



IMPACT CHRISTIAN ACADEMY PARENT HANDBOOK

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

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Section 1: ICA Mission, Vision, and Values

Section 1: ICA Mission, Vision, 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, pursuing God in community with others.

1.3 SCHOOL VERSE

“What you heard from me, keep as the pattern of sound teaching, with faith and love in Christ Jesus.” Timothy 1:13

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 in which 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 child, 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 Timothy 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

Spirit-filled: 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. (Matthew 28:19)

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

Core Value: Partnering with Parents

Section 2: Governance

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

Application: We will partner with parents by communicating regularly via the school website, email, verbally and/or 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.” (Colossians 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 children 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* and 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

2.1 ICA 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 ICS Board of Directors, and the ICS Campus Advisory Committee. All Campus Advisory Committee members are appointed by, and

Section 3: ICA General Information

confirmed by the current ICS Board of Directors. The ICS Board of Directors has final authority over all school policies.

The principal/ (or lead teacher if there is not a principal) handles the day-to-day administration of the school. The principal / (or lead teacher if there is not a principal) is hired by ICS and confirmed by the ICS Board of Directors.

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

Impact Christian Schools (ICS) is a network of Christian schools in which ICA participates. ICS provides a set of services to ICA and recommends best practices, operating policies, and standards to the ICA Board of Directors. These policy recommendations help provide consistency with other ICS schools and efficiency in resource sharing.

Section 3: ICA General Information

3.1 ICA HISTORY

Impact Christian Academy (ICA): 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 known as Ren Web). This student information system is where you will get most information that you may need regarding the school. All of the major documents, ICA Parent Handbook, school directory, individual student and classroom information, events, etc. can be found on this website. Every family is given secure login access to the site. There is a lot of information available in the Family Portal. It's worth exploring and it's absolutely crucial that parents use it during the school year, at least weekly – otherwise they might miss something important.

The Family Portal is tied to our tuition and financial aid management system known as FACTS. Within FACTS you are able to access all billing information regarding two separately tracked categories;

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

Section 4: Community

Please see Section 12 for billing procedures.

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 of 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 do fundraising in order 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 5: Attendance and Transportation

5.1 SCHOOL HOURS

Regular school hours are as follows:

8:00 AM to 3:24 PM

The school assumes no liability for students on the school grounds prior to 7:50 AM or after 3:45 PM. The staff of Impact Christian Academy (ICA) will not supervise students other than during these hours. Carpool dismissal will be from 3:24-3:45 PM. Parents may be billed for any time students remain in the building after 3:45 PM. Students remaining on school grounds after 3:45 will be required to wait inside the double doors near the school office until a parent or carpool driver picks them up.

5.2 STUDENT A.M. DROP-OFF

Because we are a private school and our students come from a broad radius of geographical locations, we do not offer a bus service. Parents are responsible for providing transportation to and from school each day. ICA may be able to assist in helping contact parents for carpooling arrangements at the start of the school year. In addition, many of our villages, towns, and cities offer mileage reimbursement for school drop-off and pick-up.

Procedure

Section 5: Attendance and Transportation

1. All drop offs are to be done at the East Entrance to the building. Parents are to follow the circle drive around the East Entrance Parking Lot to the designated drop-off area in front of the doors of building.
2. Students are to exit the vehicle on the right side of the vehicle only.
3. Students will not be admitted into the school prior to 7:50.

5.3 SNOW CLOSINGS

In cases of extreme weather conditions, the principal will make the call. ICA will use the Family Portal Parent Alert and send a text message to notify parents of school closings.

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. Please do not tie up the telephone lines by calling the school administrator or the TV and radio stations.

5.4 RECESS

Recess is intended to give students fresh air and an outlet for physical energy. It takes place on the playground **year-round** and in almost all-weather conditions. We believe that fresh air and a setting favorable to physical activity greatly benefit the health and work habits of our students. **All students are expected to go outside for recess with their classmates.** Exceptions will be made for medical reasons if the teacher is provided with a signed excuse from the student's physician. We live in a climate that can have extreme temperatures. During extreme weather conditions, the decision to go out for recess is at the discretion of the ICA recess supervisors. When the wind chill is zero degrees Fahrenheit (0°F) or less, students will stay indoors. Generally, it is advisable to assume the students **will go outside notwithstanding the weather forecast.** Therefore, always send appropriate outside clothing to school with your child!

5.5 ABSENCE

See Advanced Requests for Excused Absence Form on the school website under School Life.

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)

The school office (**New phone** TBD office@mounthorebchristian.org) must be notified no later than 8:45 a.m. if your child is absent from school. If you call prior to school hours, leave a message on the answering machine with your child's name, grade, date(s) of absence, and reason for absence. If we have not heard from a parent or guardian at that time, the office will call your work or home numbers or send a text alert in an effort to determine where your child is.

Any student who misses more than three (3) consecutive school days and/or more than five (5) 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 (10) 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.

Section 5: Attendance and Transportation

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. When picking up the student, the parent should come into the school office to sign the student out.

5.6 EXCUSED TRAVEL ABSENCE

See Advanced Requests for Excused Absence Form on the school website under School Life.

The value intrinsic to the classroom experience cannot be made up solely by the completion of missed assignments. Conversely, there is often a valid educational aspect to student travel, or parents may need to travel during the school year due to emergency, business, or other situations. In light of these considerations, parents are encouraged to plan their family trips during ICA scheduled vacation periods at Christmas, in the spring, and during the summer. Travel during school days should, whenever possible, be for no more than one week and should avoid major exam periods.

An Advance Request for Excused Absence Form on the school website under School Life. For planned absences of longer than two days, the form must be completed and submitted to the school at least one week prior to the absence.

All students will be given work upon returning to school. The work will be due an equal number of days to the absence +1. If a parent desire works beforehand, *the parent or student* may request such work from the teacher if at least one week's notice of absence was provided in writing to the teacher. Work given beforehand is due upon the student's return. The teacher will be required to give homework no more than three (3) days before the absence. It must be noted that this homework will constitute the predictable work to be assigned. It will probably not be complete. Additional make-up work may be assigned upon the student's return. If a test is given before the make-up homework is due, which was covering material the student missed, the student will be given the option of postponing taking the test. Assignments given to the entire class before the absence, but due after the student's return, are still due on the originally assigned date.

5.7 TRUANCY

Any student who misses more than three (3) consecutive school days and/or more than five (5) 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 (10) days during the school year.

If it is determined that a student is truant (any absence that has 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 make arrangements to ensure that their child(ren) arrives at school on time. All students arriving after the late bell sounds (8:00 a.m.) will be assessed a tardy and required to obtain a late slip from the school office before proceeding to the classroom.

Per Wisconsin state law, no parent may excuse a student for more than ten (10) days during the school year. Tardies have a negative impact on academic achievement, both for the child that is

Section 5: Attendance and Transportation

tardy and his/her classmates. Late arrivals cause interruptions in the classroom. Breaks in instruction interfere with the learning atmosphere and make extra work for the teacher.

Consequences for tardies within one quarter:

1. Three tardies = a note will be sent home
2. Four tardies = parents will be contacted by the principal
3. Five and Six tardies = lunch detention and communication with parents
4. Seven tardies = probation, lunch detention, and meeting with parents
5. Eight or more tardies = at the discretion of the principal

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.

Tardiness to Class

All students must be in their classroom when the bell rings. If a student (Grades 5-8) has more than three (3) tardies in any one quarter, he/she may have a conference with the principal to determine consequences or other action.

5.9 DETERMINATION OF TARDY AND HALF-DAY ABSENCE

The following guidelines shall determine whether a student is tardy or absent for a half day.

1. If a student arrives at the classroom after 8:00 but before 10:00 AM he shall be marked tardy.
2. If a student arrives at school after 10:00 AM he shall be marked absent for a half day.
3. If a student leaves school prior to 1:30 he shall be marked absent for a half day.
4. If a student leaves school after 1:30 he will not be marked absent.

NOTE: A student is determined to be present when they are physically on campus. Any tardy or absence that has been **excused** will still appear on the report card as the child is not truly present on campus during that excused event.

5.10 STUDENT P.M. PICK-UP

Procedure:

1. Parents arriving for pick-up after school should remain in their cars and queue up along the circle drive.
2. *Students are to enter the vehicle on the right side of the vehicle only.* If bags or school supplies need to be stored in the back of a vehicle, the driver should load the vehicle.
3. Parents who wish to enter the building for any reason should park in the East Entrance Parking Lot and enter the building through the office, via the East Entrance doors.
4. Please do not use this time to communicate with teachers out of consideration for those waiting in line behind you. It is especially important that teachers be supervising their students at this time and such verbal messages at busy times often are forgotten.
5. If it is necessary to wait on a student who is late for dismissal, remain in the queue until you can safely move to the East Entrance Parking Lot (to park and wait).

Section 6: Academics

6. No student may remain on school property after 3:45 pm unless under the direct supervision of a designated adult. This includes students with later athletic practices or music rehearsals. They may not wait at school unsupervised until their event begins.
7. Due to several safety issues, pets will not be allowed among students in the carpool line. Feel free to have pets in your vehicle, but not among the students.

5.11 LATE PICK-UP

ICA does not provide after school care. Teachers have responsibilities after school which preclude them being available to watch children who are picked up late. Please be considerate and be on time. If you know you will be delayed picking up your student, please call the school office no later than 3:35 pm. If a student is picked up later than 3:45, there may be an **additional charge** and the parent will need to park and come into the school building to pick up their student.

5.12 AFTER SCHOOL CARE

ICA does not currently provide after school care on site. Families in need of this type of service may contact the office for a list of private businesses that pick up at our facility.

5.13 CAR POOLS

Parents may want to make car pool arrangements. The school encourages, and may assist in this practice, but is not responsible for keeping track of and arranging rides.

1. Students will be released only to parents unless written permission is submitted to the office by the parent. We encourage you to complete the transportation tab within the Family Portal with the names of **all** potential caregivers/drivers, in case of an emergency or unexpected delay.
2. At times a last-minute car pool change is necessary. Please call the school office to notify us as soon as possible so that we can let your student and their teacher know of any such changes.

Section 6: Academics

6.1 ACCREDITATION

ICA is fully accredited with 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 in order to verify our documentation. All Impact Christian Academy (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

See Suggested Reading List in the Family Portal.

(Mapping of 9 & 10th Grade Curriculum is available upon request)

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

Section 6: Academics

educating the majority of children. 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 in order 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.

MHCS has adopted the New King James Version as the standard translation of scripture. In some grades, students may be asked to bring their own KNIV Bible. (Please check the school supply list.) ICA will decide which version to use for the school year 24-25.

Other books owned by ICA may be assigned by teachers. Each student is responsible for completing a textbook condition form for every non-consumable textbook he or she receives. These forms should be returned to the classroom 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.

Specials Classes

Depending on grade level, we offer specials classes in the areas of art, music, and physical education. Additional electives may be offered (computer science, robotics, engineering, foreign language, etc.).

Music

ICA students participate in Christmas and/or spring music programs. These programs are organized by the music teacher and participation is mandatory as they are considered a part of our music curriculum.

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.
3. Opportunity for application of learned principles to new and varied situations.

Due to the tremendous differences between the working habits of students, it is virtually impossible to establish an absolute time limit. The following, however, will serve as general guidelines for Grades 9 and 10.

- Ninth 60-90 minutes

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- Tenth 60-90 minutes

*At the beginning of each school year homework may seem to exceed these limits. Students usually adjust to these new requirements and are able to complete the assigned work within the suggested time frame.

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%	4.33/4.00 or 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

6.5 GRADUATION

A student is eligible for graduation from Impact Christian Academy if he has been enrolled in ICA's high school program and has satisfied the following criteria:

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1. Earned high school credits required for graduation as follows:
 - At least 4 credits of English including writing composition. One of these must be College Writing, typically taken during senior year.
 - 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 in Community Christian School's high school.
 - At least 3 credits of social studies including state and local government.
 - At least 3 credits of mathematics.
 - At least 3 credits of science.
 - At least 1.5 credits of physical education.
 - At least 0.5 credits of health education within grades 7-12.
 - At least **26 total credits**. Elective courses will be necessary to meet this minimum.
2. The recommendation of teachers.
3. Pass the civics test with a score of at least 65 correct answers out of 100.
4. Each high school student must complete ten hours of outside volunteer service per year to be eligible for an Impact Christian Academy diploma. Community service that has been organized by ICA during school hours (e.g. half day service projects) does not count toward the required ten hours. High school volunteer service hours should be carefully recorded and submitted to the school office in a handwritten note or email.
5. High school graduation requirements for a given student shall be those that were published in the Parent/Student Handbook the year of the student's entrance to ICA.
6. Two consecutive years (2 credits total) of a foreign language are also recommended for all high school students, especially those that intend to further their studies in higher education

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

ICA administration reserves the right to determine how the grade point average will be calculated for students enrolling at ICA who have been home schooled for part of their school years.

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 APA Style Manual.

Section 6: Academics

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 the individual's needs.

- Teachers will initially refer students of whom they share academic, emotional, or behavioral concerns.
- Before any SS observations, 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 child's progress and, as with regular education classes at ICA, will always have access through email, telephone, or face-to-face meetings to the faculty working with their child(ren).

6.8 RETENTION POLICY

Teacher responsibilities:

1. At the first sign of academic difficulties, notify parents. Continue on with communication – there should be no surprises.
2. Document examples of issues, what has been tried, and any communication with parents. Copy and file worksheets, tests, etc.
3. Make sure that the child's report card accurately reflects the child's ability.
4. Make it 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 do offer. Put anything you offer in writing.
5. Suggest to parents/guardian options outside of school for addressing the issue.

If the above does not result in significant improvement, then the parents and teacher meet with the principal to review the situation and discuss possible outcomes.

A child will be retained under the following conditions:

Grades 9-10

- Fails any two major subjects during any two quarters OR
- Fails Language Arts or Math both of the last two quarters of the year. OR
- Teacher and administration agree that it is in the best interest of the student.

If the above conditions are met and the parent/guardian does not want their student retained, an appeal may be made to the principal. The principal, teacher, and parent/guardians will then meet in an attempt to come to a mutually agreeable solution.

The principal has the authority to make the final decision regarding retention.

6.9 PARENT TEACHER CONFERENCES

Parent-teacher conferences are held for all students following the end of the first quarter of the school year. Parents will be sent an email before conferences instructing them in the use of the online sign-up service which will enable them to reserve a spot to speak with teachers during conferences.

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Teachers are available at other times by appointment. Contact the teacher by phoning 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 it is by special request of that teacher.

6.10 POLICY REGARDING PUPIL RECORDS

Parents have authorization, in consultation with school personnel, to inspect the school records of their children. The school maintains the following type of student 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. Parents or legal guardians of students who wish to review any of their students' records should make an appointment through the office. Parents wanting a copy of items in their child's record are to request such *in writing* through the principal.

When inspecting his/her child's records, any authorized parent may question the content of the records. If it is agreed to by the administration, the questioned material will be removed, or the parent may place a rebuttal with the material in question.

TRANSCRIPTS

Official transcripts are available upon request through the office. When requesting a transcript, please have the mailing address of the admissions office to which 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

Media can supplement classroom curriculum and provide a learning experience for the students at ICA. As well, movies can be a source of entertainment for children in all grade levels. Movies that may be shown in the classroom include movies selected from *Right Now Media, or a movie selected from the Approved Movie List. This list is found in the Family Portal and consists of a list of movies that may be shown at ICA upon parent approval. Please look at the list and let the administration or the classroom teacher know if there is a movie on the list which you would not want your student to view because of the content. Teachers and staff will adhere to the following criteria when showing movies in the classroom:

1. When a movie is being shown as entertainment in the classroom or as a school-wide activity, the movie must be chosen from the approved list and fall within the following rating guideline:
Grades 9-10: G and PG
2. PG-13 movies may be shown to Grades 9-10 with parental permission when it is part of a unit of classroom instruction.

Section 6: Academics

3. If a movie is not on the pre-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 to the class. It is also required that teachers utilize the *Plugged-in Online Movie Review* (www.pluggedinonline.com) to help in evaluating the content and message of movies.
5. If a parent objects to the content of a movie to be shown for entertainment (i.e. 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 the assignment modified for him or her.

*Right Now Media is an online library of Biblical resources that ICA subscribes to, and parents have access to, through that subscription."

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 in middle school or high school 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. At MHCS, staff and teachers consider this a training issue. Students who are writing papers for the first time may not fully understand the issues involved. 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.

6.13 PLEDGES

In all classrooms/homerooms the pledges are expected to be a part of the morning routine each day. Our desire is for students to also pledge to the Christian flag and the Bible twice a week.

+PLEDGE TO THE AMERICAN FLAG

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

PLEDGE TO THE CHRISTIAN FLAG

I pledge allegiance to the Christian flag and to the Savior for whose kingdom it stands. One Savior, crucified, risen and coming again with life and liberty for all who believe.

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PLEDGE TO THE BIBLE

I pledge allegiance to the Bible, God's Holy Word. I will make it a lamp unto my feet and a light unto my path. I will hide God's Word in my heart that "I might not sin against Thee."

*Every public school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day. Every private school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day unless the governing body of the private school determines that the requirement conflicts with the school's religious doctrines. No pupil may be compelled, against the pupil's objections or those of the pupil's parents or guardian, to recite the pledge or to sing the anthem. – WI Statutes 118.06 (2)

6.14 STUDENT BILL OF RESPONSIBILITIES

Students, Grades 9-10, 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, to support its activities and to abide by its regulations.
4. Complete all assignments on time, working up to God-given abilities (Luke 12:48).
5. Respect fellow students (James 3:9-12); and to seek to build them up (Eph 4:29).
6. Seek true wisdom from above rather than the wisdom of the world (James 3:13-18).
7. Willingly submit to the authority structure of the school (Romans 13:1-5).
8. Respect the faculty and staff of ICA (I Thessalonians 5:12-13), obey them at all times, (Hebrews 13:17) and pray for them (Hebrews 13:18, Ephesians 6:19).
9. Not lie (Colossians 3:9), cheat (Luke 16:10), or steal (Exodus 20:15) or tolerate those among us those who do (II Corinthians 6:14).
10. Always strive to be an example of proper behavior (I Timothy 4:12).

6.15 EXPECTED STUDENT OUTCOMES – EDUCATION THAT LASTS A LIFETIME

ICA faculty and staff aspire to support each student as he or she strives to personally attain the following objectives. ICA students:

Policy

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, pursuing a life of faith, goodness, knowledge, self-control, perseverance, godliness, brotherly kindness, and love.

Intellectually:

- Have a knowledge and an 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 are skilled in reading, writing, speaking, listening, and thinking.
- Are proficient in mathematics and science.

Section 7: Extracurricular Activities

- 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, dispelling prejudice, promoting interethnic harmony, and encouraging 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 marketplace of ideas (open, honest exchange of ideas).
- Respect and relate appropriately with integrity to the people with whom they work, play, and live.
- 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 7: Extracurricular Activities

Impact Christian Academy (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 the student(s), the parent or another designated adult is expected to supervise the student(s). Students are not to be running through the hallways, in the gym, or in classrooms unsupervised.

7.2 ATHLETICS

TBD

7.3 FIELD TRIPS AND OUTINGS

Section 8: Conduct and Discipline

Field trips are a valid learning experience and an extension of the classroom curriculum. **Field trips are a privilege that must be earned by the student, not an automatic right.** Students who do not satisfy the requirements of behavior established by the respective teacher will not be allowed to participate.

Specific instructions for each trip will be sent home prior to the activity. These instructions will include such things as the purpose of the trip, destination, transportation arrangements, fees, dress for the day, lunch particulars, and return schedule. Parents should be present to pick up their children at the designated time so that they will not be left unattended at the school.

Items of Note:

1. **Younger siblings are not to be brought on field trips.** The teacher may decide if it is appropriate to bring siblings on class party outings.
2. **All chaperones** must have had an approved background check.
3. Chaperones should be informed of any students with severe allergies.
4. Chaperones should not bring or purchase special treats for the group they are supervising without first consulting the teacher in charge of the field trip or party.
5. Chaperones are asked to abide by the school dress code and dress modestly and appropriately for the field trip/activity/weather.

The signed Enrollment Contract grants blanket permission for student participation in field trips at the time of enrollment. All regular rules of student conduct apply to field trips as well. (See Section 8: Conduct and Discipline). Student participation on field trips is a privilege granted by the school – not an obligation binding upon it. ICA reserves the right to deny this privilege to students who demonstrate improper behavior either in the classroom or during special activities.

Field Trip Accident Procedure

If a bus accident or vehicular breakdown occurs during the field trip, the bus driver will contact the school office and parents will be notified.

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 (Romans 12:2).

ICA is committed to the principle that parents have the primary responsibility for the conduct and discipline of their children (Ephesians 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; Romans 8:5-11).

Discipline may be best defined as instruction, training, and correction that shapes, strengthens, and completes the student (Hebrews 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 (I Peter 1:13-16; II Peter 1:3-11).

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Students are expected at all times to conduct themselves 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.

In order 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 administration achieve the goals of Christian education at ICA (Gal. 5:13-14; Eph. 2:19-22).

8.2 BEHAVIOR EXPECTATIONS

Our ICA behavior expectations are succinctly defined in our school-wide behavior management model, "STAR."

STAR for Grades 9-10 (S=Sit up, T=Track the speaker, A=Ask and answer questions, R=Respect others) both encourages behaviors which honor God and keeps our learning environment positive, as well as provides a framework for addressing negative behavior. The program makes it possible to use common language and establish consistent expectations and discipline throughout the entire school community, all campuses.

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.
4. Teach students to work independently and cooperatively.
5. Help students develop a proper view of self-worth as one created in the image of God.
6. Teach a Biblical perspective toward interpersonal relationships; to love one's neighbor as one's self.
7. Teach each student the necessity of forming personal convictions before God and to respect 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

Section 8: Conduct and Discipline

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 also God's word. The conduct policies for ICA will guide any discipline responses.

8.4 CONDUCT AT ICA

Respect Authority

1. All students, school employees, and ICA 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 procedural policies for their respective rooms that are appropriate to the age and activities of their students. 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 to conduct themselves at all times in a manner consistent with the goals and objectives of ICA.
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, support 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 and 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.
8. Conduct at recess and 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 the purpose for which it was intended.
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 will be required to compensate the school for any property belonging to others that is lost or damaged.

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8.5 CONDUCT ON THE SCHOOL BUS/SHUTTLE

ICA will use buses for transportation to and from field trips and special activities. When using such 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 in 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 child(ren) 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 is a reflection of 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.” (Matthew 18:15-20)

Some people may debate about when Matthew 18:15-17 is to be applied (only when sin is involved), but the use of the principle is a wise choice for organizations to follow. Put another way, Matthew 18 may be stated as an organizational behavior policy – resolve problems and disputes directly with the individual(s) involved. Such challenges and disputes should be given direct attention and an effort should be made to minimize the number of individuals involved in resolving the issue.

The Matthew 18 principle is applicable to the operation of ICA. The policy and procedure for solving problems, reconciling disputes, and resolving issues whenever parents, teachers, or administrative staff is involved are as follows:

Policy

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It is the policy of ICA that problems, disputes, and issues involving parents, teachers or administrative staff shall be first addressed directly between the individual(s) involved, being certain that the “truth is spoken in love.”

8.8 STEPS OF CONFLICT RESOLUTION

Steps of Conflict Resolution

1. Go directly to the staff 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 mediator. Except in the case of the principal, in which 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, it doesn’t take long before the information becomes twisted and destructive to the reputation of others and/or the school. The health of the school community depends upon this step being honored. Gossip divides a community and does nothing constructive towards 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 carpool, in the hallway, etc. Instead, let the person know you would like to meet with him or her and set up a mutually agreeable time for the meeting.
3. For the sake of children, speak to (and in front of) them as positively as possible about the school, other students and staff. Attitudes of students about the school of which they are a part, 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 here 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 and will miss lunch recess. See minor violations.

Lunch Detention with Limited Probation:

The student will serve a lunch detention as defined above which will accumulate towards the quarterly total. Also, a seven-day consecutive disqualification from taking part 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.

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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 and 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 Suspensions:

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 administrator. 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 defined as requiring the parent/guardian of a given student to come spend time with his/her student within the classroom when the student has engaged in gross misconduct 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 classroom routines and complete the daily classroom activities. Furthermore, a reverse suspension can be a bridge between home and school; giving way 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 administrator, 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 the school. 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 disciplinary action in the Family Portal discipline log.

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.)

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9. Disruptive behavior in the halls, playground, and lunchroom
10. Inappropriate language such as vulgarity, sarcasm, or teasing remarks

*Repetition of minor violations may constitute a major violation

CLASSROOM PROCEDURES FOR MINOR VIOLATIONS

Teachers will handle incidents of minor violations with students directly. When patterns emerge, they will involve parents in correcting the behavior. Use of the *Office Procedures for Minor Violations*, will occur if not resolved.

Grades 9-10

- 1st Occurrence: Warning (first check)
 - 2nd Occurrence: Lunch detention (second check)
Parents notified
 - 3rd Occurrence: Principal's Office (third check)
Possible suspension
Parents notified by principal
 - 3 Lunch Detentions OR 10 infractions in 1 quarter may result in a 1 day in-school suspension.
 - 4 Lunch Detentions in 1 quarter may result in a 2 day in-school suspension.
 - 5 Lunch Detentions in 1 quarter may result in a 1 day in-school suspension.
 - 6 Lunch Detentions in 1 quarter may result in a 2 day in-school suspension.
- Note: Emergency contact numbers will be used to locate parents.*

Office Procedures for Minor Violations

1st office visit:

1. Teacher notifies office of need for student/principal conference.
2. Principal may choose to have the student telephone parents.
3. Principal may choose to take further disciplinary action.

2nd office visit:

1. Teacher notifies office of need for student/principal conference.
2. The student, with the principal present, telephones parents.
3. Principal may request a parent/teacher/principal conference and take further disciplinary action.

Subsequent visits:

1. Teacher notifies office of need for student/principal conference.
2. The student with the principal present telephones parents.
3. Principal may request a parent/teacher/student conference.
4. Discipline may include an in-school suspension when deemed necessary by the principal; all work missed during the suspension must be completed.

Two office visits in a day: the student may be required to stay in office for the remainder of day OR may be sent home.

Most students have little trouble following the rules of conduct that govern ICA. However, if the behavior is of a severe nature, intermediate warning steps may be skipped and corrective action applied immediately. Severe or repeated offenses may result in an individualized disciplinary program, detention, suspension, conditional enrollment, or expulsion.

MAJOR VIOLATIONS

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Major Violations

1. Insubordination (refusal to comply with a reasonable request or showing disrespect for school personnel).
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. Not remaining in designated play areas for recess.
5. Use of profane or obscene language or actions.
6. Demeaning actions, the threat of violence, or physical attack (i.e., hitting, striking, and punching) directed toward another person.
7. Bullying.
8. Harassment.
9. Theft.
10. Displaying pictures, posters, or slogans that are offensive.
11. Willful destruction or defacement of school or private property on school premises.
12. Discrimination against someone on the basis of race, national origin, sex, or disability.
13. Implied or actual possession of fireworks, any weapon, or explosives.
14. Possession of pornographic material.
15. Inappropriate use of technology.
16. Gambling (exchange of money or goods by betting or wagering).
17. Participation in any illegal activity in or out of school.
18. Use, sale, possession, or distribution of tobacco products, alcohol, or drugs at any time.
19. Excessive repetition of minor violations.

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

Classroom Procedure for Major Violations

1. The teacher will notify the office that he or she is sending the student to the office. The teacher may request assistance from the office if the student refuses to leave.
2. The teacher will fill out a discipline log report in the Family Portal when he or she is able.
3. The teacher will email a discipline note to parents when he or she is able.
4. The teacher will, at his or her discretion, guide bystanders as to what could be done in the situation.

Office Procedure for Major Violations

1. If age appropriate, the student will fill out an Office Student Incident Report while in the office, to be checked by the principal and teacher.
2. The principal will have a conference with the teacher and the student as deemed necessary.
3. Parents will be contacted and may be requested to come to school immediately.
Note: emergency contact numbers will be used if parents are unavailable.
4. The principal and relevant staff will have a conference with the student and parents as deemed necessary.

Major Violations could have the following consequences:

1. Detention coupled with probation.
2. Suspension: in-school or out-of-school suspension will be determined by principal/parents.
3. Immediate suspension and/or temporary dismissal.

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4. Conditional enrollment.
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 request an Appeals Hearing within three (3) school days from the date of the notification of suspension or expulsion. A written explanation (either through email or a written letter) 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/guardian, the principal will investigate to determine its merit. At the completion of the review, one of the following actions will occur within ten (10) school days:

- The principal will send a letter and/or email to the parent/guardian denying the appeal.
- The principal will send a letter and/or email to the parent/guardian 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 that impede learning and performance. Bullying can have a harmful social, physical, psychological and/or academic impact on students who are the victims of bullying behaviors, students who engage in bullying behaviors, and bystanders that observe acts of bullying. The schools do not allow bullying behavior toward or by students, school employees, or volunteers. We do not allow bullying behaviors on school grounds, at school-sponsored activities, or in transportation to and from school or school sponsored activities.

Defining Harassment

Harassment is conduct by another student(s) which affects a student's ability to benefit from an education program or activity or creates an intimidating, threatening, or an 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:

- Places the individual in reasonable fear of harm to oneself or one's property.
- Has a detrimental effect on the individual's personal, physical, emotional, or mental health.
- Has a detrimental effect on the individual's academic performance.
- Has the effect of interfering with the individual's ability to participate in or benefit from any curricular, extracurricular, recreational, or any other activity provided by the school.

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- Creates 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.
- 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, non-verbal, indirect or direct. Bullying may occur, for example, in situations involving personal contact, and also 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. (also known as cyber-bullying).
- Organizing others to threaten, tease, or exclude a targeted individual.

Prohibiting Bullying Behavior

Bullying is prohibited on all school grounds and 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/Guardians, and Other Persons

Students, parents or guardians, and other persons 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, or administrator. An individual receiving a verbal report shall promptly document the complaint in the Family Portal discipline log. The written report shall be forwarded to the principal for the investigation of the complaint.

Confidentiality of Reports of Bullying

A person making a report of bullying behavior may request that their identity remain confidential. If a target of bullying behavior requests that their identity not be disclosed in connection with any investigation of the alleged bullying behavior, the principal and/or other assigned administrator/investigator shall discuss with the student and their parent/guardian how such a request may affect the school's ability to investigate and/or resolve a given 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:

Under the direction of a school administrator, all reports of bullying under this policy shall be investigated and documented in the Family Portal. Investigations shall begin promptly and

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should generally begin by contacting the identified target(s) of the bullying. The report of the investigation shall identify key facts about the incident, state a determination as to whether acts of bullying were verified, and identify recommendations for intervention, including disciplinary action if appropriate.

Students Subjected to Bullying/Harassment Are Encouraged To:

- Avoid being alone with the aggressor(s).
- If possible, tell the aggressor they do not like her/his 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.
- Not reply if they are being bullied or harassed online. Replying may actually 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 Response for Students Subjected to Bullying/Harassment:

- Listen to and avoid blaming your child.
- Avoid asking leading questions.
- Help your child to learn not to overreact and focus on the individual incident, not incidents altogether. Overreacting can actually encourage bullies.
- Acknowledge your child's feelings and help him/her find a solution.
- Pray with your child.
- Talk to the teacher.
- Ask the teacher to be vigilant regarding the situation.
- Document the times 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 the other student's parents after contacting the teacher, 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 the situation.
- Show your child how to recognize other's feelings by commenting when someone is happy, sad, worried, etc.
- Ask your child what he or she needs 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 classroom teacher. The goal of this is to help the student understand that his/her own actions are what got him/her 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 your child's teacher or principal.
- Listen to your child.
- Empathize with your child.

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- Pray with your child.
- Remind your child that he or she 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 his or her behavior affected the other person. Remind your child that he or she is accountable for his or her behavior.
- Establish effective ways of promoting self-control in your child at home.
- Limit criticism at home.
- Remind your child what is/is not socially acceptable outside of school.
- Help your child find ways to use their social influence appropriately.

Recommended Response for a Child Who Witnesses Bullying or Harassment (a Bystander)

- Encourage the student to join with others in telling bullies to stop if they feel safe doing so.
- Encourage the student to tell adults when they see bullying or harassment.
- To be successful, bystanders need opportunities to discuss and practice responses outside the heat of the moment. The more options they have, the more successful they will be. Keep it simple. Encourage the child to say, e.g., "(name), cut it out. Nobody thinks that's funny."
- Encourage the student to reach out in friendship to students who may not have friends.
- Praise the student when he or she does these things.
- Remind them 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

Impact Christian Academy (ICA) desires to maintain an appropriate educational environment. Cleanliness, neatness, and modesty (I Tim 2:9 "... dress modestly, with decency and propriety . . .") are our basic goals. 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, make-up, jewelry, or accessories that interfere with these purposes are unacceptable.

ICA does not have an "official" uniform but our dress code is in actuality dictating a uniform with parameters as broad as possible. It is not necessary to order clothing from a specific catalog or wear a certain color but there are dress requirements/standards. All students

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Kindergarten through Grade 8 are to abide by these standards because in the early grades we are training our students to make appropriate choices when they reach the upper grades.

ICA DEPENDS ON OUR PARENTS to work with the school in maintaining these appearance standards by checking your child before he or she leaves for school, making sure he or she is 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 child(ren) 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.)

SHOES: Shoes or sandals must be worn and fastened (when applicable). Socks are recommended. Safety and hygiene should be considered in choosing shoe styles – particularly with regards to playground and outdoor activities. It is important that students wear proper athletic shoes for P.E. 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: Special events such as the Christmas program, spelling bee, speech contest, science fair, concerts, special programs, and graduation require students to dress up. The school will send special guidelines, if applicable when these events occur. Because we want our students to understand that dressing modestly isn't something important only on school days but should be a lifestyle, the ICA 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 pants, 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 rips are at or below the fingertips (arms straight down at side).

SHORTS: Shorts (at or below fingertip length) may be worn April through October (unless worn with leggings underneath). Spandex and short shorts are unacceptable. During PE class or for those playing athletics (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. **

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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 unacceptable unless worn with a blouse or shirt, or the shoulder is at least three fingers wide. Dress slacks, sweatpants, wind pants, and jeans are acceptable. “Ripped” jeans may be worn only if rips are at or below the fingertips (arms straight down at side). Leggings may be worn as pants, but only with a top that covers 360 degrees at a length at or below the student’s fingertips (arms straight down at side).

SHORTS: Shorts (at or below fingertip length) may be worn April through October (unless worn with leggings underneath). Spandex and short shorts are unacceptable. During PE class or for those playing athletics (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 be covered at all times. When a student’s arms are raised, no skin should show. A tank top or a camisole may be worn underneath a shirt if the shirt is too short.

Non-compliance with the ICA Dress Code may result in the student having to change into appropriate clothing before being allowed to return to the classroom.

Dress Code Violations

- 1st & 2nd violation: The parent(s) will be contacted by phone or email (student may be required to change).
- 3rd violation: The parent(s) will be contacted and may be asked to bring in a change of clothing.
- 4th & subsequent violations: The parent(s) will be asked to meet with the administrator 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 is capable of receiving, sending, emitting, photographing, or storing any video communication, files, or data. It includes, but is not limited to items that allow the student 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 into their homeroom teacher to be held for the duration of the school day. Devices will be returned at the end of the day; at which time they may be turned back on. Students may use their devices OUTSIDE the building while waiting in the carpool line and under the supervision of ICA staff in order to communicate with parents who may need to make last minute carpool arrangements with their children.

Any student who violates this policy may have their personal electronic device confiscated by ICA staff and taken to the principal. *Parents* may pick up the device at the end of the school day. Repeat offenses may result in the personal electronic device being banned from school entirely.

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Breaking the ban constitutes a major violation, and procedures for a major violation will then be followed.

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9.1 MEDICAL INFORMATION

Medical Emergency Forms

All students are required to complete emergency medical and medication information in its entirety during the ICA enrollment. Medical emergency and student medication information is updated during re-enrollment online in the Family Portal. **If any changes occur with your child's health after enrollment/re-enrollment, please update the information directly into the Family Portal. The system will notify us of these changes.**

Asthma/Allergies/Diagnosed Medical Conditions

In order to make ICA a safe environment for students diagnosed with severe allergies, asthma, or other diagnosed medical conditions, parents should notify ICA via the Family Portal, along with all accommodations that are necessary for these conditions. ICA will work with parents to be aware of these conditions.

****If severe allergies or asthma are noted, ICA will send the parents a mailing during the summer requesting appropriate medical action plans and all prescription medications. Instructions will be provided for compliance expected prior to August 1.**

Prescription Epinephrine Auto-Injector/EpiPen

ICA will obtain 2 sets of adult/junior EpiPens which will be strategically placed in clearly marked storage wall box(es).

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

Parents/Guardians of students with severe allergies may opt to have their student self-carry their EpiPen. This will be set forth in the Medication Consent Form as signed by a physician.

You are your child's best advocate. Though staff will be provided all medical information and are trained in regard to administering emergency medications, we strongly encourage you to speak with each staff member who may be responsible for your child.

Medication

Prescription medications, including inhalers, will be administered to the appropriate student(s) at school according to physician indications, as noted in the medical information for the student in the Family Portal. Any provided medication must come in the prescription bottle or have the prescription label on it (as with inhalers). **Over-the-counter medications will only be administered with a doctor's prescription.** Medications (RX or OTC) will only be administered with an accompanying Medication Consent Form signed by both the parent(s) and the physician.

For information on immunization requirements and school insurance, please consult the Section 11: ICA Registration section of this handbook.

9.2 ILLNESS AT SCHOOL

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A child who is ill cannot concentrate on classroom activities and may expose other children to their illness. For their protection and the protection of other children, we appreciate your help in enforcing this policy.

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

Specific Reasons to Keep Your Child Home:

As a parent, it is difficult to decide if your child is well enough to go to school. Here are some guidelines to help in decision-making. Parents should keep their children home if they:

- Have a fever above 100 degrees. Children should stay home until no fever has been present for 24 hours without medication.
- Have vomiting or diarrhea. Your child can return to school when symptom-free for 24 hours, and the child can tolerate a regular diet.
- Have yellow/green nasal discharge, a drainage from the eyes, Conjunctivitis (pink eye), a questionable rash, or a contagious cough. Children should be symptom-free for 24 hours before returning to school.
- Have been prescribed an antibiotic. Children may return to school 24 hours after the first dose.
- Have chicken pox. Children may return to school when all blisters have scabbed over, at about 10 days.
- Have a communicable illness such as a common cold, hand-foot-and-mouth disease, impetigo, flu, or rotavirus. Children may return to school when their symptoms have cleared.
- If a child has a continual runny nose or rash due to a non-contagious condition, please provide the school with a note from a physician clearing the child to return to school. All student allergies should be reported to the school in the medical information section of the Family Portal.

Lice Policy

The school must be notified if a student has head lice as soon as possible. The student will be excluded from school until 24 hours after appropriate treatment for lice has been completed. If a student is found to have lice, the classroom will be checked and cleaned, and information will be sent home to the parents of students in that classroom concerning appropriate procedures. School personnel and local health departments have further information on treatment and prevention of head lice. Students returning to school after being treated for lice must be checked by office personnel and be nit free before returning to the classroom. Students who have had lice and returned to school nit free will be checked at 10 days after returning and 14 days after returning.

9.3 FOOD ALLERGY POLICY

** We cannot guarantee a 100% allergen-free environment as we share our classroom space with other ministries in the evenings and weekends. Instead, we encourage parents of children with allergies to thoroughly and properly educate their children in how to ensure their own safety. We train our faculty and staff in working with students with allergies to allow relatively safe (but not “100% allergen-free”) learning environments.

Classroom Guidelines:

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1. If a student in a classroom has a life-threatening food allergy, that food will not be allowed in the classroom space (as snacks, treats, rewards or other reasons).
2. The school office is responsible for communicating the medical needs of our students to substitute teachers.

Lunchroom Guidelines:

1. If a student in the school has a known serious food allergy, a table will be offered in which all food at that table is free of the specified allergen.
2. If a student in the school has a known severe allergy, hand wipes will be provided for students consuming known food allergens. Students are to be instructed to also wash their hands after consuming these known allergens.

Responsibilities for Parents and Guardians:

Forms

1. Inform ICA Office, by completing the documents listed below, of your child's allergies prior to the school year or immediately after initial diagnosis. All food allergies must be verified by a licensed physician. Forms can be obtained in the ICA office.
 - a. Permission Form for prescribed and over the counter (OTC) medications
 - b. FARE (Food Allergy & Anaphylaxis Emergency Care Plan)
 - c. Annually update (or mid-year if changes occur) the forms on file regarding your child's allergy status including details of symptoms. (See forms listed above)
2. Provide the school office with current phone numbers and emergency contacts at the start of each school year and as changes are made.

Medication

1. Provide up-to-date Epi-Pens and other necessary medications at the start of each school year and refill as necessary.
2. If your child carries his/her own Epi-Pen on them (i.e., backpack or purse), notify school staff of its location.
 - a. A FARE should be kept with the medication, a copy of the FARE should be given to the school office.
 - b. Parents are encouraged, but not required, to keep a "back-up" Epi-Pen in the school office as well.
 - c. Parents/guardians and physicians must give written consent to allow a student to carry his/her own medication.
 - d. Teachers are not responsible for ensuring the student remembers to carry or update his/her Epi-Pen.

Food

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

Safety

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

Responsibilities for Students with Life-Threatening Food Allergies

Medication

1. Wear a medic alert bracelet, if provided by your parents.
2. Know how to administer your own Epi-Pen (if age appropriate).
3. If you carry your own medication, keep your medication in its designated location.
4. If you carry your own medication, bring it on field trips. A FARE should accompany your medication.
5. Do not share medications with others.

Food

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

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 an allergic reaction occurs or if you may have eaten something containing your food allergen.
4. Notify an adult if you are being picked on or threatened by other students as it relates to your food allergy.

Responsibilities for School Administrator:

Forms

1. Have appropriate required allergy forms available for parents which include an explanation that the required forms must be completed and returned.
2. Have knowledge of the FARE for all students with life-threatening food allergies in their building.
3. Familiarize teachers with each FARE of their students as well as any other staff members who have contact with these students on a need-to-know basis.

Medication

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

Food

Reinforce a no-food and no-utensil trading/sharing best practice.

Safety

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1. Follow all applicable federal laws, including Americans with Disabilities Act, Individuals with Disabilities Education Act, as well as all state laws and ICA policies/guidelines that may apply to food allergies.
2. Reinforce with building custodial staff the need to develop a cleaning protocol to ensure that the risk of exposure to food allergens is minimized.
3. Responsible for posting food allergy alert signs in buildings as appropriate.

Responsibilities for the School Office Staff

Forms

1. Review and retain all forms and documents submitted by parents and medical professionals related to students with life-threatening allergies.
2. Maintain a copy of the FARE in the school office. A copy of the FARE should also be maintained in the office for those students who carry their own medication and should accompany the student's teacher on field trips.
3. Distribute the Medical Concerns list to all faculty and staff within the building prior to the beginning of the school year and update as needed during the school year.
4. Add a verified list of food and ingredients to avoid (from FARE) to the Medical Concerns list.
5. Add food allergy alerts into the student's profile in the Family Portal.
6. Inform parents of students who enroll mid-year of the school Food Allergy Policy.

Medication

1. Store parent provided Epi-Pens in the school office, periodically checking medications for expiration dates, and notify parents of the need for refills.
2. Send all Epi-Pens and FAREs on field trips.
3. Procure and maintain two general use Epi-Pen sets (1 adult and 1 junior), replacing as needed, in the clearly marked, and easily accessible wall boxes located in the lunch kitchen and in the upstairs staff copy room.

Food

If there is known life threatening 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 administrator in providing information about students with life threatening food allergies to staff where there is a need-to-know.
2. Provide training for faculty and staff about how to recognize and respond to allergic reactions.
3. Provide annual training for all designated staff on the use of the Epi-Pen auto-injector.
4. Inform the school administrator and the parent/guardian if any student experiences an allergic reaction that has not been previously identified.
5. Maintain records of all staff training related to students with life-threatening allergies.

Responsibilities of the Teachers

Forms

Review the Medical Concerns list and FAREs of all students identified with a life-threatening food allergy prior to the start of the school year and as updated during the school year.

Medication

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1. Be aware of the location of Epi-Pens and other medications.
2. Collaborate with the school office prior to planning a field trip. Ensure prescribed medications, Epi-Pens and FAREs are taken on field trips.
3. Teachers are responsible for the prescribed medications, Epi-Pens, and FAREs that are taken on a field trip. Epi-Pens are not to be given to a parent to hold unless the parent is the parent of the child with the Epi-Pen.

Food

1. Discourage the sharing or trading of food, drinks, or utensils.
2. If contamination of foods is suspected, use hand wipes to clean the desk and student's hands.
3. Encourage food allergy students 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 non-food 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 and plan for reducing the risk of exposure to the student's life-threatening food allergens.

Safety

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

Responsibilities for Substitute Teachers

Forms

1. Review the Medical Concerns list located in the sub-folder to be alerted as to which students in the classroom have life-threatening food allergies.

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2. Review the FARE located in the school office for each of your students before class begins. If you have any questions about the FARE, please ask the school office personnel.

Medication

Be aware of the location of Epi-Pens and other medications.

Food

Short-term substitute staff and volunteers should never offer food items without verifying the presence of students with 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 to act immediately if a student reports signs or symptoms of an allergic reaction. Take all complaints seriously.

Responsibilities for Recess/Lunchroom Aides

Forms

Review the Medical Concerns list and FARE of all students identified with a life-threatening food allergy prior to the start of the school year.

Medication

Be aware of the location of Epi-Pens and other medications.

Food

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

Safety

1. Attend training to recognize and respond to a life-threatening food allergy or anaphylaxis.
2. Never question or hesitate to act immediately if a student reports signs or symptoms of an allergic reaction. Take all complaints seriously.
3. Encourage hand washing or use of hand wipes for students after eating food containing food allergens.

Responsibilities for Food Services Staff

Forms

1. Post the Medical Concerns list within the lunchroom kitchen area (not for public viewing).
2. Review the FARE for students with life-threatening food allergies.
3. Make available, as requested by parents/guardians, specific labels of products used in the school’s food service program to identify ingredients which are potential allergens.

Medication

Be aware of the location of Epi-Pens and other medications.

Food

Section 10: School Office

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. Glove covered hands shall be washed and/or gloves changed during extended use to avoid cross-contamination with potential food allergens.
3. Provide the lunchroom with hand wipes. Attend training to recognize and respond to a life-threatening food allergy or anaphylaxis.

Responsibilities for Custodial Staff

1. Receive training on allergen zone maintenance areas.
2. Develop a cleaning protocol to ensure that the risk of exposure to food allergens is minimized.
3. Report any use or tampering of school Epi-pens or Epi-pen lockers which may have occurred during non-school 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 life-threatening 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

10.1 OFFICE HOURS

The Impact Christian Academy (ICA) office hours are from 7:30 AM-4:00 PM, Monday through Friday during the school year. Consult the school office, the Family Portal, or the school website (www.mounthorebchristian.org) 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. Office staff may be reached by email at office@impactchristianacademy.org.

10.2 OFFICE PROTOCOL

Section 10: School Office

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, appointments should be made ahead of time.

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 classroom. Any visitors who prove to be a disruption will be asked to leave the school building.

During School hours:

- All visitors must enter through the East Entrance doors of the facility.
- Once inside, visitors are to enter through the office and sign in with the date, time, and purpose for 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.
- Individuals coming for Life Church activities/services during school hours will not be allowed to enter through the East Entrance doors. They are to enter through the South Entrance.

10.4 MESSAGES

Except in an emergency situation neither students nor teachers will be called out of their classes to receive telephone calls. The secretary will relay messages to students. Teachers will return the 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 into the school office prior to 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 for emergency situations. Cell phones may not be used inside the school during school hours 7:55 a.m.-3:35 p.m. without permission from school personnel. Students may use their phones OUTSIDE the building between 3:23 p.m. and 3:35 p.m. while waiting in the carpool line and under the supervision of ICA staff in order to communicate with parents who may need to make last minute carpool arrangements with their children.

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

10.5 NONCUSTODIAL PARENTS

Divorced and separated families are realities of contemporary life, which affect ICA's responsibilities to its students. The following guidelines have been adopted to assist the school in situations where a noncustodial parent wishes to become involved in school-related activities of a child or wishes to have contact with or take custody of the child while the child is at school:

1. Ordinarily, the school will not resist or interfere with a noncustodial parent's involvement in school-related affairs or access to the parent's child or the child's

Section 11: ICA Registration

- 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 the school has been presented with a court order or comparable legal document granting joint custody, either parent may remove the child from the school premises. A noncustodial parent may not take custody of a child or remove the child from school premises unless the parent presents either a written court order or a written authorization signed by the custodial parent permitting such custody.
 3. If the actions of parents, custodial or noncustodial, become disruptive to the operations of the school, the school has the right to restrict access by such parents and to take other necessary action.
 4. Concerning 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: ICA Registration

11.1 GENERAL PROCEDURES

Impact Christian Academy (ICA) Registration is an annual requirement. * Parent(s) will need to complete the online component, and pay the appropriate registration fee BEFORE the deadline each year. The deadline for re-enrollment steps will be published each year in a timely manner. To miss the deadline is to risk losing the possibility of enrolling your student for the coming year. Please notify the school office of any change in address or phone numbers during the year.

Since staff and textbook purchases are based on enrollment, early registration is encouraged.

*Re-registration for all students at ICA will be assumed for students who are eligible to return the following school year. Please inform the school office by January 15 if you do not plan on re-enrolling for the next school year. In order to be considered re-enrolled, however, the online registration process must be completed, along with the registration fee payment.

Currently enrolled ICA families may also enroll additional students at that time if there is space within that grade's classroom. Registration must be paid in full no later than the due date. Both registration fees and online enrollment must be completed 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.*

All current student accounts must be paid in full prior to registration. Students with outstanding accounts will not be permitted to register for the fall semester. All accounts must remain current in order for a registered 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 (*money that is due but not paid*) or not current at the end of a semester. The registration fee for the formerly enrolled student would then be applied to the account in arrears.

11.2 WAITLIST

Section 11: ICA Registration

Space limitations make it necessary to cap the number of students enrolled in each classroom. The maximum number of students per class is 26 (K-8). Our desire is to be as fair as possible in making enrollment decisions. If you wish to enroll a new student, it is very important that you contact the Director of Admissions and complete the admissions process in order to put your child on the waitlist.

The admissions process includes an application, student records, and an academic assessment. These components assist ICA in determining placement and eligibility for enrollment. 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 Director of Admission. Once contacted, you will have 2 business days to make a decision as to whether or not to enroll. Offers for enrollment will be made as follows:

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

11.3 NEW STUDENTS

Registration opens to new students after the re-enrollment 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 (6) weeks of attendance. During that period of time, the school reserves the right to cancel the student's enrollment if for any reason the administrator deems the placement to not be in the best interest of the student or the school community. Should the administrator cancel a student's enrollment during the probationary period, all tuition (minus one month) and fees 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 Director of Student Services 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 at six (6) weeks after enrollment to check progress and determine that goals are being met and grade placement is appropriate.

ICA will evaluate coursework and grade placement from other institutions to the extent that coursework and grade placement at the previous institution is in accordance with Wisconsin's Academic Standards. All final determinations for grade placement shall be made at the discretion of the principal.

TRANSFER OF CREDITS

Policy

ICA will send student records to another school district or school within five (5) working days of receiving written notice from the student or the parent of a student that the student intends to enroll in the other school.

Section 11: ICA Registration

11.4 STUDENT MEDICAL INSURANCE

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

11.5 IMMUNIZATION RECORDS

Children entering ICA are required to have the following inoculations 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 DPT (diphtheria-pertussis-tetanus)
- 4 doses of Polio
- 2 doses MMR (measles-mumps-rubella)
- 3 doses of Hepatitis B
- 2 doses of Varicella (chickenpox) or disease history
- 1 Tdap booster for students entering Grade 6

It is a state requirement for ICA to maintain immunization records on each child enrolled. Immunization forms are available in the school office.

11.6 APPLICATION AND APPLICATION APPEALS PROCESS

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 applicants are not accepted for 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 (5) days of the open application period.

APPLICATION APPEALS

Policy

Parents may request an appeal hearing within five (5) school days from the date of the notification letter indicating the child'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/guardian, 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/guardian denying the appeal.

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

The WPCP open application period runs from February 1 to April 20. WPCP students must reapply each year to guarantee their seat. 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 come 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 in the Family Portal Grant and Aid online.

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 non-refundable.

Fee Payments

- All fees (and the first month tuition installment) are non-refundable.
- Registration Fee: The current registration fee must be paid at the time of registration.
- Graduation Fee: billed in January

12.3 OVERDUE PAYMENT POLICY

Purpose

ICA, desires to serve the Mount Horeb, Verona and west Madison areas, by providing excellent Christ-centered education. The school is operated as a non-profit 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 registration. All accounts must be current by the first day of school.

In the course of normal operations of the school, there may be situations in which parents are unable to meet their monthly obligations for tuition, or special obligations for registration or books. The following policy provides guidance for the school administration and parents regarding the course of action when such difficulties arise.

Section 12: Tuition and Fees

Policy

Parents of enrolled students are expected to remain current with respect to billed invoices for registration, 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, and not the student(s), teachers, or administrative staff. Consequently, timely communication initiated by the parents is a necessary aspect of this policy. Without such communication, the policy becomes unworkable, and school administration decisions may be made without full knowledge of the circumstances.

Procedure

Registration

The full registration fee, in accordance with the current school fee structure, will accompany the application for registration, which is an online process in the Family Portal. Applications for re-enrollment will not be accepted unless tuition and fee payments are current.

Registration 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 non-payment or late payment of registration fees, but in order to keep our word to families on the waiting list, this policy will be enforced.

All accounts must remain current in order for a registered 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, the parents will be expected to schedule a conference with the school administrator 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, which will be set up taking into account the billing liabilities and the parents' ability to pay. The parents, the school financial secretary and the school administrator will agree to the payment plan. While not a legal contract, the school administration and school committee view 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 the circumstances warrant it.

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

1. Enrollment fees and/or first tuition payment more than nine (9) days past due will result in the **student no longer being considered registered for the new school year.**
2. ICA reserves the right to restrict access to the Family Portal if billing accounts are not current.
3. Fees due in excess of nine (9) days following the due date will be assessed a late fee penalty of \$25.00.

Section 12: Tuition and Fees

4. At the discretion of the administrator, a student whose account exceeds 60 days past due 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 pupil may continue for the next semester.
6. The student will not be permitted to register or will cease to be enrolled for the new school year until tuition and fee payments are current.

12.4 TRANSPORTATION REIMBURSEMENT

Wisconsin state law requires each local school district to provide transportation for non-public school children. This service must be comparable to that provided to children in the public schools. Districts are granted the option of providing “parent transportation reimbursement contracts” which reimburse parents for transportation expenses, rather than providing the actual busing. School districts surrounding ICA that provide reimbursement to families for their child’s transportation to school include Verona (depending on where the student lives) and Mount Horeb.

At the time your child enrolls, ICA will inform your local school district that you have enrolled in ICA and may possibly qualify for transportation reimbursement. Your local school district will then contact you with the offer of a transportation reimbursement contract. Policies and reimbursements differ widely between the school districts.

If you do not hear from your local school district by October 1, you should contact them and pursue this matter directly.

APPENDIX A: Statement of Faith

APPENDIX A: Statement of Faith

Impact Christian Academy, hosted by MHCS will adopt the MHCS Statement of Faith for the 23-24 school year:

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](#)

APPENDIX A: Statement of Faith

[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](#)

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](#)

APPENDIX A: Statement of Faith

"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 possess sole discretion for determining the doctrinal 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 Impact Christian Academy students and the community, it is imperative that all persons employed by Impact Christian Academy 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 nor 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, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school.