



IMMANUEL
CHRISTIAN SCHOOL

A Christ-centred innovative learning community.
SINCE 1985

ICS

Parent-Student Handbook

We provide our children with an excellent, Christ-centered education in a safe and caring environment to enable them to reach their full potential.

Welcome

From its inception, Immanuel Christian School has been a second home for many Island families looking to educate their children.

In coming to this school, children will inevitably learn academic skills such as reading and writing, math and preparation for future jobs. However, more than this, students are brought up in the “training and instruction of the Lord.” From an early age, children are taught to “honour God and give thanks to Him.”

Recognizing that there is more to a person than the accumulation of skills or wealth, ICS seeks to form the hearts, souls and minds of all those precious souls who darken our door. Through dedication, expert craft, and sacrifice, families know this school to be a place that will instil in their children reverence for what is good and pursuit of what is true.

Furthermore, parents, volunteers and teachers have called this community “beautiful.” Beauty is rare these days. Not the subjective kind of beauty but objective beauty. The kind you know in your gut and in your bones when you see it. When you see fourteen year olds playing graciously in the school yard with eight year olds. When you see teachers imparting, not simply math formulas, but *wisdom* with conviction and care. When you see students excitedly volunteer to read or walk or talk with their younger schoolmates. When you see teachers who *know* their students beyond a letter or number grade. When you see two hundred young hearts singing praises to God. When you see a community of parents, grandparents, aunts, uncles, neighbours and pastors giving their sweat and tears for the kingdom work of providing Christian education for their children, grandchildren, nieces, nephews and even those without relation in the school.

This is Immanuel Christian School. It is good and it is beautiful. Welcome to the family.

Our School History

Immanuel Christian School was founded in 1985, when a group of parents sought to provide an excellent, Christ-centred education for their children in which children are well-equipped for service in His kingdom. A school society was formed, approved a constitution, established a membership, and elected the first board of directors. Since that time, Immanuel Christian School has gradually grown and established its place in Prince Edward Island.

There were ten students enrolled in the opening year in grades 1-5. From that time until the fall of 2015, the school grew to include Junior Kindergarten through Grade 9 while being housed in various rented facilities, often hindered from further growth simply by the size of the facility. For many years the vision of including Grades 10-12 was cherished and prayed for.

So, it was with tremendous excitement and anticipation that in late 2013, just in time for our 30th anniversary, God provided an incredible new facility for us. A very large retail store on 6.5 acres of land was purchased by six school families. With much prayer and trust that God would provide, they partnered with Immanuel, buying the building so the school could lease a large portion of it.

Presented with this large, open space, plans were drawn up to commence the refit – allowing for a tailor-fit to the dreams and innovative plans for the school. Over the next year and a half, building commenced along with an intensive capital campaign. And in September 2015, Immanuel opened in their new home!

The value of moving has been tremendous. A new, modern school with ample-sized classrooms has strengthened Immanuel's ability to offer excellent, Christ-centred education while providing the school with a strong future. The new space is enabling instructional improvement and enrollment growth, while the spacious property - in close proximity to the Confederation Trail, UPEI, and the CARI Complex and with free access to adjacent soccer fields - is enriching the school's program and community life in countless ways.

And growth has continued! In January 2017, a large, bright new gymnasium was opened, serving the school amply while also opening its doors as a rental facility. And finally in September 2017, we opened the high school wing, bringing to fruition the long-held dream for a K-12 Christian school!

The growth of ICS continues as enrollment nears 200. We offer an excellent student-teacher ratio, with our average class having 18 students. We practice open admission, warmly welcoming students from different faith and cultural backgrounds.

We praise God for His great faithfulness to our school community and look forward to what the future holds!

ICS Statement of Faith

This Statement of Faith is part of the School's constitution. Every teacher/staff member as well as all society members sign agreement with this. While there is no requirement for either students or their families to indicate agreement with our statement of faith, we make it clear to all applicants that teaching will be intentionally from a Christian viewpoint and course material taught from a Christian worldview. Students are encouraged to understand why they believe what they believe but are never pressured to accept or embrace the school's position.

Principle Guidelines

Believing that the Lord God, by graciously giving us the Scriptures, has revealed to His people principles intensely relevant to education, and mandates man to bring the whole Word of God to bear in all its power upon education, we confess:

1. LIFE

That human life in its entirety is religious, for God created men to serve him everywhere, and requires us to educate our children for this purpose.

2. BIBLE

That the Bible as the inspired written Word of God is truth by which the Holy Spirit enlightens our understanding of God, ourselves, and the world, and the infallible, eternal authority by which he directs and governs all our activities, including the education of our children.

3. CREATION

That since the world (in its origin, gracious preservation, and ultimate restoration) is the work of the triune God, and since the glorification of his name is its purpose, we can understand the world rightly only in its relation to him.

4. MAN

That man was created in the image of God to enjoy covenantal fellowship with his Creator and to reflect in his person and works the excellencies of his Maker, and was instructed to exercise dominion over the world in strict and loving obedience to God and to interpret all reality in accordance with His law and design.

5. SIN

That sin is disobedience of God's law and that man by sinning forsook his office and task, estranged himself from God and his neighbour, and brought God's curse upon the creation. As a result, man has become corrupt in heart and blind to the true meaning of life, and represses and misuses the knowledge of God which confronts him in creation and in Scripture.

6. CHRIST

We believe that Jesus Christ, the only begotten Son of God, according to the Scriptures, is both truly God and fully man. By His life, death, and resurrection He reconciles us and all the world to God and redeems our life in its entirety. Through His spirit He renews our hearts to God and neighbour, and redirects our understanding to rightly know God, ourselves, and the world. He is the only way of salvation.

7. THE KINGDOM OF GOD

The rule of Jesus Christ over all things (the Kingdom of God) makes education possible and meaningful. In obedience to Christ, we reject every attempt to withdraw any area of life from the divine commandment to love the Lord with all our heart and mind.

8. PARENTS

That God has given parents the responsibility to nurture and educate their children. Thus we seek a Christian education for our children.

9. THE CHILD

That the child, entrusted by God to parents, needs ordering, correction, and instruction. Children of the Christian home share in the promises and demands of the Gospel, and are required to receive Christian instruction. The child participates in this educational process by recognizing and assuming his/her responsibility for learning.

10. THE TEACHER

That Christian teachers, both in obedience to God and in cooperation with parents, have a unique pedagogical responsibility while educating the child in the school.

11. THE CHRISTIAN SCHOOL

God has commanded two institutions to educate: the home and the church. As an extension of either or both of these institutions, the Christian school has a Biblical mandate to educate. That the Christian school established and controlled by a society of Christian believers, in accordance with legitimate standards and provisions, possesses the freedom to function in education in total and voluntary submission to Christ the King.

Our Mission and Vision

Our Mission

We provide our children with an excellent, Christ-centred education in a safe and caring environment to enable them to reach their full potential.

Our Vision

To see every child loving and serving Jesus confidently and joyfully, equipped with a keen, discerning mind, a clear Christian worldview, and advanced learning and communication skills; and to inspire them with a love of learning, empowering them to have a tremendous impact on their world.

Our Core Values

Our core values are our non-negotiables, defining who we are and why we love Immanuel so much.

Immanuel is distinctively Christian – we bring everything under the lordship of Christ, being founded on Him and His word.

Immanuel is committed to excellence – we believe that we owe God our very best.

Immanuel is forward-thinking – we value innovation and strive to discover the best practices for student learning.

Immanuel is a community of grace – we go beyond rules and consequences in order to reach the hearts of our students and to shepherd them in the way of following Jesus.

Immanuel is a place of joy – we love to see our students happy, laughing, and comfortable in a place where they belong.

Immanuel is welcoming – we provide a safe, caring environment where students are protected and where they can grow into the person God has called them to be.

Profile of the Graduate

We pray that God will bless our work as we lead our students toward this vision:

Towards God...

A living, experiential relationship with Christ

A love for God that encompasses all their heart, soul, mind, and strength

Commitment to bringing all of life under the lordship of Christ

Grounded knowledge of His Word

Confidence in apologetics, in sharing their beliefs and engaging their culture

Inwardly...

An intellectually-vibrant, wide-ranging love of learning

Appreciation for beauty in creation and in the arts

Discernment, with strong critical thinking skills

Strong communication skills, both written and verbal

Understanding of being in the image of God: healthy mind, healthy body, healthy attitudes

Towards others...

A servant heart, committed to community, caring for the needy

A desire to spread God's kingdom

Ability to lead, to follow, and to support their team

A welcoming spirit, building healthy relationships

Immanuel Christian School Covenant between the School and Parents

We as a school – from the Board to the Principal, the teachers, and all the staff – are committed to our school parents and our students to earnestly seek to embody and carry out the school mission, vision, and values with the earnest prayer and intent that our graduates may truly embody our vision expressed in the graduate profile. But that is only possible as we work *together* toward that end as a community – school, parents, and students – sharing the same commitment and purpose. Toward that end, we ask that every parent and every student honour the guidelines in this manual. Parents will be asked to sign this covenant as part of the admissions/registration package. High school students will be asked to sign the student covenant before admission.

We as a school commit to:

- Embody our mission and core values, that the vision be fulfilled
- Provide a safe, nurturing environment
- Provide consistent communication regarding your child
- Provide consistent communication about the school
- Provide opportunity for involvement
- Provide consistency in values and discipline
- Offer a ready, listening ear
- Show respect for your child and your family
- Pray for and support your child and family
- Use wisely the resources entrusted to the school

We as parents commit to:

- Support the values and policies of the school as outlined in this handbook
- Show respect for school administrators, teachers and support staff
- Support the school's mission at home by speaking constructively about any issues.
- Provide a quiet study environment at home
- Provide consistent communication and attend parent/teacher interviews
- Attend pertinent school meetings and events
- Be appropriately involved
- Seek information and facts and not believe rumours
- Provide prayer support for our child and the school
- Honour the financial commitment in support of our child's education

ICS High School Student Commitment

As a student at ICS High School, I commit to follow the Student Code of Conduct:

Guiding principle – ICS is a Christian school, and therefore we always seek to build a culture of respect towards God and His Word and for the persons, property, and feelings of others.

1. My Relationship with God

- I will speak of God in respectful ways.
- I will treat others respectfully regarding their understanding of God.

2. My Relationship with Those in Authority

- I will speak and act respectfully at all times.
- I will be obedient to those in authority over us.
- I will not condone disrespect displayed by others to those in authority.

3. My Relationship to Others

- I will speak to and act respectfully towards others at all times.
- I will encourage others to develop good habits and look for ways to help others.
- I will address others properly and not resort to name calling, swearing or inappropriate language toward others.
- I will respect others' property.
- I will respect others' persons and treat others as I would like to be treated.
- I will learn to apologise and ask for forgiveness when I fail and to seek God's strength to continue trying to live in fellowship.

4. My Relationship to School Property

- I will respect school property. This includes furniture, books, equipment, sporting equipment, and building.
- I will report any damage done and volunteer to pay for damages if I am responsible.
- I will accept responsibility for cleanliness of the school grounds and playing fields.

ACADEMIC LIFE – KINDERGARTEN TO GRADE 8

Curriculum and Goals

Kindergarten

Kindergarten to Grade 5

We strive to make our classrooms at Immanuel a place where children come and learn to be well rounded, Christ-following members of our world. It's important to build a strong academic foundation for the little ones coming up through the grades in our school, but we also believe that focusing on character development at these young ages is integral to their education. We want our students to have strong minds and understanding hearts as they travel through and eventually leave our program. We integrate this heart and mind training through our curriculum and social lessons that we do with all of our students.

In Elementary, we seek to:

- Spiritually, we seek to encourage an understanding of God's love.
- Socially, we seek to guide the child in sharing ideas, listening to others, and respecting the opinions and belongings of others.
- Intellectually, we seek to develop a love of words, books, and life-long learning.
- Emotionally, we seek to teach each child that he or she is a unique person and has been specially created by God.
- Physically, we seek to provide many opportunities for physical development and building confidence.

Kindergarten

At Immanuel, we believe that kindergarten should be an exciting place where each child experiences real growth in every aspect of being. Our unique program includes a wide range of dynamic activities and resources chosen to give children a strong foundation for grade school. We are also unique in offering a part-time program, which we believe to be appropriate and sensitive to children's needs for rest and play and healthy balance between school life and home life. Our play-based curriculum covers: Bible, math, social/science studies, language arts, physical education, art, music, and French.

Grades 1 -5 Curriculum:

Math – The math curriculum we use is challenging and immerses even the younger children in solid content, with specific goals from the Ontario School Board standards.

Reading – For elementary students, reading is a large component of the curriculum. Individual, silent reading is encouraged with those classes where this is possible. Class novels and short stories, poetry and library visits all foster a love of reading. Students learn to read using the processes developed through the Science of Reading movement which combines phonetic learning with brain-based learning strategies.

Science and Social Studies – Classes such as Science and Social Studies use Project Based Learning as a means to develop inquisitive minds who love the world God made and the way in which God has moved through history.

Bible – ICS uses an innovative curriculum to teach Bible in the class twice a week. This is a program which immerses students in the redemptive story of God’s love and grace for the world.

Music, Art, French, and Physical Education are all included in the curriculum.

Grades 6-8

At ICS, we are passionate about helping guide students into being well-balanced individuals, challenging them to strive for their best and teaching them how to make a difference with the gifts that God has given them. Our unique junior high program enables teenagers to learn in a supportive community, grow in their faith, and reach toward their potential.

Junior high students are known for asking challenging and thoughtful questions about their beliefs, the past, or a theme in a book they just read. At ICS students have the freedom to question, wonder, and explore in all subject areas. Teachers work to equip students to take responsibility for their own learning and to make students aware of how all subjects are applicable to everyday life. Toward that end, each class has daily devotions and prayer time throughout the day and all subjects are taught as windows into God and His world.

Our teachers strive to see our students succeed in all areas of life. This involves pressing toward a high academic standard while endeavouring to teach each at their own academic level. As much as possible, teachers differentiate lesson plans to reach all types of learners. Students are encouraged to develop a deep sense of curiosity and a love of learning and discovery. Students are guided socially, training them to put others’ needs above their own and cultivating willing, generous hearts, teaching them manners and how to interact appropriately with each other. And perhaps most importantly, our teachers care deeply about each student and our students know that they are in a loving and supportive environment.

Grade 6-8 Curriculum:

Math – ICS’s Math program is based on Ontario curricular standards.

English – Ongoing study and engagement with poetry; real world non-fiction texts to develop critical thinking and analysis, and to respond with their own thoughts about trends, current events, historical figures, and innovators.

Science – Includes astronomy, flight, structures, genetics, cell structure, disease, and other topics as interest arises. We participate in the Future Cities competition.

Social Studies - Teachers rely on both the Ontario Association of Christian Schools curriculum and the use of Project Based Learning.

Bible – Curriculum is divided into the Life of Jesus and an Old Testament series component.

Interactive French class, Art, Physical Education, and Band.

Assessment and Evaluation – Elementary and Junior High**Report cards:**

Report cards are sent to parents three times a year.

For Kindergarten we are currently using the PEI provincial report card template to ensure that outcomes are in line with provincial standards.

For the elementary grades, descriptive words are used instead of letter grades to explain how the students are doing. In every subject the students are given one of the following: exceeds expectations, meets expectations, approaching expectations, below expectations.

Short notes are included beside each subject that give parents further insight into how their students are doing - for example, spelling test averages, memory verse completion, the guided reading level attained, math skills mastered or areas of difficulty.

We also have a character building section to indicate the students’ progress and development in important areas such as organization, responsibility, work ethic, and so on.

For Grades 6-8 As students get older the grades become more relevant and understandable to them. Short notes beside each subject and notes on character building are also included, as they are for the elementary grades.

Homework Guidelines

- **In Grades 1-5**, students are expected to read or be read to at home. A good rule of thumb is that Grade 1 students should practise reading for 10 minutes on their own before being read to. Subsequently, Grade 2 can do the same for 15 minutes, Grade 3 for 20 minutes, and so on. Reading for half an hour a day has been demonstrated in many studies as a key component in child development. Children who read at home with their parents learn much faster and are more successful than their peers who do not read at home. We strongly believe that parents partnering with us in building strong study habits is essential for students' success in later grades when they need to do these things on their own.
- **In Grades 6-8**, students should make up for incomplete work from that day or practice school work in spelling and reading. At times more time may be required if large projects are due. Often by Grade 8 work at home will take the form of projects where the student can put in a few minutes each night over a week, and there may be a greater emphasis on research and writing. For these grades, homework is a chance to review what was learned in school that day and to develop good habits around time management. Incomplete homework will need to be completed at recess.

ACADEMIC LIFE – HIGH SCHOOL, GRADES 9-12

The new ICS high school has been designed to foster innovative approaches to education. This is woven throughout the fabric of the high school, from the way the space is designed to the curriculum and culture. The learning spaces created for the new high school support an inquiry-based learning that was part of the vision for these upper grades.

Our goal is to have a culture, curriculum, and methodology that are thoroughly Christ-centred and academically vigorous, that excite students' interest and involvement, cultivate their curiosity and encourage questions, and engage their active participation in the process and their application of what they are learning. We encourage collaborative work and healthy engagement with their peers and their community. And we intentionally foster a culture to enable our students to learn to allow themselves to make and constructively learn from mistakes.

The high school curriculum and course structure follow the public school sequence and nomenclature (details below). We use a mixture of curriculum content based on where we see strengths for a particular subject. This includes resources from the Ontario Alliance of Christian Schools (OACS), the province's public system, and other locations. ICS teachers are passionate about the mix of approaches they are using to engage students in new ways. Students are experiencing first-hand innovative pedagogy focusing on curiosity, small groups, a flexible work environment, and exploration of Christian worldviews.

Curriculum – Planning your course of study

Graduation Requirements

To graduate from Immanuel Christian High School, students will need:

- 4 English credits
 - 3 Math credits
 - 3 Science credits
 - 3 Social Studies credits
 - 4 Faith and Worldview Studies credits
 - 2 Physical Education credits
 - 2 Arts credits (music, art, drama)
 - 7 additional courses to total 28 credits (*these courses are also dependent on post-secondary requirements)
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- Full-course credits will consist of 110 hours of instruction time. A student will be awarded a credit upon completion of the course and with a pass mark of 50% or above.
 - The requirements for entry into post-secondary institutions, apprenticeship programs, or the workplace may require additional and/or specific courses.

Course Registration

- Grade 9, 10 and 11 students will register for and take eight courses per year. Grade 9, 10 and 11 students must have a complete timetable with a course scheduled in all blocks.
- It is expected that all students will register for 28-32 courses over the four-year period and that they will select courses at levels that will challenge them.
- Students are advised to plan their high school courses with a view to the career, work, or study plans they would like to pursue after high school.

Transferring in from Out of Province

- Students are expected to have an official transcript sent to Immanuel that includes all credits earned in grade 9, 10, 11, and 12.
- The transcript will be assessed to determine equivalent credits that can be transferred to meet ICS graduation requirements. There can be a maximum of 8 credits transferred for each school year.
- Course selection and a graduation plan will be determined based on the credits transferred and a registration interview.

Grade 12 Students – Potential Graduates

- Grade 12 students are expected to carefully consider course selection in accordance with the graduation requirements and the necessary prerequisites for post-secondary education.
- Grade 12 students will be granted priority for registration in 600 level academic courses.
- Honour Criteria - To be recognized as an ICS honour graduate, a student must:
 - successfully complete the Immanuel Graduation Requirements, and
 - achieve an aggregate of 480 in six (6) Grade 12 courses (600 and 800 level), one of which is English, and
 - have no mark lower than 70% in the six (6) Grade 12 courses included in the aggregate calculation.
- Governor General's Medal Winner: The Bronze Medal will be presented to the graduating student who achieves the highest average in all 500, 600, 700, 800 level courses.
- Students are required to return all textbooks and pay all fees etc. prior to graduation.

Post-Secondary Entrance Guidelines

Each College and University has specific entrance requirements for their programs. It is recommended that students meet with the High School Vice Principal to confirm their course selections will meet the requirements for the schools and programs they are interested in. Students are also reminded that a minimum of 70% is required in high school courses for admission consideration in many college and university programs.

The Immanuel Christian School Diploma is recognized by universities and Colleges.

- Holland College Admission Process - <http://www.hollandcollege.com/admissions>
- The UPEI Calendar lists the following requirements:
http://www.upei.ca/registrar/admission_high_school_grad
- For Information on Programs offering in Canadian Universities click the link below

<http://www.aucc.ca/canadian-universities/study-programs/>

Note: Any open level course (800 level) does not count toward University admission. There are only a few exceptions.

Academic Expectations

- The passing mark is 50% and each course successfully completed counts as one credit.
- Grade 10 and 11 Honors List – To be recognized as an honours student at the grade 10 and 11 level students must achieve an overall average of 80% or greater in 5 plus courses in courses at the appropriate grade level.
- Most courses at Immanuel run all year, beginning in September and finishing in June.
- Grade level is determined by the number of credits that a student has earned at the beginning of the school calendar year.
 - Grade 9 students have completed less than 4 credits.
 - Grade 10 students have completed between 4 and 10 credits.
 - Grade 11 students have completed between 11 and 19 credits.
 - Grade 12 students as potential graduates must have 20 or more credits.
- The courses offered in a calendar year are based on staffing and the number of students requesting each course. Alternate choices are required when students are selecting courses in case a selection is not offered because enrollment is too large or too small.
- Regular attendance in all courses is expected and required for success.

A Typical High School Schedule

Grade 9:

- Science
- History - Canadian History in the 20th Century
- Faith and Worldview Studies
- English
- Math
- Phys Ed
- Band, Art or Drama
- Additional Elective

**An additional potential course offering could include Tech and Trades.*

Grade 10:

- Science
- History - Ancient and Medieval
- Faith and Worldview Studies
- English
- Math
- Phys Ed or Peer Helping
- Band, Art or Drama
- Career Explorations and Opportunities

**An additional potential course offering could include Tech and Trades.*

Grade 11:

- 11 Chemistry and 12 Chemistry (*semestered) OR
- 11 Biology and 12 Biology (*semestered) OR
- 12 Environmental Science
- Senior Social Science - Modern World History OR World Geography
- Faith and Worldview Studies
- English
- Math (Academic or Pre-Calculus)
- Phys Ed or Co-op or Peer Helping
- Art, Band or Drama

**Students in grade 11 often have room for a study period in their schedule.*

Grade 12:

- 11 Chemistry and 12 Chemistry (*semestered) OR
- 11 Biology and 12 Biology (*semestered) OR
- 12 Environmental Science
- Senior Social Science
- Faith and Worldview Studies (Senior Project)
- English
- Math
- Phys Ed or Co-op or Peer Helping
- Art, Band or Drama

**Students in grade 12 often have room for a study period in their schedule.*

Assessment and Evaluation for High School

Report Cards

The school year is divided into two semesters. Each semester culminates with a set of final assessments and the issuing of a report giving final grade details in the subjects completed at that time. Other than final reports, parents will receive an interim report issued just prior to parent/teacher interviews.

Grading and Promotion

The manner in which marks are assigned to student work is complex and varies with the type of subject. Grades may be interpreted as follows:

90 - 100%	-	work of outstanding quality (A, A+)
80 - 89%	-	very good work (B+, A-)
70 - 79%	-	average work; meets expectations (B-, B)
60 - 69%	-	below the school average (C-, C, C+)
50 - 59%	-	borderline pass (D-, D, D+)
under 50%	-	failure (F-, F, F+)
I	-	incomplete work; must be completed by the time reports are distributed

Assessment

1. We use a standards-based model. Students' achievement is judged according to clearly established and stated standards, not through comparison with work by other students in the class. It is based on expectations which state exactly what students should know and be able to do in each stream of each course. Each lesson and learning activity is based on these expectations, and assessment tools are designed to target those expectations.
2. A wide assortment of assessment methods are used. In addition to teacher-led assessment, we encourage teachers to develop in students the ability to assess themselves. Through journals, self-editing, and self-assessment sheets, students learn to evaluate how well they have met the expectations for themselves. Also, peer assessment is encouraged through peer-editing and group evaluations.
3. Assessment should always be fair, transparent, and equitable for all students.

Tests, Assignments, Homework, Plagiarism

Tests

- Students are expected to take a test on the day it is given unless:
 - the absence was excused by the principal and cleared with the teacher well ahead of time;
 - a parent or guardian provides contact by phone saying that illness made attendance impossible on the day of the test; or
 - some improbable event occurred that made attendance impossible, despite the student's efforts.

- Students who are absent on the day of a test will make up the test as soon as they return. Missed tests will normally be made up outside of class time. Students should realize the makeup test may be different from the original.
- Students found cheating in any way on any part of a test will receive a zero for that test.
- No student will have more than two tests per day and tests on Monday are to be avoided if possible.

Assignments:

- Major assignments are due on their due dates regardless of illness or computer breakdown.
- Teachers are expected to give adequate notice of deadlines for any assignment and are expected to give complete instructions about the expectations for the purpose of the assignments
- A student who fails to hand in an assignment on time will have to complete the work on their own time and parents will be informed by the teacher.
- If the student fails to complete the assignment within the defined marking period, an incomplete will be entered into the grading book until such time as an alternative learning assignment is completed.

Homework

Homework is an important element in high school education. By the teenage years, regular work at home is an important part of building study and time management skills.

- **In Grades 9-10**, students can expect 60-90 minutes of homework per night.
- **In Grades 11-12**, students may expect 1-2 hours of homework per night.

If a student has homework, it is expected that it will be done well and completed to hand in at the beginning of class. In cases of student illness or in exceptional cases, a student may be excused from not having the assigned homework completed.

If a student arrives with homework incomplete, the student will be expected to attend an immediate lunch-time work period. For afternoon classes, students will attend a 30-minute work period at lunch-time the next school day.

Plagiarism and Academic Dishonesty

As a Christian school, ICS intends to maintain the integrity of student work through the implementation of strategies designed to limit the offence of plagiarism. Furthermore, honesty and truthfulness are scriptural values that we strive to uphold, and plagiarism in its various forms runs counter to this goal. Thirdly, a reliance upon patterns of plagiarism serves to limit the originality and creativity of students as they interact with the curriculum and ideas presented in class.

Specific Examples of Plagiarism

We encourage students to read the ideas of others and to integrate those thoughts into their work. However, credit must be given where credit is due. The following list includes examples of what can be considered plagiarism, but is not intended to be exhaustive:

- Copying a text verbatim from a book, without using quotation marks and the proper documentation of the source.
- “Cutting and pasting” information from an electronic text (Internet, etc.) without giving appropriate citation of the source.
- Changing a few words from the original text does not make it your own. Even a paraphrase with substantial editing should be cited from its original author.
- Submitting a copy of work done by another student as your own.
- Failing to give credit to an author for an idea given in interpretation of a text or idea, even if not quoted verbatim.
- Re-submitting an assignment from one course in another course, without significant re-working and the permission of the teacher.
- Failing to properly document statistics, images, or charts created by another person.

Responsibilities of Staff and Administration

In an effort to curb plagiarism, the staff and administration have the responsibility to clearly define this academic offence to all students early in their careers at ICS. It also behooves teachers in each subject area to teach and refine the skills that bring about good habits of research, writing, and documentation. Furthermore, teachers should make every effort to create innovative and fresh assignments that challenge students beyond standard answers that are readily available to be copied. This should be a staff goal especially for research papers and cumulative activities. The staff should also be committed to monitoring the work of students and noting anything suspected of plagiarism.

Responses to Suspected Plagiarism

When a first offence of plagiarism is suspected or confirmed, the teacher should emphasize the relationship with the student and approach the offender directly. At this point, there is an opportunity to clarify the definition of plagiarism and question the student on the sources of the material. For a first offence, the assignment will not be marked and the student will have an opportunity to re-submit the assignment. The administration will be made aware of the event in writing, so as to watch for any pattern of plagiarism with this particular student. The parent(s) will be notified of this offence. In this case of a first offence, should the student deny the plagiarism, a third party from the administration will be included in the discussion to reach a conclusion.

For a second offence or an intentional and flagrant first offence by a senior student which the student does not acknowledge, the grade will be a zero on the assignment, with no opportunity to redeem the grade. The administration will also contact the parents of the student to make them aware of the matter.

For a subsequent offence, the student could be removed from the course and the credit in the course will be lost.

AI at ICS

Use of Artificial Intelligence (AI)

At Immanuel Christian School (ICS), we recognize that we live in a world where artificial intelligence (AI) tools—such as ChatGPT and similar platforms—are readily accessible. While these tools can serve as useful resources in certain contexts, their use must be appropriate and guided by principles of academic integrity.

As a school committed to fostering an environment of honesty, responsibility, and ethical learning, we expect all students to submit work that is entirely their own. Any unauthorized use of AI to generate or complete assignments or assessments is considered academic dishonesty.

Our expectations regarding plagiarism and AI use are as follows:

Legitimate Borrowing: When a student uses another person’s ideas or work and properly credits the source using appropriate citations, this is acceptable and considered legitimate borrowing.

Plagiarism: Failing to acknowledge the use of someone else’s work—including that generated by AI tools—constitutes plagiarism. This is a serious violation of our academic standards and is both unethical and dishonest.

Use of AI: Students are not permitted to use AI tools to write or complete any part of their assignments, projects, or assessments unless explicitly authorized by a teacher for a specific task.

Monitoring and Enforcement: ICS utilizes AI detection tools and other methods to help identify instances where AI-generated content may have been used improperly. Suspected violations will be investigated in accordance with our procedure of academic integrity.

Parental Involvement: We encourage parents and guardians to continue the conversation at home about the responsible and ethical use of AI. Reinforcing these values both at school and at home is essential to students’ development of integrity and personal responsibility.

This position reflects ICS’s commitment to academic honesty and the responsible use of technology. We believe that learning is most meaningful when it reflects students' own understanding, effort, and voice.

Community Life

The School Society

“The likelihood of having a good school is much better if there is a strong support community providing a broader network and foundation for the school.”

The Immanuel Christian School Society, established in 1985, is still the foundation of our school. Its membership provides the foundational support and undergirding for our school and makes the most important decisions about the school’s direction and growth. It is also from the Society members that the Board selects committee members to help with various aspects of the school.

One of the strengths of our school is that it is owned and governed by this broad group of people who desire to see Christian education flourish on PEI. This group of supporters is composed of parents, former parents, alumni, grandparents, founders, and other friends who have become members.

At the bi-annual society meetings (November and May), members receive updates, vote on major policy issues, approve budgets, and elect Board members.

How to become a member

- If you are in agreement with our statement of faith (p. 3-4), we would love for you to sign our ICS Membership Application and become a member of the Society.
- Membership applications can be picked up at the school office or downloaded from our website. (<http://icspei.ca/support-us/school-society/>)
- Please note, there is no requirement for parents to become Society members. We realize that not all of our parents would be able to sign the statement of faith, and we respect that. You are still a welcome member of our school community and will find many ways to support our principal, teachers, and students through the school year.

We would love to have every parent become a society member as well as all those with a heart for ICS and Christian education.

Fundraising – Supporting ICS Financially

Immanuel Christian School is truly blessed to be supported by an increasing community of parents, grandparents, alumni, and friends who appreciate the great benefits of a Christian school education and specifically have been blessed by ICS.

This support enables us to keep our tuition as low as possible (which covers around 80% of the cost of education) while continuing to grow, improve, and innovate.

A Giving Community

- **Annual Fund-Raising Drive** – Each December we have an annual drive to raise funds to undergird our operating budget. Over the last two years, we’ve had generous donors who have enabled a matching fund drive, with great success.
- **Pledged Monthly Giving** – Pledged monthly donations are such a blessing to the school. Some have opted to add an additional \$25 or more to their tuition checks. Others are able to give more generously from their regular income, perhaps as part of a tithe commitment. Pledge forms are available from the school office or to download from our website (<http://icspei.ca/wp-content/uploads/2018/01/Pledge-Form-Monthly-SP-1-23-18.pdf>).
- **Annual Fund-Raising Events** – We have three regular fund-raising events – the Golf Tournament (Sept.), Fruit Sale (winter), and ICS Auction (spring). Announcements for these are on our Facebook page (<https://www.facebook.com/Immanuel-Christian-School-352909191399655/>) and our weekly e-newsletter, “Beacon”. To be added to receive the Beacon, please send your request to office@icspei.ca.
- **Planned and Estate Gifts** – For more information, please email office@icspei.ca.

A Gathering Community

School-wide Community Events

Meet and Greet – Friday of 2nd week of school
Golf Tournament – Late September
Grandfriends' Day/Thanksgiving – October
Remembrance Day
Christmas Concert – December -generally the week before Christmas vacation
Fruit Sale – February
School Auction – April
Good Friday/Easter
K-5 Spring Concert – April/May
Graduation – Thurs before last Friday of school

School Activities and Events

In addition to the above, there are occasional assemblies and special class events, often open to parents and guests, which are announced in the weekly Beacon.

There is a **weekly chapel** to which parents and guests are welcome.

Various other events and activities, both school-wide and class level, take place throughout the year and will be announced via the Beacon as well as directly to the parents whom it involves.

General Information

Parent-Teacher Contact

It is the task of the school through its teachers to conduct a program of studies that is in harmony with the God-given responsibilities of parents. The staff will do its utmost to foster an understanding relationship with the parents of the students. This is accomplished in several ways – by email, phone, meetings, and scheduled parent-teacher interviews.

- Parents are contacted by phone or by email both to convey good news about their child as well as to request a phone or in-person conversation when there is a problem that might be solved through consultation, such as if a student is frequently not finishing work, refusing to obey, or showing uncommon emotional stress. In addition, parents will be contacted if a student's academic performance has dropped significantly or if they are working below their ability, neglecting their assigned work, or are in danger of failing.
- We encourage parents to notify the school when a problem exists which we as staff may not be aware of at the time.
- Please notify us promptly of any changes in address or phone number.
- Please notify the staff in case of any of the following:
 - Any family happening which may cause emotional upset or concern on the part of the child.
 - Medications your child may be taking that may affect his/her behavior or ability to work in school.
- Parents will be notified of specific dates for parent-teacher interviews to be held throughout the year.
- Please feel free to keep in close contact with your child's teacher regarding questions, concerns, and suggestions. **Teachers are available via email during school hours to arrange a phone or in-person conversation.**
- **Please note:** Impromptu meetings will not be held throughout the day as it interferes with student learning time.
- If you have a complaint or concern, first request by email a meeting with the teacher in question. If no satisfactory solution can be reached, then contact the principal. If this does not bring satisfactory results, then contact should be made with the Board through the Dispute Resolution Committee. Please, do not support hearsay rumours that are destructive to the school and staff but always check out the facts with the school.

Food

All grades have a mid-morning snack and noon hour lunch break. Parents are encouraged to provide healthy, sufficient food and drink for their children.

- **For K-Grade 8**, no food or drink except closed-top water bottles is allowed in the classroom at times other than during the regular snack and lunch breaks. Some exceptions may be made for health reasons.
- **For the High School**, subject to the individual teacher's discretion, students may have food and/or drinks as long as it is in no way a distraction to others and shows respect both to the teacher and

fellow students. Students must dispose of related trash and keep the school areas clean and tidy at all times or they will lose the privilege.

- **Grades 6-8** may go off school property during lunch on Wednesdays (or the designated day) as long as they have prior written parental permission on record with the school office. This privilege will be lost if they are not back on time or other problems arise from this. They **must** sign out at the office before leaving the school property and sign back in upon their return.
- **Grades 9-12** students may leave the school property at lunch. This privilege will be lost if they are not back on time or other problems arise from this.
- **Milk program** - Milk may be ordered monthly through our purchasing platform. Students receiving tokens from their homeroom teacher which can be exchanged for milk. Please inquire at the office for more information on when and where to purchase.

School Hours, Student Supervision

School hours: 8:30 a.m. – 3:00 p.m.

Arrival and Departure:

- School doors open at 8:00 a.m. Students in **Grades K-8** will be permitted inside in inclement weather at 8:15; otherwise they will wait until 8:30 to go inside. There is outside supervision from 8:15-8:30. Students should be picked up between 3:00-3:15 pm. If parents cannot arrive on time, please notify the school.
- The **High School** is open 8:00-3:30. High School students may use the high school space quietly and responsibly during these hours.

Supervision

- For Grades K-8, two teachers will always be present to supervise the students during drop off, pick up and outdoor play times.
- For High School, a teacher will always be present or in close proximity during class hours. During break times, a teacher will always be readily available.
- The weight room, art/science room, music room, and gym are only accessible with teachers present.

A Prepared Community

Emergency School Closing

Immanuel Christian School follows the Public School Branch for delaying or cancelling school during the winter months. For more specific closures follow the Charlottetown family of schools. If the Public School branch is cancelled, so is Immanuel. Announcements will be available on:

- Our Facebook page (<https://www.facebook.com/Immanuel-Christian-School-352909191399655/>)
- Radio: Magic 93, CFCY, OCEAN, K-Rock, CBC-FM by 7:00 a.m.
- Online: CBC PEI Storm Centre
(<http://www.cbc.ca/news2/interactives/stormcentre/index.html?region=PE>)

Occasionally, a 1-hour delay will be announced. In the case of a 1-hour delay, it is possible that school will still be cancelled. Please check the radio again before 8:00 a.m.

Sometimes it may be necessary to close the school during the day to get children home before weather conditions become too severe. In such cases, a school email will be sent to school families and announcements will be made on the radio and our Facebook page.

Note: If the school is operating, the final decision to attend rests with you, the parent/guardian.

Other Emergencies

We hope and pray that we never have to use these procedures in a real setting; however, preparation can only aid in safe outcomes for our community members. That's why drills are important. They develop a routine so we get used to thinking about the right things to do in different emergencies.

Fire

When the fire alarm sounds, students will quickly and quietly exit the building to the back of the playground by the park fence and line up with their class, where each teacher takes attendance for their class. The principal checks with each teacher to make sure every child is out of the building. Students re-enter the building when instructed to do so.

Shelter in Place

Shelter in place is a situation in which there is a hazard outside the school building and to leave would cause harm (downed power lines, police investigation, etc.). Students will proceed with their usual schedule but will not be allowed to leave the building until the threat is passed. All external doors will be locked at this time.

Lock Down

Lock Down is a situation in which there is an imminent threat to student safety inside the building. Typically this would be a person that is seeking to hurt people in the building. Lockdown is announced by foghorns and a bull horn saying, "Lockdown, lockdown, this is not drill." (In a lock down drill, it is announced, "Lockdown, lockdown, this is a drill.") Curtains must be drawn. There is a safe space in each safe room. Students and staff lock themselves in with lights off and door closed. Silence is critical in these

situations and all cell phones need to be turned off except for those of teachers and staff, which must be silenced. The principal or police will unlock each door and tell them when it is safe.

Emergency Evacuation

Anytime we need to exit the building for any emergency and it is unsafe to remain on school grounds, our safe place is VanKampen's Greenhouses.

Emergency Medical Treatment of Students

ICS will request from parents as part of the registration information that will permit the school to react appropriately in case of emergency. Parents are expected to advise the school of any changes. Information requested includes:

- Where to contact parents in case of an emergency
- Alternative contact in case parents are unavailable
- Emergency medical information
- Health Card number.

In case of accident, a parent will be contacted as soon as possible in order to coordinate treatment for the student. If parents cannot be contacted or in the opinion of the school staff time is of the essence, the school may act in the best interests of the student. The action may range from preliminary first aid to seeking medical assistance at the nearest hospital.

The Principal will ensure that:

- At least one person on staff is trained to administer first aid
- A first aid kit is well maintained and kept in an accessible location known to all school personnel;
- Health and Safety inspections are conducted on a regular basis to ensure safety standards are maintained
- Appropriate supervision in the school and on the property are provided to ensure prompt reaction in the case of emergency.

Respect for Academics, Staff, and Fellow-Students

At Immanuel Christian School we are endeavouring to model and to train our students to:

“Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind; and, Love your neighbour as yourself.” (Matthew 17:12).

Toward that end, we believe the best way forward is to equip our students as well as possible – in character and attitudes, in understanding, in skills, and in knowledge – to succeed and make a Kingdom impact in post-secondary school and/or whatever path they may choose to take.

In our 21st century perhaps more than at any previous time, that means developing the ability to work independently and with self-discipline; to be responsible and respectful to peers, to those in authority, and to those who look up to them; to be innovative and nimble in thinking and to know how to network with others effectively; and to have the tools to find out what they need to know and then to organise that knowledge and communicate it clearly and winsomely in written and oral form.

This is what your teachers at Immanuel daily work and pray toward with each and every one of your children. But “it takes a village to raise a child”! We need you, the parents, to be respectful and supportive of our efforts. And we need you, the students, to be committed to the same goals.

Dutiful Community

Guiding principle – ICS is a Christian school, and therefore we seek always to build a culture of respect towards God and His Word and for the persons, property, and feelings of others.

1. My Relationship with God

- I will speak of God in respectful ways.
- I will treat others respectfully regarding their understanding of God.

2. My Relationship with Those in Authority

- I will speak and act respectfully at all times.
- I will be obedient to those in authority over us.
- I will not condone disrespect displayed by others to those in authority.

3. My Relationship to Others

- I will speak to and act respectfully towards others at all times.
- I will encourage others to develop good habits and look for ways to help others.
- I will address others properly and not resort to name calling, swearing or inappropriate language toward others.
- I will respect others' property.
- I will respect others' persons and treat others as I would like to be treated.
- I will learn to apologise and ask for forgiveness when I fail and to seek God's strength to continue trying to live in fellowship.

4. **My Relationship to School Property**

- I will respect school property. This includes furniture, books, equipment, sporting equipment, and building.
- I will report any damage done and volunteer to pay for damages if I am responsible.
- I will accept responsibility for cleanliness of the school grounds and playing fields.

Responsible Community

Punctuality, Lates

School begins promptly at 8:30 a.m. Parents are urged to have students present before that time. Punctuality is an important life skill. It shows respect to the people involved and the topic that is being taught. If students are late, they should go to the office and get a late slip. If the late is due to an appointment or other excusable reason (transportation, illness, etc.), a note should accompany the late slip. Lates will be considered unexcused until the student has given documentation from a parent, teacher, doctor, etc. If your child will be absent for the day or a portion of the day, please call the school before 8:30 a.m. and leave a message.

Attendance and lates, both excused and unexcused, will be tracked. After three unexcused lates, a student will serve a detention during lunchtime. If repeated lates become a problem, measures will be taken with the student and the home advised.

Absences

There are three categories of absence:

1. **Acceptable** – This occurs when the student is gone with parental permission for a reason that is acceptable to the school, i.e. medical, illness, bereavement, or dental/doctor appointment. Parents are urged to make dental and medical appointments at times that will cause the least disruption to the students' school day. Note: Students must have a parental note for absence and must sign out at the office when leaving early.
2. **Unacceptable** – This occurs when the student misses a class, study period, or activity without permission of their parents or the school.
3. **Inexcusable** - This occurs when the student has parental permission for a reason that is unacceptable to the school, e.g. working at their job, hairdresser appointment, finishing a project, studying for a test, driver education sessions, sports event. Consequences may follow, such as loss of marks for attendance, assignments, or tests missed.

If you are in doubt about whether an absence is acceptable or not, contact the principal at least a full day beforehand.

Planned Leave from School

- If the student plans to be absent from school for one or more days, their parent/guardian must contact the principal beforehand and must contact the teacher, when possible several days before leaving.

- Teachers will do their utmost to keep students up to date for family emergencies and illnesses.
- Teachers are not responsible for preparing work for students when families choose to vacation during regular school hours or when they miss school.
- Students are responsible for completing and handing in any missed school work.

Unplanned Leave from School

- If a student is absent for part or all of the day due to an unplanned reason, parent(s) must contact the school via telephone or email as soon as they know they will be absent to tell the school they will be gone.
- Getting Sick at School: If a student needs to leave class, they must ask their teacher's permission. If they need to leave the school to go home, they or the office need to contact a parent or guardian. They must sign out at the office.
- Examinations: If you become sick during examination week, your parent/guardian must contact the school before the exam is written and make an arrangement as to when you will write that exam.

Missed Work and Tests

Missed Work and Tests for Unplanned Absences

The student is responsible for any work missed. It is vital to catch up on each day's work. If they are absent or late for acceptable reasons, they must contact their teachers for instructions and due dates when they return to school.

Missed Work for Planned Absences or Lates

If the student or their parents know beforehand that they will be gone and they have a test or a class presentation, they must contact their teachers at least one day beforehand to make arrangements with them.

Unexcused Absences (skipping class)

Attending classes is your privilege and your responsibility. You may never miss a class without permission. If you "skip" a class, you will normally receive a detention for double the time missed. Any work assessed during the absence (test, presentation, etc.) will receive a 0%.

Field Trips and School Activities

Field trips are designed to be primarily an educational experience to complement classroom studies. School/class activities are also an integral part of the ICS school experience, helping to build community and a wholesome school culture within which excellent education takes place. Both are a part of the school program and students are expected to go along. If a student is unable to attend, please notify their teacher well in advance of the date of the trip. Those students unable to attend a field trip will be assigned a project or report by the respective teacher.

Respectful Community

Language

Students are expected to demonstrate care and respect in the way they address and/or make reference to others. Any expression of disrespect to another student or a staff member by way of spoken words, print media or electronic media will not be tolerated. Racial or ethnic slurs or any other expression of disrespect against an identifiable group will not be tolerated. The use of vulgar language and curses in the classrooms, hallways or outside during any school function is unacceptable. Students who use language that is inappropriate, disrespectful, and/or injurious to another person will serve detentions or may be subject to a suspension.

Bullying

One of the crucial educational cornerstones in any setting, public or Christian, is respect. It is foundational that persons in schools treat each other humanely and with dignity. As Christian educators, we also recognize that we are created in God's image, his "workmanship" according to Psalm 139, and his hands and feet to meet the needs of others. Each person is unique, beloved of God, and gifted with special talents. As reflectors of the Divine, we are called to love one another as Christ has loved us and to serve, not cripple each other. It is incumbent that persons made in God's image build up other persons made in God's image to enable everyone to be what God has intended.

When bullying occurs, a breakdown results in human relationships and in God's good purposes for the world. Typically, personal and social results are long term, influencing the bullied and the bully as well as the larger community in destructive ways for many years. Victims of bullying often continue to suffer from anxiety, low self-esteem, insecurity, poor academic results, psychological problems, and suicide.

The subsequent position on bullying in the school setting is an attempt to clarify the problem and present healthy ways of responding when it occurs; in addition, this position hopes to provide preventative measures ensuring that bullying behaviour is recognized for what it is and does not become acceptable at Immanuel Christian School.

Definition – "Bullying is repeated aggressive behaviour intended to harm, intimidate or coerce someone. It can be physical, verbal, emotional or digital. At its core, it is demonstrated by power over a victim with the intent to cause distress and/or fear."

A list of examples of bullying behaviour includes the following:

1. name-calling, swearing
2. hitting, attacking
3. pushing, pulling body parts or hair
4. obstructing pathways
5. teasing, making fun, pointing, laughing
6. gossiping, whispering
7. manipulating friendships

8. spreading rumours
9. social exclusion, forming cliques
10. using email or internet to say mean things publicly e.g. posting embarrassing photos and videos to the web
11. making threats, scaring
12. stealing or destroying belongings
13. forcing group rituals or hazing
14. negative comments

Bullying, disrespect, and threats to members of the school community (students, teachers, etc.) will be dealt with through administration and could include consequences of detention, suspension, expulsion and/or police involvement.

In the Main School Building

- Walk in the halls
- Speak using an indoor voice
- Treat equipment with care and use appropriately
- Sports equipment to be used only in gym or outside.

Gym Use

- We really appreciate our attractive and useful gym; let's all do our part to keep it clean. Please do not misuse the gym, the equipment, or the change rooms or you may lose the privilege of using them.
- Students are not allowed in the gym without supervision.
- Clean running shoes are the only footwear allowed for activities in the gym.
- Students must bring and wear a separate pair of clean gym clothes starting in Grade 6 during gym class.
- Students are not permitted to wear hats or hoodies during Physical Education.
- You may use school sports equipment only with permission. Students are never allowed in the equipment room without the express permission and supervision of a teacher or coach.

Lockers (for High School)

You are responsible for keeping your locker neat and tidy at all times. Do not put gum or stickers on your locker whether on the outside or in. Do not write on the lockers. You may put up schedules, pictures, etc. inside your lockers with masking tape only. All pictures and signs must be in good taste and in harmony with the beliefs and goals of the school. Your locker must be cleaned out - and washed if necessary - at the end of your use of it.

Lockers are the property of the school and will be inspected by staff bi-annually, and may be searched at the principal's or vice-principal's discretion.

Low-Tech Community

We strive to cultivate an environment that is conducive to the education of a human soul. The work that goes on at ICS is not one of mere mathematics or writing skills. Rather, the work is one of formation to love those things that ought to be loved and reject those things that ought to be rejected. The curriculum, events and school culture of ICS will cultivate in students a love for learning, for community with others, for interaction, attention, charitability and devotedness. A low-tech environment contributes to this aim. While technology is a powerful tool, we reject loving tools beyond their appropriate use. ICS is a place where we love God, our classmates, teachers and friends more than the tools in our hands. Further, we demonstrate this love by setting aside those things that easily distract us from the ultimate goal of loving God and neighbour.

What does this look like?

Students in Grades 1 to 8 will leave their personal electronic devices (PED) such as cell phones, tablets, wifi-enabled smart watches, or personal laptops at home unless there is a particular exception granted by the principal.

Students in Grades 9 to 12 when entering the school will leave their PED at the office and may retrieve it again when leaving the school premises. Students may use their PED off of school property. These devices will be kept in a secure location.

School Provided Laptops (Chromebooks)

- Students are told at the beginning of the year that teachers have access to signing into their accounts and viewing all search history and activities on the computers.
- Use of Chromebook in school is a privilege.
- Chromebooks are not to be used in the restroom or change room.
- Students that are not using Chromebooks in appropriate ways (inappropriate times; inappropriate activity; inappropriate place) will lose the privilege of their use for a period of time dependent on the infraction. Students may use computers with teacher permission only.
- Login when you use a computer and always log off when you leave. Do not share your password with other students
- Do not login on another student's network space.
- Students may not be in their email unless a teacher has asked them to.
- Gaming is not condoned at school. Chromebooks are for academic purposes.
- Do not change any configuration settings at any time.

Students who are responsible for breaking their Chromebook will be required to compensate the school accordingly:

1. \$150 for repairs or
2. \$300 for replacement

Substance-free Community

ICS has a zero-tolerance policy in reference to smoking, drugs, and alcohol.

- The possession and/or consumption of alcohol at school, on school property, or at school functions are prohibited and will result in a mandatory suspension.
- The possession and/or consumption of illegal drugs at school, on school property, or at school functions are prohibited and will result in a mandatory suspension. The police may be involved.
- Trafficking in alcohol, tobacco or illegal drugs at school, on school property, or at school functions will result in a mandatory suspension. The police will be called and the administration will recommend the expulsion of the student(s) involved to the Board of Directors.

Clothing at School

At Immanuel Christian School, we desire a learning environment that honours God and fosters mutual respect. As a Christian community, we encourage all students, staff, and visitors to consider how their choices—including in dress—reflect love for others and a spirit of humility.

We ask our community to approach clothing choices with the following guiding principles in mind:

Modesty: Scripture encourages us to honour one another and avoid drawing undue attention to ourselves. In this spirit, we encourage choices that reflect dignity, thoughtfulness, and self-respect (1 Timothy 2:9–10; Philippians 2:3–4).

Appropriateness: Clothing should be suitable for the school environment, taking into account the activities of the day (Colossians 3:17). Hats and hoodies are removed during activities such as Physical Education, Chapel and singing the national anthem. Choices should contribute to a positive, distraction-free atmosphere. This includes not being able to see undergarments or torsos.

Respect for Others: In all things, we aim to walk in love (Ephesians 5:2). We encourage sensitivity to how our choices may affect those around us.

Freedom with Responsibility: We encourage each person to exercise the freedom to choose what they will wear in a way that builds up the community (Galatians 5:13).

We trust our families and students to make wise decisions in alignment with these values. When questions arise, we are committed to addressing them with grace, understanding, and kindness.

