS: Tops (including shirts and blouses) must be opaque with modest necklines.* Sweatshirts are acceptable. No underclothing may be displayed. Sleeveless blouses and T-shirts are acceptable, but the shoulder must be at least three fingers wide. Shirts with buttons must be buttoned appropriately. Shirts must reach below the waistline — no bare stomachs.**

DRESSES, SKIRTS, AND PANTS: Dresses, skirts, and skorts are acceptable. Hemlines must be fingertip (arms straight down at side) length or longer even if leggings or tights are worn underneath. Dresses must have modest necklines.* Tank-style dresses and jumpers are acceptable only if worn with a blouse or shirt or if the shoulder is at least three fingers wide. Dress slacks, sweat or wind pants, and jeans are acceptable. Ripped jeans may be worn only if rips are at or below the fingertips (arms straight down at sides). Leggings may be worn as pants, but only with a top that covers 360 degrees at a length at or below the fingertips (arms straight down at sides).

SHORTS: Shorts must be at or below fingertip length. Spandex and short shorts are unacceptable. During PE class or for those playing sports (during practices and games only), mid-thigh shorts are acceptable.

*A modest neckline is defined as when the hand (fingers together, as for the pledges) is laid on the collarbone below the chin, the cloth is touched by the lowest finger.

**Midriffs must always be covered. When a student's arms are raised, no skin should show. A tank top or camisole may be worn underneath a shirt if the shirt is too short.

Noncompliance with the ICA dress code may result in a student having to change into appropriate clothing before being allowed to return to class.

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Dress Code Violations

- 1st & 2nd violations: Parents will be contacted by phone or email (student may be required to change).
- 3rd violation: Parents will be contacted and may be asked to bring in a change of clothing.
- 4th and subsequent violations: Parents will be asked to meet with the principal to discuss consequences.

8.14 PERSONAL ELECTRONIC DEVICES

This policy is to ensure that personal electronic devices on ICA property do not interfere with the learning and safety of ICA students and staff.

A personal electronic device, for the purposes of this policy, is any device that displays a message or video image or that can receive, send, emit, photograph, or store any video communication, files, or data. It includes but is not limited to items that allow students to access the Internet, or an accessory to any such device such as earphones or Bluetooth devices. Exclusions for medically necessary devices (with appropriate documentation from a physician) will be handled on a case-by-case basis.

Personal electronic devices may not be used by students inside the school during school hours. Students will be required to power off all electronic devices and turn them in at the office at the start of the school day. Devices may be picked up at the end of the day at which time they may be turned back on.

Any student who violates this policy may have their device confiscated by staff and taken to the principal. A parent may pick up the device at the end of the school day. Repeat offenses may result in the device being banned from school entirely. Breaking the ban constitutes a major violation, and procedures for a major violation will be followed.

SECTION 9: HEALTH AND SAFETY

Section 9: Health and Safety

9.1 MEDICAL INFORMATION

Severe Allergies/Asthma/Diagnosed Medical Conditions

In order to make ICA a safe environment for students with severe allergies, asthma, or other diagnosed medical conditions, parents should notify ICA via the [Family Portal](#), including all accommodations necessary for these conditions. ICA will work with parents to try to make those accommodations.

Medical Emergency Forms

Parents may submit or update their student's emergency medical and medication information online in the [Family Portal](#) during enrollment or reenrollment.

For severe allergies, asthma, or diabetes, parents must submit applicable forms and prescription medications to the office by August 1. Forms are available in the [Family Portal](#) or from the office.

If any changes occur midyear, please update the information in the [Family Portal](#) and notify the office.

Prescription Epinephrine Auto-Injector/EpiPen

ICA will obtain two EpiPens which will be strategically placed in clearly marked storage wall box(es).

Each student with a prescribed EpiPen must provide the school ONE personal device. This device will be stored in the school office medical cabinet.

Students may carry their own medication/equipment if a Permission Form for Prescribed and Over-the-Counter Medication is on file (available in the [Family Portal](#) or from the office). The form must be signed by both a physician and parent.

Staff may also administer medications/equipment to students at school according to physician instructions on file. Any provided medication must be in the original bottle or have the prescription label on it (as with inhalers). Medications (RX or OTC) will only be administered if a Permission Form for Prescribed and Over-the-Counter Medication is on file (available in the [Family Portal](#) or from the office). The form must be signed by both a physician and parent.

You are your child's best advocate. Though staff will have medical information and are trained to administer emergency medication/equipment, we strongly encourage you to speak with each staff member who may be responsible for your child.

For information on immunization requirements and school insurance, please see Section 11: Enrollment in this handbook.

9.2 ILLNESS AT SCHOOL

An ill student cannot concentrate on classroom activities and may expose others to their illness. For their protection and the protection of other students, we appreciate your help in enforcing this policy.

SECTION 9: HEALTH AND SAFETY

Parents must not allow students to come to school if they have a fever, contagious disease, or have not recovered sufficiently from an illness. Additionally, a sick student may not remain at school. Parents are expected to make immediate arrangements to pick up the student.

Specific Reasons to Keep Your Student Home

As a parent, it can be difficult to decide if your child is well enough to go to school. Here are some guidelines to help in decision-making. Students with the following symptoms should stay home:

- Fever above 101.5 degrees
 - Student may return to school when no fever has been present for 24 hours without medication
- Vomiting or diarrhea
 - Student may return to school when symptom-free for 24 hours and able to tolerate a regular diet

All student allergies should be reported to the school in the medical information section of the [Family Portal](#).

9.3 SEVERE FOOD ALLERGY POLICY

We cannot guarantee a 100% allergen-free environment. Instead, parents of students with allergies should thoroughly and properly educate their student to ensure their own safety. We train our faculty and staff to work with students with allergies to create relatively safe (but not 100% allergen-free) learning environments.

Lunchroom Guidelines

1. If a student has a known severe food allergy, a table will be offered where all food is free of that allergen.
2. If a student has a known severe food allergy, hand wipes will be provided for students consuming that allergen, and they will be instructed to wash their hands after consuming that allergen.

Responsibilities of Parent

Forms

1. Inform the office of your student's allergies (by completing the applicable forms below) prior to the school year and midyear if changes occur. Forms can be obtained online in the [Family Portal](#) or from the office. All food allergies must be verified by a licensed physician.
 - a. Permission Form for Prescribed and Over-the-Counter Medications
 - b. Food Allergy & Anaphylaxis Emergency Care Plan (FARE)
 - c. School or Child Care Asthma/Allergy Action Plan
2. Update the forms annually (and midyear if changes occur) with your student's allergy status, including details of their symptoms.
3. Keep emergency contact information current. Check it during enrollment/reenrollment and update it midyear as needed.

Medication/Equipment: EpiPen, Inhaler, Diabetes Kit, Etc.

SECTION 9: HEALTH AND SAFETY

1. Provide up-to-date medication/equipment at the start of each school year and refill as needed.
2. If your student carries medication/equipment, notify school staff.
 - a. A FARE should be kept with the medication/equipment, and a copy of the FARE should be given to the school office.
 - b. Parents should keep backup medication/equipment in the school office.
 - c. Parents and physicians must give written consent to allow a student to carry their own medication.
 - d. Teachers are not responsible to ensure that students remember to carry or update their medication/equipment.

Food

1. Decide if your student will sit at an allergy-free table in the cafeteria and talk with your student about the importance of sitting there each day for lunch.
2. To ensure your student's safety on special treat days such as classmate birthdays, provide your student with a safe alternative. This can be stored at school for unexpected situations.
3. Remind your student to recognize safe and unsafe food items, and not to eat something with unknown ingredients.
4. Remind your student not to trade or share food, drinks, or utensils with others.

Safety

1. Inform the school office if you would like to initiate an optional protocol meeting to support the FARE.
2. Teach your student to report any symptoms of an allergic reaction to a teacher or supervising adult immediately.
3. While the school will not exclude a student with food allergies from a field trip, a parent may choose to do so; be willing to go on your student's field trips if requested.
4. Consider providing your student with a medic alert bracelet.

Responsibilities of Student

Medication/Equipment: EpiPen, Inhaler, Diabetes Kit, Etc.

1. Wear a medic alert bracelet, if you have one
2. Know how to administer your own medication/equipment
3. If you carry your own medication/equipment, keep it in its designated location
4. If you carry your own medication/equipment, bring it and your FARE on field trips
5. Do not share medication/equipment with others

Food

1. Do not trade or share food, drinks, or utensils
2. Do not eat anything with unknown ingredients

SECTION 9: HEALTH AND SAFETY

Safety

1. Wash your hands or use hand wipes before and after eating
2. Learn to recognize symptoms of an allergic reaction
3. Notify a teacher or other adult immediately if you have an allergic reaction or if you may have eaten something containing your allergen
4. Notify an adult if you are being picked on or threatened by other students because of your allergy

Responsibilities of Principal

Forms

1. Have appropriate allergy forms available for parents; include an explanation that required forms must be completed and returned
2. Familiarize yourself with the FARE for each student with severe allergies
3. Familiarize teachers with the FARE for each of their students
4. Familiarize any other staff members who have contact with these students on a need-to-know basis

Medication

1. Conduct and document training for administering EpiPens
2. Review, update, and train all personnel regarding the location of medications within the facility

Food

Reinforce no trading or sharing food or utensils

Safety

1. Follow all applicable federal laws (i.e., Americans with Disabilities Act and Individuals with Disabilities Education Act), state laws, and ICA policies/guidelines related to allergies
2. Develop a cleaning protocol with building custodial staff to minimize the risk of exposure to food allergens
3. Post food allergy alert signs as appropriate

Responsibilities of Office Staff

Forms

1. Review and retain all forms and documents submitted by parents and medical professionals related to students with severe allergies
2. Maintain copies of FAREs in the school office, including for students who carry their own medication; send copies with the teacher on field trips
3. Distribute the Medical Concerns List to all faculty and staff prior to the beginning of the school year, and update midyear as needed; include a list of food and ingredients to avoid (from FAREs)
4. Add food allergy alerts to student profiles in the [Family Portal](#)
5. Inform parents of students who enroll midyear of the school Food Allergy Policy

Medication

1. Store any provided medication/equipment (i.e., EpiPens, inhalers, diabetes kits, etc.) in the office, periodically check expiration dates, and notify parents of the need for refills

SECTION 9: HEALTH AND SAFETY

2. Send all medication/equipment and FAREs on field trips
3. Procure and maintain two general use EpiPens, replacing as needed, in clearly marked and easily accessible wall boxes

Food

If there is a known severe food allergy, communicate to vendors who bring food or food samples into the building that we may not serve any food with the known allergen

Safety

1. Assist the school principal in providing information about students with severe food allergies to staff where there is a need to know
2. Communicate students' medical needs to substitute teachers
3. Provide training for faculty and staff about how to recognize and respond to allergic reactions
4. Provide annual training for all designated staff on the use of an EpiPen
5. Inform the school principal and parent if any student experiences an allergic reaction that has not been previously identified
6. Maintain records of all staff training related to students with severe allergies

Responsibilities of Teachers

Forms

Review the Medical Concerns List and FAREs of all students with a severe food allergy before the start of the school year and midyear if updated

Medication

1. Be aware of the location of medication/equipment (i.e., EpiPens, inhalers, diabetes kits, etc.)
2. Collaborate with the school office prior to planning a field trip; take medication/equipment and FAREs on field trips
3. Carry medication/equipment and FAREs on a field trip; do not give them to anyone else to hold (except a parent of the student with the medication/equipment)

Food

1. Discourage sharing or trading food, drinks, or utensils
2. If you suspect food is contaminated, use hand wipes to clean the area
3. Encourage students with allergies to wash hands before and after eating; use hand wipes if no sinks are available
4. Encourage students who eat food with known allergens to wash hands or use hand wipes after eating
5. Use allergen-free products for classroom activities (i.e., arts and crafts, science projects, math manipulatives, cooking, and celebrations); modify class materials as needed
6. If a food event has been held in a classroom, wash the tables and chairs afterward
7. Consider the use of nonfood incentives as classroom gifts, prizes, and rewards
8. When inviting an animal into the classroom, be aware of the possible food allergens in pet food or treats given to the animal
9. Consider eating situations on field trips; plan ahead to reduce the risk of exposure to food allergens

Safety

SECTION 9: HEALTH AND SAFETY

1. Participate in any meetings for students with severe food allergies
2. Inform parents of the student with a severe allergy in advance of any class events where food will be served
3. Never question or hesitate if a student reports signs or symptoms of an allergic reaction; take all complaints seriously and act immediately
4. Attend training to recognize and respond to a severe food allergy or anaphylaxis
5. Consider the risk of exposure to food allergens when planning a field trip
6. Take a functioning cell phone or other communication device on field trips
7. Invite, but do not require, parents of students with severe allergies to accompany their student on the field trip, in addition to chaperones
8. When splitting up into groups on a field trip, ensure that any student with a food allergy is in your group or with their parent
9. Teachers, volunteers, and visitors are encouraged to wash hands prior to coming into classes to help reduce the potential of contaminating shared surfaces with food allergens

Responsibilities of Substitute Teachers

Forms

1. Review the Medical Concerns List located in the sub folder to be aware of students in the classroom with severe food allergies
2. Review any FAREs in the school office for your students before class begins; if you have questions about a FARE, please ask the office staff

Medication/Equipment

Be aware of the location of medication/equipment (i.e., EpiPens, inhalers, diabetes kits, etc.)

Food

Short-term substitute staff and volunteers should never offer food items without finding out if any students have a FARE

Safety

1. Wash your hands prior to coming into the classroom to help reduce the potential of contaminating shared surfaces with food allergens
2. Never question or hesitate if a student reports signs or symptoms of an allergic reaction; take all complaints seriously and act immediately

Responsibilities of Recess/Lunchroom Aides

Forms

Review the Medical Concerns List and FAREs of all students with a severe food allergy before the start of the school year and midyear if updated

Medication/Equipment

Be aware of the location of medication/equipment (i.e., EpiPens, inhalers, diabetes kits, etc.)

Food

Ensure that only students with “safe lunches” eat at the allergy-free table

Safety

1. Attend training to recognize and respond to a severe food allergy or anaphylaxis

SECTION 9: HEALTH AND SAFETY

2. Never question or hesitate if a student reports signs or symptoms of an allergic reaction; take all complaints seriously and act immediately
3. Encourage handwashing or use of hand wipes for students after eating food containing allergens

Responsibilities of Food Services Staff

Forms

1. Post the Medical Concerns List within the lunchroom kitchen area (not in public view)
2. Review FAREs for students with severe food allergies
3. Make available, as requested by parents, specific labels of products used in the school's food service program to identify ingredients which are potential allergens

Medication/Equipment

Be aware of the location of medication/equipment (i.e., EpiPens, inhalers, diabetes kits, etc.)

Food

1. Provide training to food service volunteers regarding safe food handling practices to avoid cross-contamination with potential food allergens
2. Maintain knowledge of which food products contain allergens

Safety

1. Thoroughly clean all tables and chairs after lunch; use separate, labeled products and cloth with approved cleaning agents solely for the cleaning of the marked allergen-free table
2. Wear non-latex gloves; wash gloved hands and/or change gloves during extended use to avoid cross-contamination with potential food allergens
3. Provide the lunchroom with hand wipes
4. Attend training to recognize and respond to a severe food allergy or anaphylaxis

Responsibilities of Custodial Staff

1. Receive training on maintaining allergen-free areas
2. Develop a cleaning protocol to minimize the risk of exposure to food allergens
3. Report any use of or tampering with school EpiPens or EpiPen lockers which may have occurred during nonschool functions

Responsibilities of Athletic Director, Coaches, and Supervisors of School Funded Activities

1. Obtain a copy of the Medical Concerns List and the FAREs from the school office prior to the start of the athletic season or activity
2. Employees and volunteer coaches will receive training to recognize and manage signs and symptoms of severe food allergies and anaphylaxis:
 - a. how to prevent exposure to allergens
 - b. how to recognize food allergy symptoms
 - c. how to respond in an emergency
3. Discourage the sharing of snacks, drinks, or utensils

9.4 PET AND ANIMAL SAFETY

Animals are not allowed in the school building unless approved by administration.

SECTION 10: SCHOOL OFFICE

Section 10: School Office

10.1 OFFICE HOURS

ICA office hours are 8:00 am – 3:00 pm, Monday through Friday during the school year. Consult the school office, [Family Portal](#), or [website](#) for summer hours. The phone number for the school office is TBD. If you reach the answering machine, please leave a message with your telephone number so that we can call you back. If you call during the school day and your call is not returned within an hour, please call again. At other times, your call will be returned as soon as possible. You may email office staff at office@icahs.org.

10.2 OFFICE PROTOCOL

In order to serve the entire school community well, the following office protocol has been established. Please conduct personal conversations away from the office and classrooms. If you wish to speak with the school principal, please make an appointment.

10.3 SCHOOL VISITORS

Policy

Impact Christian Academy is a secured area for the safety of our students. All visitors/parents are required to sign in at the school office before entering the school or classroom during school hours. The respective teachers and the school office must approve all visitors at least one day in advance if desiring to formally visit a class. Any visitors who prove to be a disruption will be asked to leave the school building.

During school hours:

- All visitors must enter through ICA's main entrance.
- Visitors must sign in at the office with the date, time, and purpose of their visit. They may be required to show a photo ID.
- Visitors will be given an ID badge to wear while in the building.
- When visitors leave the building, they must return to the office and sign out.

10.4 MESSAGES

Except in an emergency, neither students nor teachers will be called out of class to receive phone calls. The office staff will relay messages to students. Teachers will return calls during their planning time or after school. Most teachers cannot check their mailboxes after 2:15 pm because of classroom supervision duties. All carpool changes and messages to students must be called in to the school office by 2:15 pm. We cannot guarantee delivery and receipt of messages called in after this time.

School phones are business phones and are not to be used by students except in an emergency. Cell phones may not be used during school hours (8:00 am – 3:00 pm) without permission from school personnel

Lunches, books, and other items may be left at the office to be delivered to students if necessary.

10.5 NONCUSTODIAL PARENTS

SECTION 10: SCHOOL OFFICE

Divorce and family separation can affect ICA's responsibilities to its students. The following guidelines apply when a noncustodial parent wishes to become involved in a student's school-related activities or to have contact with or take custody of a student while the student is at school:

1. Ordinarily, ICA will not resist or interfere with a noncustodial parent's involvement in school-related affairs or access to the student or the student's records unless the school is presented with a court order or comparable legal document restricting such involvement or access. The school will not otherwise choose sides between parents.
2. If ICA has been presented with a court order or comparable legal document granting joint custody, either parent may remove the student from school premises. A noncustodial parent may not take custody of a student or remove them from school premises without presenting either a written court order or written authorization signed by the custodial parent permitting such custody.
3. If the actions of parents, custodial or noncustodial, become disruptive to the school's operations, the school has the right to restrict access by such parents and take other necessary action.
4. For student activities that require parental consent, the school will accept consent only from the custodial parent unless authority to grant consent is given to the noncustodial parent by a court order or comparable legal document.

10.6 LOST AND FOUND

All articles in the lost and found will be kept until the last day of the quarter, after which they may be donated to charity.

SECTION 11: ENROLLMENT

Section 11: Enrollment

11.1 GENERAL PROCEDURES

Enrollment/reenrollment is an annual requirement. Parents must complete the online process and pay the fee before the deadline each year. Please inform the school office by January 15 if you do not plan on reenrolling.

Office staff will communicate instructions and the deadline in a timely manner. Parents must notify the school office if their contact information changes midyear. If parents miss the deadline, they risk losing the possibility of enrolling their student for the coming year.

Since staff and textbook purchases are based on enrollment, please reenroll as soon as possible.

ICA families may enroll additional students during the enrollment period if there is space in the desired grade. Parents must complete the online process and pay the fee before the deadline for that student to be considered enrolled for the next school year. Failure to do so could result in losing the student's placement at ICA for the next school year.

Payments must be up to date at the time of reenrollment. Parents with outstanding accounts may not reenroll their student for the next school year. ICA may consider a student no longer enrolled if an account is more than 60 days in arrears (money that is due but not paid) or not current at the end of a semester. The enrollment fee for the formerly enrolled student would then be applied to the account in arrears.

11.2 WAITLIST

Space limitations make it necessary to cap the number of students enrolled in each grade. The maximum number of students per class is 26. We desire to be as fair as possible in making enrollment decisions. If a parent wishes to place their student on the waitlist, they must contact the Admissions Director and complete the admissions process.

The admissions process includes an application, student records, and an academic assessment. These components assist ICA in determining eligibility for enrollment and placement. When a student has completed the admissions process and been accepted to ICA, seat availability will be reviewed. If a seat is available, you will be contacted by the Admissions Director. Once contacted, you will have two business days to decide whether or not to enroll. Open seats will be prioritized as follows:

1. Current ICA staff and faculty
2. Currently enrolled ICA families and alumni
3. Accepted students placed on the waitlist by the Admissions Director

11.3 NEW STUDENTS

Enrollment opens to new students after the reenrollment process is complete for existing students in late January. All students new to ICA will be given an academic assessment prior to enrollment.

All students newly admitted will be considered on probationary status. A student will be on probation for the first six weeks of attendance. During that time, the school reserves the right to cancel the student's enrollment if for any reason the principal deems the placement to not be in

SECTION 11: ENROLLMENT

the best interest of the student or the school community. Should the principal cancel a student's enrollment during this period, all fees and tuition (minus one month) will be returned.

TRANSFER STUDENT PLACEMENT

Policy

Students transferring into ICA are placed based on their placement test scores, standardized test scores, interviews, references, and previous school records. Students are enrolled at the appropriate grade level once these records have been reviewed and discussed by the principal or the Student Services Director who administered the placement test. Concerns about a student's ability or proficiency in a particular area will be discussed, and a plan of action will be created for the student. A review will be conducted six (6) weeks after enrollment to check progress and determine whether goals are being met and grade placement is appropriate.

ICA will evaluate coursework and grade placement from a previous institution to the extent that they accord with Wisconsin's Academic Standards. All final grade placement determinations shall be made at the principal's discretion.

TRANSFER OF CREDITS

Policy

ICA will send student records to another school or school district within five working days of receiving written notice from a student or parent that a student intends to enroll in the other school.

11.4 STUDENT MEDICAL INSURANCE

ICA does not carry student medical insurance. This is the responsibility of parents.

11.5 IMMUNIZATION RECORDS

Students entering ICA must have the following immunizations as established by the State of Wisconsin. This requirement can be waived only if a properly signed health, religious, or personal conviction waiver is filed with the school.

- 4 doses of polio vaccine
- 3 doses of hepatitis B
- 4 doses of DTap/DTP/DT/TD
- 2 doses of varicella (chickenpox)*
- 2 doses of MMR
- 1 Tdap (at 7th grade)
- 1 MenACWY-containing vaccine (at 7th grade)
- For entry to 12th grade: 1 MenACWY-containing booster (2nd dose in series)

*Exceptions to the varicella vaccine requirement will be allowed only if the child has had a case diagnosed by a qualified health care provider

The state requires ICA to maintain immunization records for each student enrolled. Immunization forms are available online in the [Family Portal](#) or from the school office.

11.6 APPLICATION AND APPLICATION APPEALS PROCESS

SECTION 11: ENROLLMENT

APPLICATION

Policy

Applications are received year-round based on grade-level availability. Applications are taken until spots are filled. Applications are accepted upon the discretion of the administration unless applying for the Wisconsin Parental Choice Program (WPCP). Applicants will then be subject to the requirements of the state application process (such as open application periods and income limitations). If a family is not accepted into the WPCP program, they may have the option to pay privately for their student. If applications exceed the number of seats available, a random selection process will take place within five days of the open application period.

APPLICATION APPEALS

Policy

If an application is denied, parents may appeal within five school days from the date of the letter notifying them of the student's determination of ineligibility or until May 1, whichever date comes first. A written explanation and any pertinent information supporting the appeal should be submitted to the school office to the attention of the principal. After the written Request for Appeal is received from the parent, the principal will investigate to determine its merit. At the completion of the review, one of the following actions will occur within five (5) school days:

The administrator will send a letter to the parent denying the appeal.

The administrator will send a letter to the parent approving the appeal.

WPCP students must reapply each year to guarantee their seats. Please refer to <https://dpi.wi.gov/choice> for more information.

SECTION 12: TUITION AND FEES

Section 12: Tuition and Fees

12.1 TUITION PAYMENTS

Yearly Payment

Since many of the school's expenses are due at the beginning of the school year, it is of considerable help to ICA for parents to pay tuition in full by August 1.

Monthly Payments

For families not wishing to pay full tuition in advance, ICA provides a monthly installment option. Tuition will be prorated for families who enter ICA after the beginning of the school year.

12.2 TUITION DISCOUNTS & SCHOLARSHIPS

Need-Based Financial Assistance

Limited funds are available. Applications for assistance may be completed online in the [Family Portal](#) Grant and Aid section.

Late Enrollment

Families entering during the school year will be charged from the first of the month enrolled. Tuition will be billed on a prorated monthly basis.

Early Withdrawal

The school office should be notified in writing of any pending withdrawal as soon as possible. Students withdrawing during the school year will be charged through the month withdrawn. Please note that any tuition refunds will be prorated. All other fees are nonrefundable.

Fee Payments

- All fees (and the first-month tuition installment) are nonrefundable
- Enrollment Fee: must be paid at the time of enrollment
- Graduation Fee: billed in January

12.3 OVERDUE PAYMENT POLICY

Purpose

ICA desires to serve the Verona and west Madison areas by providing excellent Christ-centered education. The school is operated as a nonprofit business, in accordance with God's Word, and requires that the operating expenses and revenues be balanced at the end of each school year. Therefore, no outstanding debts are carried over from one school year to another. Tuition and fee payments must be current prior to enrollment. All accounts must be current by the first day of school.

There may be situations in which parents cannot meet their monthly tuition obligations or special obligations for enrollment or books. The following policy provides guidance for the school administration and parents when such difficulties arise.

SECTION 12: TUITION AND FEES

Policy

Parents of enrolled students are expected to remain current with billed invoices for enrollment, tuition, and other special needs the student may have. Extenuating circumstances may make it difficult or impossible to remain current for the month or over a longer period of time.

Communicating the circumstances surrounding such difficulties to school administration is the responsibility of the parents — not the student, teachers, or administrative staff.

Consequently, timely communication initiated by parents is a necessary aspect of this policy. Without such communication, the policy becomes unworkable, and school administration may make decisions without full knowledge of the circumstances.

Procedure

Enrollment

The current full enrollment fee is required during the online enrollment process in the [Family Portal](#). Reenrollment forms will not be accepted unless tuition and fee payments are current.

Enrollment fees and forms must both be turned in by the due date or that student will not be considered enrolled for the next school year. *This could result in the loss of the student's placement at ICA for the next school year.* We do not desire to lose any student due to nonpayment or late payment of enrollment fees, but in order to keep our word to families on the waiting list, this policy will be enforced.

All accounts must remain current for a student to remain enrolled for the next school year. ICA may consider a student no longer enrolled for accounts more than 60 days in arrears.

Payment Plan

If an account is not current, parents will be expected to schedule a conference with the principal to discuss the circumstances surrounding the missed payments. The school may be able to offer the parents assistance in one of the following ways:

1. The school can arrange a payment plan with parents, considering their billing liabilities and ability to pay. The parents, school Financial Director, and principal will agree to the payment plan. While not a legal contract, the school administration views the agreement as a morally and ethically binding agreement and urge the parents to view it in the same manner.
2. The school may be able to provide need-based financial assistance if circumstances warrant it.

Failure to keep an account current or to establish a payment plan according to the guidelines outlined above will result in the loss of the following privileges for the current school year:

1. If enrollment fees and/or first tuition payment are more than nine days overdue, ICA will **no longer consider the student enrolled for the next school year.**
2. ICA may restrict [Family Portal](#) access.
3. Fees more than nine days overdue will be assessed a late fee of \$25.00.
4. At the principal's discretion, a student whose account is more than 60 days overdue or is not current at the end of a semester may be suspended until payment is received in full.
5. Tuition and any other charges for one semester must be paid in full before the student may continue for the next semester.
6. The student will not be permitted to enroll or will cease to be enrolled for the next school year until tuition and fee payments are current.

SECTION 12: TUITION AND FEES

12.4 TRANSPORTATION REIMBURSEMENT

Wisconsin state law requires local school districts to provide transportation for nonpublic school students comparable to what it provides for public school students, including students within five miles of the school district's boundary. Districts may provide transportation reimbursement contracts (which reimburse parents for transportation expenses) rather than actual busing.

Your local school district may contact you to offer a transportation reimbursement contract. If you do not hear from them by October 1, you may contact them and pursue this matter directly.

APPENDIX A: STATEMENT OF FAITH

APPENDIX A: Statement of Faith

The Bible

God's love letter

The Bible is God's Word to all people. It was written by human authors under the supernatural guidance of the Holy Spirit. Because it was inspired by God, the Bible — as originally inscribed — is truth without any mixture of error and is completely relevant to our daily lives.

[Deuteronomy 4:1-2](#); [Psalms 119:11, 89, 105](#); [Isaiah 40:8](#); [Matthew 22:29](#); [John 5:39](#); [16:13-15](#); [17:17](#); [Romans 15:4](#); [2 Timothy 3:15-17](#); [Hebrews 1:1-2](#); [4:12](#); [1 Peter 1:25](#); [2 Peter 3:16](#)

One God

The One and Only

God is the Creator of the Universe, the giver of life and all that is good. God reveals Himself (generally) to humanity through creation, through history, at times even directly. God reveals Himself (specifically) through His Scripture, through Jesus Christ, and through His Spirit engaging with our spirit.

[Deuteronomy 6:4](#); [Isaiah 61:1](#); [Matthew 28:19](#); [Mark 1:9-11](#); [Luke 1:35](#); [John 5:21-23](#); [14:10](#), [16](#); [Romans 8:9-11](#); [1 Corinthians 8:6](#); [2 Corinthians 13:14](#); [Hebrews 1:8-10](#); [James 2:19](#)

God Relates to us as Father

God is great, God is good

God is great: He is all-powerful, all-knowing, ever-present, unchanging, completely worthy of our trust, and above all, holy. It is in Him that we live, move, and exist. God is good; He is our Father. He is loving, just, compassionate, and faithful to His people and His promises.

[Exodus 3:14](#); [Numbers 23:19](#); [Leviticus 11:44-45](#); [19:2](#); [Psalm 11:4-6](#); [Malachi 3:6](#); [John 3:16](#); [4:24](#); [5:26](#); [14:1](#); [Acts 17:28](#); [Romans 3:3-4](#)

God relates to us as Savior

God takes on flesh

Jesus is the radiance of God's glory and the exact representation of His nature. He is the promised Messiah/Savior who lived a perfect life, died for the sins of the world, and rose from the dead. He defeated sin and death and provides eternal life for all who will receive Him.

[Isaiah 7:14](#); [53](#); [Matthew 1:18-23](#); [3:17](#); [8:29](#); [14:33](#); [16:16](#); [28:5-6](#); [Luke 22:70](#); [24:46-47](#); [John 1:1](#), [14](#); [3:16](#); [10:30](#); [11:25-27](#); [17:1-5](#); [Acts 1:9](#); [2:22-24](#); [7:55-56](#); [Romans 1:3-4](#); [3:23-26](#); [8:1-3](#); [10:4](#); [1 Corinthians 8:6](#); [2 Corinthians 5:19-21](#); [Gal 4:4-5](#); [Philippians 2:5-11](#); [Colossians 1:15](#); [2:9](#); [1 Timothy 2:5-6](#); [3:16](#); [Hebrews 1:3](#)

God relates to us as Holy Spirit

God is always present

His presence assures us of our relationship with Christ. He guides believers into all truth and exalts Christ. He convicts people of their sin, God's righteousness, and the coming judgment. He comforts us, encourages us, gives us spiritual gifts, and makes us more like Christ.

[Genesis 1:2](#); [Psalms 51:11](#); [139:7 ff.](#); [Isaiah 61:1-3](#); [Joel 2:28-32](#); [Mark 1:10](#); [Luke 1:35](#); [4:1](#); [11:13](#); [12:12](#); [John 15:26](#); [16:7-14](#); [Acts 1:8](#); [2:1-4](#); [13:2](#); [Romans 8:9-11](#), [14-16](#), [26-27](#); [1 Corinthians 3:16](#); [Ephesians 1:13-14](#); [2 Peter 1:21](#); [Revelation 22:17](#)

APPENDIX A: STATEMENT OF FAITH

Eternity

Forever

All people will be judged. Each person will either be eternally separated from God by sin or united with God through forgiveness and salvation. Those of persevering faith are promised a place in Heaven with God and His people. Those who have rejected God's grace and mercies will perish.

[John 3:16, 36](#); [Romans 6:23](#); [1 John 2:25](#); [5:11-13](#); [Revelation 20:15](#)

Humankind

God's image bearers

Humans were made in the image of God. People were created to have fellowship with God but became separated in that relationship through sinful disobedience. As a result, people cannot attain a right relationship with God through their own effort, but God has provided a way of redemption (see Salvation). Every human is uniquely created, possesses dignity, and is worthy of respect and Christian love.

[Genesis 1:26-30](#); [2:7](#), [18-22](#); [3](#); [Psalms 8:3-6](#); [32:1-5](#); [51:5](#); [Isaiah 6:5](#); [Jeremiah 17:5](#); [Acts 17:26-31](#); [Romans 1:19-32](#); [3:10-18](#), [23](#); [5:6](#); [6:6](#); [7:14-25](#); [1 Corinthians 1:21-31](#); [15:19](#), [21-22](#); [Ephesians 2](#); [Colossians 1:21-22](#); [3:9-11](#)

Salvation

God's redemptive plan

The death and resurrection of Jesus Christ provides the way of salvation. As promised throughout the Jewish Scriptures and foreshadowed throughout history, God came into our world — in the person of Jesus — to provide forgiveness of sin and eternal life to any and all who would receive Him. Salvation occurs when people acknowledge their sin and place their faith in Jesus as their Savior. Salvation cannot be earned through personal effort and goodness; rather, salvation is a gift from God given to those who will trust in Him.

[Isaiah 1:18](#); [53:5-6](#); [55:7](#); [Matthew 1:21](#); [27:22-66](#), [28:1-6](#); [Luke 1:68-69](#); [2:28-32](#); [John 1:12](#); [3:16](#), [36](#); [5:24](#); [Acts 2:21](#); [4:12](#); [16:30-31](#); [Romans 1:16-18](#); [3:23-25](#); [5:8-10](#); [6](#); [1 Corinthians 1:18](#); [2 Corinthians 5:17-20](#); [Galatians 2:20](#); [3:13](#); [Ephesians 2:8-10](#); [Philippians 2:12-13](#); [Hebrews 9:24-28](#); [Revelation 3:20](#)

The Church

God's design for community

The Church (worldwide) represents the family of God, everyone who trusts in Jesus as Lord and Savior. The Church (local) is a community of believers seeking to grow in the grace and knowledge of Jesus and striving to share the Gospel and make disciples. The Church works together in love and unity, intent on the ultimate purpose of glorifying Christ.

[Matthew 16:18-19](#); [18:15-20](#); [Acts 2:41-47](#); [5:11-14](#); [13:1-3](#); [14:23](#); [16:5](#); [20:28](#); [1 Corinthians 7:17](#); [9:13-14](#); [12](#); [Ephesians 1:22-23](#); [2:19-22](#); [3:10-12](#); [5:22-32](#); [Colossians 1:18](#); [3:15](#); [1 Timothy 4:14](#); [1 Peter 5:1-4](#); [2 Peter 3:18](#); [Revelation 21:2-3](#)

The beliefs mentioned above represent the core doctrinal positions held by Impact Christian Academy. All subsequent doctrinal stances stem from — and are to be understood in light of — these core beliefs. The board of directors possesses sole discretion for determining the doctrinal

APPENDIX A: STATEMENT OF FAITH

and theological positions, textual interpretations, and lifestyle applications that stem from said beliefs for Impact Christian Academy.

APPENDIX B: STATEMENT ON MARRIAGE, GENDER, AND SEXUALITY

APPENDIX B: Statement on Marriage, Gender, and Sexuality

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God (Gen. 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person. We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen. 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Cor. 6:18; 7:2-5; Heb. 13:4). We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God (Matt. 15:18-20; 1 Cor. 6:9-10).

We believe that in order to preserve the function and integrity of Impact Christian Academy as part of the local Body of Christ, and to provide a biblical role model to ICA students and the community, it is imperative that all persons employed by ICA in any capacity, or who serve as volunteers, agree to and abide by this Statement on Marriage, Gender, and Sexuality (Matt. 5:16; Phil. 2:14-16; 1 Thess. 5:22).

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ (Acts 3:19-21; Rom. 10:9-10; 1 Cor. 6:9-11).

We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture or the doctrines of ICA.

APPENDIX C: Notice of Nondiscrimination

APPENDIX C: Notice of Nondiscrimination

Impact Christian Academy (ICA) is a private, nonprofit, nondenominational institution founded for the purpose of developing and implementing an educational program that is thoroughly Christian both in content and practice. As such, ICA recognizes that in Christ, “There is neither Jew nor Greek, slave nor free, male nor female” (Gal. 3:28). Therefore, ICA admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school.