



# Student Handbook

2022-2023

[www.ics.edu.sg](http://www.ics.edu.sg)



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## **1.0 INTRODUCTION**

### **1.1 Statement of Faith**

We believe the Scriptures, both Old and New Testaments, to be the inspired Word of God, without error in the original writings, the complete revelation of His will for the salvation of man and the divine and final authority for all Christian faith, life, and conduct.

We believe in one God, creator of all things, infinitely perfect and eternally existing in three persons: Father, Son, and Holy Spirit. We believe that Jesus Christ, without any change in His eternality, became man through the conception of the Holy Spirit and virgin birth, that He died on the cross, a perfect and complete sacrifice, in our stead and for our sins according to the Scriptures. He arose from the dead and ascended into heaven where, at the right hand of the Majesty on High, He is now our High Priest and Advocate.

We believe that the ministry of the Holy Spirit is to glorify the Lord Jesus Christ and, during this age, to convict of sin and regenerate the sinner upon belief in Christ; at the time of regeneration baptizing the believer into the one body of which Christ is the head; and to indwell, guide, instruct, fill, and empower the believer for godly living and sacrifice.

We believe that man was directly created by God in His own image, but fell into sin. The entire human race is, therefore, lost and only through repentance, faith in Jesus Christ, and regeneration of the Holy Spirit can salvation and spiritual life be obtained.

We believe that the atoning death of Jesus Christ and His resurrection provide the only ground of justification and salvation for all who believe, and that only such as receive Jesus Christ by personal faith is born of the Holy Spirit and by Him is sealed to the day of redemption.

We believe in the personal return of the Lord Jesus Christ, and that the hope of His appearing has a vital bearing on the personal life and service of the believer.

We believe in the bodily resurrection of all the dead, of the believer to everlasting blessedness and joy with the Lord, and of the unbeliever to judgment and everlasting and conscious punishment.

We believe that the Church is composed of all persons who, through saving faith in Jesus Christ, have been regenerated by the Holy Spirit and are united together in the body of Christ, of which He is the head. We believe that water baptism and the Lord's Supper are ordinances to be observed by the Church during this present age. They are, however, not to be regarded as means of salvation.

We believe that all the saved should live in such a manner as will honor and glorify and not bring reproach upon their Savior and Lord, and that it is commanded of God to remain separate from false doctrine, sinful pleasures, practices, and associations.

## 1.2 Mission and Vision Statements



## 1.3 Core Values

There are **four core principles** or **core values** by which we operate. These core values are the bedrock of our school: our educational approach, our extra curricular activities, our sports programs, and our family events.

### Academic Excellence

We believe that education is characterized by a dynamic, challenging curriculum coupled with a high expectation for student achievement. We view education holistically. Education includes far more than learning to pass a test. We create opportunities for our students to apply what they have learned while maintaining a focus on in-depth proficiency in all subject matters. Our goal is to instill a love for life-long learning.

### Biblical Worldview

ICS is a Christian school founded upon the belief that God is the source of all truth, and true education is based on His revealed Word, the Bible. We are dedicated to establishing a godly environment in which the Bible is actively integrated into all aspects of school life. We strive to encourage students to imitate Christ through a variety of avenues: studying the Bible, age-level chapel services, spiritual emphasis programs, and service trips throughout Asia.



## **Caring Community**

We are family. When students join our school, they join the ICS family. Our international atmosphere is an open door for students of all cultures, races, and nationalities. We proactively work to build relationships among students and between students and teachers that go beyond the classrooms and grade levels. Our goal is to help our students to learn to respectfully interact across age, cultural, and ethnic boundaries. We also strive to reach out to our students by creating opportunities for each family member to participate in school functions.

## **Personal Excellence**

We believe every person should always pursue excellence. Pursuing excellence means that one is working towards being outstanding. Excellence has a place in the academic world, the professional arena, and our personal lives as well. We encourage all members of our community to strive toward excellence in whatever they do. We want our students to try their best in their academics, collaborate with their peers, and work to improve the ICS community and their world. ICS employs teachers who strive for excellence in their professional lives and find ways to improve student learning in the classroom. Teachers who seek professional development will provide their students with the best educational experience possible. Students will be challenged to develop and pursue personal excellence in their own lives, striving to follow and fulfill their God-given potential.

## **1.4 Expected Student Outcomes (ESOs)**

ICS is committed to the holistic development of ICS students, and our teachers work towards specific outcomes in the areas of interpersonal, curricular, and spiritual development.

### **Interpersonal**

ICS students will recognize their personal uniqueness through demonstrating cultural sensitivity, developing a godly self-image, and living productively.

### **Curricular**

ICS students will demonstrate academic excellence by becoming critical thinkers, quality communicators, and problem solvers.

### **Spiritual**

ICS students will appreciate God and His word and develop biblical character by imitating Christ, modeling teachers, and obeying biblical authority.



## 2.0 GENERAL INFORMATION

### 2.1 School Calendar

Please refer to [www.ics.edu.sg](http://www.ics.edu.sg) for the most current school calendar.

### 2.2 School Hours

Divisions	Time
All students	Start at 8:05am
Elementary school	End at 3:00pm
Middle and high school	End at 3:10pm
All students on half days	End at 12:30pm

### 2.3 ID Cards

All students at ICS are required to have an ICS ID card and all MS/HS students should have their ID card on their person at all times when on campus. Student ID Cards will be issued during the first week of school.

Parents and helpers who wish to access campus are also required to have an ICS ID card. ICS provides one ID card for each parent; parents may also request a card for a helper at the front office.

Students, parents, and helpers who lose their ID should notify the main office so that a replacement card can be issued. The fee for a replacement ID is \$20.00.



### 2.4 Campus Security

All members of the ICS community must show an ID card or have an ICS vehicle decal to access campus. Please be sure to show a car decal or student/parent ID when coming on campus.

ID cards also provide access to the back gate on school days. Students can come **in** only between 7:30am to 9am and **out** only from 3:00pm to 6:30pm. Parents can access the back gate from 7:30am to 6pm. All visitors must report to the front office.

## **2.5 Student Visitors**

Parents, friends, and prospective parents and students can schedule a tour of ICS through the admissions office.

## **2.6 Canteen**

ICS's canteen is cashless; the school ID card acts as a debit card so that lunch and snacks can be purchased from the canteen. Students who do not have their ID cards at the time of purchase will be charged a \$5 service fee on top of the price of the food ordered.

Please ensure there are adequate funds in your child's account by topping up the card online or at the front office; there is a \$100 minimum top-up if using cash. If there are insufficient funds on the card, a negative card balance of up to \$4 is allowed after which the account must be topped up before the next visit to the canteen.

Lunch pre-orders are available to students from K4 to Grade 5. Please note that failure to order will result in a charge of \$7 for the meal. The full price of the order will be debited from your Campus account as soon as the order is SAVED. Instructions on the pre-order process are available in the parent portal.

When a family leaves ICS, they must request a refund of their campus card balance within 30 days of the last day of school.

## **2.7 Nut-Restricted Campus**

ICS operates a 'Nut Restricted' campus policy which means that no nuts or nut-based products are allowed anywhere on campus., as a number of our students have allergies to peanuts and nut products (including almonds, Brazil nuts, cashews, hazelnuts, pecans, pistachios, and walnuts). While it is impossible to guarantee a nut-free environment in a school setting, we strive to maintain a 'nut restricted' campus, which significantly reduces the risk of exposure for students with allergies. Parents are requested to make every reasonable effort to comply with the following:

- Please do not send peanuts, tree nuts, or foods containing nut products to school with your children.
- Please do not send foods containing peanut butter or Nutella to school.
- Please check packaged food labels for evidence of peanuts or nut products, and if present, keep these at home.

Students who have a severe nut allergy and are prescribed an EpiPen will be required to sit at a designated nut-free table during meal times and school events when food is served.

All classrooms are nut-free zones. Students are not to bring any food items that contain nuts for snacks or class parties. Elementary School events, such as Gingerbread house and Valentine's Day cookie-making, will follow these nut-restricted guidelines and work to ensure no nut containing products are present in the ingredients provided. However, the ingredients used at these events may contain traces of nuts. Parents should educate their children on this potential risk and how to avoid the risk of exposure by making good choices, advocating for themselves, and recognizing this potentially dangerous situation.

## **2.8 School Bus Information**

ICS contracts Goh Transport to provide student bus services.

### **Goh Transport Contact Details**

Goh Transport Services Co. Pte. Ltd  
PO Box 1019, Ghim Moh Estate Post Office  
Singapore 912701  
Phone 6775 5115  
Email: [gohtpt@singnet.com.sg](mailto:gohtpt@singnet.com.sg)

Fees for the bus service vary depending on the distance from the student's home to the school. All payments for the service are arranged between the bus company and the parents.

Responsible behavior while on the bus is expected of all students. Misbehavior on the bus may result in suspension from the bus or other reasonable consequences.

For drop off at home, grade 3 and younger students must be met by an adult or accompanied by a sibling in grade 5 or older. Bus riders who will not be riding the bus on a particular afternoon must notify the school office that morning via a call, a written note, or email from their parents. No student who is listed as a bus rider will be allowed to remain on campus after school unless the office has received a note or phone call from the parents ahead of time or the student is participating in an after-school activity.

Students are expected to adhere to the following rules.

1. Students are to remain seated in their assigned seats with safety belts fastened until the bus arrives at school or the bus stop.
2. Eating and drinking are not allowed on the bus (water is permitted).
3. Students are not to distract the driver in any way.

4. Throwing any item inside the bus or out the window is not allowed.
5. Students are not to extend anything (including hands, head, or feet) out of the window.
6. Students are not to use profanity, yell, or make obscene gestures to motorists, pedestrians, or each other.
7. Students should refrain from fighting, pushing, or kicking other students.
8. Bus aisles must be kept clear of books, bags, and other student possessions.
9. Students must walk when getting on and off the bus.
10. ICS's discipline policy applies to all students being transported on the school bus.
11. Students must be authorized to ride the school bus; students who have not signed up for school bus service are NOT allowed to ride the bus home with a friend.

The bus company may have other specific rules and requirements parents and students must adhere to.

## **2.9 Field Trips**

A permission slip listing emergency information must be submitted by a parent for a student to take part in school-sponsored trips away from school premises.

Each student participating in a field trip must turn in the General Waiver - Field Trip form and the required fees. No student will be allowed to take part in off-campus activities without these items. In addition, the student's annual Emergency Contact Form must be completed and returned to the Front Office before the student will be permitted to attend any field trip off-campus.

Regular school dress applies to field trips unless otherwise indicated by the teacher. Field trips will be planned with great care as to the safety of the students. Students are expected to behave well and follow the directions of the teacher and parents who may be assisting. Misbehavior by a student may result in his or her exclusion from future field trips.

ICS students are not permitted to consume food that contains nuts on the school bus or during school field trips.

## **2.10 Gifts to Teachers**

Gifts to teachers may not be used for any purpose of influence or coercion to affect a child's assessment results.

## 2.11 School Records

To enable the Student Records Office to process the release of the student's records if the student is withdrawing or not returning, please:

- Submit detailed withdrawal information to the student records office (info@ics.edu.sg) in writing or by email, at least fourteen (14) days prior to the date of withdrawal.
- Complete the Early Withdrawal Checklist Form.
- Pay all outstanding fees and fines. Return all school resources.
- Request a refund of tuition and fees (if applicable). Refer to the ICS refund procedures for the steps involved in receiving a refund (processed within 7 working days)
- Authorize ICS to transfer all school records of your child to the next school when an official request is received from the admitting school.

ICS will release transcripts and other student records only after ALL of the above items have been completed.

## 3.0 ATTENDANCE AND ELIGIBILITY

### 3.1 Arrival and Departure

**Arrival:** Students are allowed to arrive on campus from 7:30am. Students are asked not to go to their lockers, classrooms, or other parts of the school but should proceed directly to designated areas until they are sent to classrooms. Seniors who do not have to be in school until later in the morning must check in with the Front Office.

**Departure:** All students who do not ride the school bus must be picked up by 3:20pm or depart the school when dismissed to walk or take public transportation home. ICS is unable to provide supervision for students after 3:20pm. If students are waiting for a parent, they must be sitting in the canteen. ICS is not responsible for students after 3:20pm unless they are participating in a school-sponsored activity.

ICS sponsors many Extra Curricular Activities (ECAs) after school. Parents must make arrangements to collect their child from the canteen when the ECA is finished. Parents of students participating in an ECA who would normally ride a school bus must make arrangements for alternate transportation on the days that their child's ECAs are held.

### **3.2 Early Check-Out**

Only a parent or legal guardian can check students out of school if the student is leaving the campus before the end of the school day. A parent or legal guardian of elementary students must come in person to the front office and sign the check-out sheet prior to leaving the school campus. Please note that the student check-out processes have been affected by Covid-19 restrictions.

Parents of middle and high school students may call or send a note to give permission for their child's early check-out; however, the check-out sheet in the front office must be signed by the student prior to leaving the school campus. When middle or high school students check out early, teachers of those classes to be missed will be notified by email. Seniors who have study hall scheduled during the last one or two class blocks of the day may be dismissed early, however, they still must come to the office for early check-out.

The office attendant will mark on the electronic attendance record whether the absence is excused or unexcused.

### **3.3 Tardy to School**

Students who arrive after the official start time should go directly to the front office to receive a pass to enter class.

- Any student who arrives after 8:05am will be considered tardy.
- An ES student who arrives between 8:05am and 10:00am is considered tardy. If an ES student arrives after 10:00am or leaves school before 1:30pm, the student will be considered ½ day absent.
- Any MS or HS student who arrives more than 15 minutes after school begins (8:21 am and beyond) needs to have a parent or guardian call the front office.
- Any MS or HS high student who misses half of any block will be considered as being absent for that block, and will not receive credit for that block.

After the 3<sup>rd</sup> and 7<sup>th</sup> tardies, the front office will send home a letter informing parents of the number of tardies incurred by their child.

Each MS/HS student is allowed 7 tardies per semester before any disciplinary action will be taken. Since attendance is done electronically, office staff will issue detention to a student for the 8<sup>th</sup> tardy to school. Each additional tardy will result in a detention. After the 10<sup>th</sup> tardy, the principal will develop an appropriate action plan to help decrease the likelihood of future tardies.

### **3.4 Tardy to Class**

Students are to be in class and prepared when the bell rings.

Middle and high school students will receive a demerit each time they are late to class for blocks 2-4. Demerits are cumulative during the course of a semester, and if a student earns a total of four demerits (for all classes, not just one), he or she will receive an after-school detention.

Tardies will be noted on the student's permanent record as well as the semester report cards.

### **3.5 Absences**

Please try to schedule vacations around the school calendar. However, if a family has an urgent conflicting activity, the parent should notify the school office as soon as possible detailing the anticipated absence.

- If an ES student arrives after 10:00am or leaves school before 1:30pm, the student will be considered ½ day absent.
- If an MS or HS student is absent for two blocks, it is considered a half-day absence. If an MS or HS student is absent for three or more blocks, it is considered a full-day absence.

At no time should a student leave the school campus during the school day unless it is for field trips. Seniors are allowed to go off campus for lunch with the principal's permission.

#### **3.5a Excused Absences**

Reasons for absence from school that will be considered excused:

1. Illness of student
2. Death in the family
3. Dental, medical, or optometry appointments, when accompanied by a written excuse from the doctor. However, these should be made outside school hours whenever possible.
4. Visa/passport requirements

\* Other reasons for excused absences may be approved by the student's principal

#### **Emergency/ Illness**

In cases of illness, injury, or emergency, the parent should call the office before 8:30am on the day of the absence. If a student is absent from school due to illness or injury, a phone call or a written note signed by the parent or legal guardian explaining the absence is required. The note should be given to the attendance clerk and should include the reason for and dates of absence.

After three or more consecutive days of absence due to illness or injury, or when a student has been absent due to a contagious condition, a medical certificate is required upon the student's return to school. In cases where there is a conflict between a doctor's opinion and that of the school based on observation of the child in school, the



school reserves the right to exclude a child from school until it is deemed appropriate for the child to return to classes.

When a student is absent for three consecutive days due to illness, the student or parent should contact the school for homework assignments. This is to prevent excessive make-up work for the student upon return.

### **3.5b Unexcused & Excessive Absences**

#### **Elementary School:**

Students who are absent more than fifteen unexcused days in one semester will receive an incomplete for all subjects that semester and may be ineligible for promotion to the next grade unless sufficient learning data can be gathered to demonstrate mastery of grade level standards.

#### **Middle School:**

Middle school students who are absent more than ten unexcused days in one semester may be ineligible for promotion to the next grade.

#### **High School:**

Absences are tracked by each individual class and the policy on the number of days missing for each class will be in effect. The maximum number of classes missed is seven per semester regardless of whether the absence is excused or unexcused. On the 8th absence, academic credit will be forfeited.

### **3.5c Prearranged Absences**

Prearranged absences are marked as unexcused absences. The parent or legal guardian of the student must provide advance notice by completing the Prearranged Absence form. The Prearranged Absence form is available in the parent portal ([www.ics.edu.sg](http://www.ics.edu.sg)).

The school requests that 48 hours notice be provided to the school for pre-arranged absences. However, if work assignments are requested from the teacher, five days notice is required. It is the responsibility of the parents and/or the student to get assignments from the teachers so that the student's work may be completed and returned in a timely manner.

The principal has discretion to make a pre-arranged absence an excused or school-sponsored absence in exceptional circumstances based on the educational merit of the absence.

### **3.5d School-Sponsored Absences**

Students may occasionally attend school-sponsored field trips, athletics trips, etc. These students will be marked absent from school. However, given the value of the trips, these absences will not count against a high school student towards losing credit.

### **3.6 Extracurricular Activity Attendance and Eligibility**

Because participation in extracurricular activities is viewed as a privilege, participants are required to meet the standard for eligibility in academic and behavioral areas as well as attendance. Students are expected to attend every practice and contest and to give their full effort both in practice and competition. The student, the student's family, and the coach must resolve any exceptions to attendance at practices and contests prior to the absence.

All students may participate during preseason tryouts.

Any student who receives an "F" on a semester report card will not be allowed to participate in athletics and activities during the next season. Eligibility will be verified at each semester reporting period. The administration may also restrict students on Academic Intervention from participating in extracurricular activities (ECAs), including sports events. Students must also be current with their school fees to participate in athletics. Academically ineligible students are not permitted to participate in practices or competition until their eligibility is restored.

For weekday games, students must be at school by lunch to be eligible to participate in the afternoon. For Saturday games, students must be at school by lunch on Friday before being eligible to participate. If a student is absent from school on Friday due to sickness, they will not be permitted to participate in the Saturday activity.

## **4.0 COMMUNICATION**

### **4.1 Translations**

When translations are provided by ICS in a language other than English, the English version is always the official version. Translations are provided as a courtesy and are not the official version.

### **4.2 Appropriate Use of Language**

ICS espouses a community language policy where we encourage students to speak a common language that includes everyone; at ICS, the language of academics is English. Our community is designed to include others, and students who use language as a way of excluding others will be subject to discipline.

While there are cultural differences in what is considered “cursing,” ICS staff will remind students that inappropriate and disrespectful language, in English or any other language, will not be tolerated. We ask that parents/guardians remind their children about the importance of using appropriate language at school.

### **4.3 Parent-Teacher Conferences**

Parent-teacher conferences occur once per semester. The purpose of parent-teacher conferences is to have parents and teachers meet to discuss how each student is doing academically and behaviorally in school. Parents can sign up electronically, and we encourage both parents to attend. Typically these conferences last about 15 minutes.

Any parent who would like a conference with his/her child’s teacher outside of the scheduled conference time is asked to arrange for a conference time in advance. Since teachers have certain duties and responsibilities before and immediately after school, they are not always available. You may set up a conference by contacting your child’s teacher directly.

### **4.4 Feedback**

ICS is committed to providing the best possible educational services to our students. We welcome all feedback. Your feedback provides us with valuable learning opportunities, which help us to continually improve our school. Your input will be handled confidentially. A feedback form is located in the Parent Portal under Quicklinks ([www.ics.edu.sg](http://www.ics.edu.sg)). The form is sent directly to the ICS Director. The ICS Director will determine the most appropriate action to be taken to investigate and respond to your input.

### **4.5 Addressing Concerns Policy**

ICS uses Matthew 18 as its model for addressing concerns. Our goal is for each community member to understand that it is our desire that there be a spirit of unity at ICS and that our community avoid slander, gossip, or whispering about one another.

Parents are expected to promote and support the policies and personnel of ICS, to speak positively about the school, and to direct any questions or concerns to the appropriate individuals. Complaining and murmuring about school policies or personnel to others in the school is not helpful and will not resolve concerns. At no point during this process should anyone not related to the individual concerned be involved in the process.

## **4.6 Grievance and Dispute Resolution**

ICS recognizes that there will be situations where parents may not agree with the policies and procedures of the school. ICS has established procedures to ensure that these concerns are heard and to the best of our ability are resolved.

Academic grievances and disputes are handled by one of the principals. Business and contract grievances and disputes are handled by the admissions office and business manager. This procedure is intended to provide a mechanism through which grievances can be fully investigated and decisions rendered.

### **4.6a Academic Grievance and Dispute Procedure**

#### **Step 1. Speak directly with the appropriate teacher**

Students or parents should first speak to the appropriate teacher. For grade disputes, students or parents will have one week after grades are released and/or published to dispute the grade with the teacher. The teacher has one week to respond to the dispute.

#### **Step 2. Speak with the teacher and principal**

If the teacher's decision is not satisfactory, schedule a conference with the teacher and the principal. The principal has one week to respond.

#### **Step 3. Contact the director**

If the principal's decision is not satisfactory, they will have one week from the date in which they received the decision to file an appeal with the director. The principal and director have one week from the date that the appeal was received to render a decision.

#### **Step 4. Appeal to the ICS Board**

The board appeal process involves submitting the concern in writing to the ICS board of directors (school board) for review. The board will review the concern and provide the parties with a decision within two weeks from the date of submission. The primary focus of a board review is to ensure that appropriate policies are in place and that those policies have been followed. The decision of the board is final. Appeals to the board will only be considered for high school transcripts that affect the final grade by at least five percentage points and after steps one through three have been followed. Lesser disputes will be handled within steps one through two.

## **Step 5. Follow the CPE's Mediation-Arbitration Scheme**

If the board's decision is not satisfactory, the parent may seek redress via the CPE Mediation-Arbitration Scheme. [CPE Mediation-Arbitration Scheme](#)

### **4.6b Business and Contract Grievance and Dispute Procedure**

#### **Step 1. Speak directly with the Advancement Director (if an admissions-related contract question)**

First speak directly to the Advancement Director, who will strive to explain the details of the contract and initiate corrective action if it is discovered that an element of the contract has been incorrectly implemented.

#### **Step 2. Contact the Business Manager**

If a satisfactory resolution is not reached in Step 1, a parent may file a grievance by sending a letter describing the issue to the ICS Business Manager. This letter should be dated and filed as soon as possible but not more than one (1) calendar months after the event giving rise to the grievance. The Business Manager will investigate the grievance, inform the aggrieved in writing within 7 days, and take corrective action as needed.

#### **Step 3. Contact the Council for Private Education**

If one of the parties is not satisfied with the resolution in Step 2, she/he should approach the Council for Private Education regarding advice. Currently, if the issue does not contravene the Private Education Act and/or its Regulations, you may seek redress via the [CPE Mediation-Arbitration Scheme](#).

Any actions that are taken are documented and a summary of the grievance outcome is communicated to the individuals who lodged the grievance. ICS's dispute resolution policy is aligned to the dispute resolution provision in the Private Education Act.

### **4.7 Use and Disclosure of Personal Information**

ICS is committed to maintaining the confidentiality of all information provided by you and undertakes not to divulge any of this information to any third party without your consent unless otherwise authorized by Singapore law. ICS will not disclose any personal information, course assessment materials, or assessment results for external third parties' marketing purposes.

ICS has implemented a data protection policy and is in compliance with the requirements of the Personal Data Protection Act of 2012. This policy serves as a

guideline for the collection, use, disclosure, and processing of personal data of its employees, students, parents, alumni, and prospective students and employees. This policy covers personal data in ICS's possession and in the possession of organizations that we have engaged to collect, use, disclose, or process personal data on our behalf.

### **Photographs and Video**

We regularly photograph and video students when they are participating in various activities. These are generally used for ICS publicity purposes, such as: yearbooks, school newsletters, brochures, fact sheets, program materials, annual reports, calendars, displays, videos, website, etc. Please note with the exception of ICS yearbook no information is ever published/printed that would identify individual students without the written consent of parent or guardian.

Parents who do not wish for their children to be a part of, or appear in, any ICS-related publication, will inform the school in writing through ICS's publication opt-out policy. Teachers and staff will be informed of any students who are not to be included in publications and the specific restrictions associated with each situation.

## **5.0 TECHNOLOGY**

### **5.1 School Information System (SIS)/Learning Management System (LMS)**

ICS uses a Learning Management System (LMS), for teachers to deliver lessons and assess students online, and for students to digitally submit homework assignments, review grades, participate in interactive discussions, receive announcements and feedback, take tests, write academic blogs, and more. Overall student information, records, and reports are stored in the School Information System (SIS).

Parents/Guardians are given an account to be able to view student's daily academic activities and download student records and reports from the school's LMS and SIS. Access credentials and instructions on how to set up the account are only given to school-registered ICS parents/guardians. The link to the login page can be found on the ICS website's Parent Portal page. Parents/guardians are encouraged to check their accounts regularly to keep current on the progress and material in each class, as teachers and staff will update and communicate with parents.

### **5.2 Technology Code of Conduct**

All use of technology must be in support of and consistent with the ICS's educational goals, ***whether school issued or self-owned devices connected to the ICS network***. It is the user's responsibility to keep all inappropriate materials and virus-infected media off of their devices. ICS expects that students will not access inappropriate materials.

Inappropriate use, materials, and/or access include, but are not limited to, plagiarism, pornography, hate mail, chain letters, unauthorized access (hacking), and email messages that initiate false alarms. Additionally, please note that you are liable for any online purchases your child makes on their assigned device.

Students utilizing school-provided Internet access are responsible for good behavior on-line just as they are in a classroom or other areas of the school. The same general guidelines regarding respect of others in both behavior and communications apply.

It is important to remember that ICS will not provide any technical support, troubleshooting, or repair of any kind for **self-owned** devices in use at ICS. It is the sole responsibility of the student/guardian to maintain such devices in a timely manner to ensure students' access to ICS resources and curriculum is not interrupted.

The Student Technology Code of Conduct section in the handbook outlines the policies, expectations, and penalties for violation of the ICS technology policy. By signing the handbook agreement, students and parents are signifying that they have read these policies and agree to abide by the terms. Your acceptance of the handbook terms also signifies understanding that any devices connected to the school network are to be used solely for educational purposes and that there is no expectation of privacy with respect to the use of the same.

Violation of the policies described in this handbook will result in appropriate consequences including, but not limited to, loss of privileges, suspension, and appropriate financial restitution if any portion of this agreement is not upheld.

### **5.3 Acceptable Use of Technology**

Technology is a tool that can be used to support the learning process. Technology allows tasks to be completed more efficiently and in new ways that were previously unimaginable. Technology also allows students to connect with the world and share their work with a global audience. Students will focus on using technology as a tool for communication and creation. Students will also be encouraged to develop character and creative thinking through the use of technology. Through the technology curriculum, students will learn to find balance and navigate the digital world.

Students are expected to use technology with respect, following the rules of the classroom and using technology as directed by their teachers. Students should not expect that files stored on computer devices and online systems in use at ICS will be private. Electronic messages and files on electronic devices and online systems in use at ICS may be treated like school lockers.

Administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.



Any violation of ICS policy and rules may result in loss of ICS-provided access to the Internet. Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

ICS makes no warranties of any kind, neither expressed nor implied, for the Internet access it is providing. ICS will not be responsible for any damages users suffer, including, but not limited to, loss of data resulting from delays or interruptions in service. ICS will not be responsible for the accuracy, nature, or quality of information stored on discs, hard drives, or servers. ICS will not be responsible for personal property used to access ICS computers or networks. ICS will not be responsible for unauthorized financial obligations resulting from ICS provided access to the Internet.

The school's information technology resources, including email, all forms of cloud-based storage, and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources.

This Acceptable Use of Technology Policy applies to all on-site ICS owned devices, and *self-owned* electronic devices used in the ICS environment.

### **Student Expectations**

Students must:

1. Respect and protect the privacy of others.
  - Use only accounts and networks to which you are assigned access. Do not create private networks through tethering to a mobile hotspot.
  - Respect passwords, data, or networks to which you are not authorized.
  - Remember that all private information about others or themselves should remain private.
2. Respect and protect the integrity, availability, and security of all electronic resources.
  - Only use the computer assigned to you. Do not allow anyone else other than school staff and parents to access your computer for any reason.
  - Only download/upload, transmit, copy/delete or modify/use files, software or other media that include rights given to you. All materials stored on electronic devices are subject to review.
  - Use and modify software only within the rights granted to you and to no further extent.
  - Respect school equipment and do not cause any physical damage or trauma to the equipment.
  - Middle school and High school students should bring computers and power cords with you to school every day: No "loaner" computers or power cords will be provided unless requested by the school Principal.

- Students must charge computers overnight and bring a fully charged computer to school each day. Keep computers fully charged and operating for everyday use.
3. Respect and practice the principles of community.
    - Communicate only in ways that are kind and respectful.
    - Report threatening or discomforting materials to a teacher.
    - Understand that nothing on a computer or the network is totally private. ICS and your parents have the right to access any of your files and folders at any time.
    - Use computer technology within the bounds of international law and without violating the rights of others.
    - Use computer technology within the guidelines set by the school or by individual teachers.
  4. Respect and protect the intellectual property of others.
    - Respect copyrights (only use legal software, music, games, or movies).
    - Do not use the computer in an effort to plagiarize or cheat.

A student must not use or modify any computer technology (hardware, software, protective casing, or peripherals etc.) provided by the school without authorization from school authorities. This is to include notebook computers issued to students to assist in the delivery of the ICS curriculum.

## **5.4 Elementary School Technology Program**

All elementary classes have access to technology. The school network is secured by a firewall to ensure student's safety in the online environment. ICS teachers also physically monitor student use of technology and teach students the skills needed to become effective digital citizens.

## **5.5 Middle and High School 1-to-1 Technology Program**

ICS Middle School is assigned with a laptop computer device. ICS is loaning you, the student, a device in order to enhance and enrich your academic experience. The device is a primary learning tool. It is the expectation that you will make wise and responsible choices in the use, treatment and care of your device. The device is the property of ICS, and ICS may collect and inspect the device at any time.

ICS is introducing the Bring Your Own Device (BYOD) program for high school starting the 2022-2023 academic year to allow students to use their own personal laptops to run school applications and access academic information while on campus. A dedicated WiFi network will be provided for students to connect to the internet for access to the school website, applications, educational information and resources. Students are still

bound by the Student Handbook and Technology Code of Conduct under the BYOD program.

## **5.6 Device Check-in and Check-out**

Technology devices will be collected by IT at the end of the school year, or end of student contract. Skins and covers can be purchased by students for the devices but must be removed. Stickers or other custom decorations are not to be put on the devices under any circumstances; if installed, the devices will be returned to their original condition at the student's expense. Computing devices will be issued to new and re-enrolled students at the beginning of each school year.

## **5.7 Device Backup**

Students must take responsibility for the backup and recovery of their own data. ICS provides students access to online storage, but students must ensure daily backup of all their data. ICS will not be held responsible for lost information during a device repair or any other time.

## **5.8 Device Content Monitoring**

ICS reserves the right to use monitoring software on **all school-issued devices**, and the ICS school network without notice, for the safety and security of our families and our school. Where such software is installed stakeholders are not permitted to remove, modify, or access this software for any reason without written permission from ICS leadership.

ICS's principals, IT team, or other ICS leadership may demand students to surrender devices for random search or maintenance at any time. Students may be required (and should be prepared) to prove ownership of any software that is not part of the ICS standard operating environment if requested by ICS leadership.

## **5.9 Loss or Damage of School Issued Device**

Students are responsible for the care and maintenance of their devices. Students are required to report any loss, physical damage, or technical issues to their teacher and the IT department within 5 school days of the event occurring. You and your child bear the full cost of repair or replacement as required. The total cost for repair or replacement is at the discretion of the principal and is capped at \$2,000.00. ICS will work to provide a replacement device as soon as your child reports the loss or damage or any technical issues. The replacement device will be available for collection on the next business day after the report, or earlier depending on loaner device availability.

IT shall bear no responsibility in the management, loss or damages of any personally owned devices.

## 6.0 HEALTH

### 6.1 Immunizations

ICS requires students to be vaccinated against measles and diphtheria as is required by Singapore Law (Infectious Diseases Act, Section 46, 4th schedule). ICS highly recommends students vaccinations are kept current with the Singapore National Childhood Immunization Schedule. Students who do not have the required vaccinations will not be allowed to attend classes.

### 6.2 Illness Policy

If a student feels unwell at school, the First Aid office will assess the student and contact parents if needed. If a student presents to the FAO with fever of 37.5C (100F) or above, vomiting, diarrhea, or eyes that are reddened or have discharge, it is recommended that he/she goes home. Please ensure you are able to pick up the student within a reasonable time frame. This is to avoid the potential spread of illness and best care for your child. **Please keep your child at home for 24 hours following a fever, vomiting, diarrhea, or commencement of treatment, because this is a requirement.**

Any condition deemed contagious by the First Aid office will require the student to return home until fully recovered. If the condition is contagious, a medical certificate will be required stating the student is cleared to return to school. Upon returning to school, your child will be screened by the First Aid office prior to returning to class.

If a student is unable to participate in physical education due to illness or injury, a note from a parent is required to excuse the student for one PE class. The first aid officer will not excuse the student unless the illness or injury happens at school. If the student must miss more than one class, a medical certificate from a physician is required.

### 6.3 Medication Policy

1. All medications will be administered by the First Aid staff, not the class teachers.
2. A **Medical Authorization Form** must be completed before medications can be distributed. Medication Authorization Form can be obtained in the First Aid office or via the Parent Portal under Quicklinks. You may also email the First Aid office for a copy.

If a student requires an epi-pen, parents must provide TWO (2) epi-pens to the school each school year. Students may self-carry emergency medications (i.e., asthma inhalers, epi-pens, diabetic medication) if they are assessed as being competent to do so, by the First Aid office, relevant principal, and parents. Once assessed, an **“Authorization To Carry And Self Administer Emergency Medication”** form must be completed.

## **6.4 Medical Emergency Policy**

In the case of a medical emergency, parents will be contacted. Transfer to a medical facility will be arranged, as required. When necessary, a staff member will accompany the student to the appropriate medical center. The First Aid office will provide immediate necessary medical attention until trained emergency medical services arrive.

## **6.5 Food Allergies**

It is the parent's responsibility to inform the school of any known food allergies and to provide emergency medication in case of accidental exposure to allergens. Information regarding food allergies will be shared with teachers and staff. Any student with severe allergies will need to complete a **‘Food Allergy And Anaphylaxis Emergency Care Plan’**. A supply of 2 epinephrine auto-injectors must be provided to the First Aid office before attending school and at the start of each academic year. **Students will not be permitted to start school until both the care plan and epi-pens are present.**

## **6.6 Medical Insurance Coverage**

### **Undertaking the Medical Insurance Coverage:**

ICS hereby confirms and undertakes to the student that it has in place a medical insurance scheme for all its students. This medical insurance scheme shall minimally provide for an annual coverage limit of not less than S\$20,000 per student, at least B2 ward in government and restructured hospitals and 24 hours coverage in Singapore and overseas (if student is involved in school-related activities) throughout the course duration, and the Student is encouraged to seek advice on whether more comprehensive insurance cover is required or desired.

ICS appointed medical insurance provider: **NTUC Income Insurance Co-operative Limited**  
**Policy Number: 4000169955**

Injured students requiring outpatient care must seek medical attention within **24 hours of the injury** to qualify for this coverage. Follow-up care related to outpatient treatment of injuries must be provided by the same practitioner and is covered for a maximum of 31 days from the date of the accident. Claims must be filed within 30 days to qualify.

## **6.7 School Physicals**

ICS will require any current student changing division to have an updated school Physical Evaluation Form before the start of school. This applies to rising 1st graders, rising 6th graders and rising 9th graders. Students will no longer be required to do annual sports physicals when playing competitive sports.

## **7.0 CHILD SAFETY**

### **7.1 Child Protection**

ICS adheres to the child protection standards as defined by the Ministry of Social and Family Development (MSF) and the Child Safety and Protection Network of which ICS is an associate member through the Network of International Christian Schools.

In summary, child abuse is any act by a person of influence who endangers or impairs the child's physical or emotional well-being or is deemed inappropriate by community values and professionals. It includes but is not limited to the following:

#### **Physical Abuse**

Physical abuse occurs when a child is physically injured by non-accidental means (e.g. forceful shaking, burning, slapping, excessive discipline or physical punishment).

#### **Sexual Abuse**

All sexual touching between an adult and a child is sexual abuse. Sexual touching between children can also be sexual abuse. Sexual abuse between children is often defined as when there is a significant age difference (usually 3 or more years) between the children, or if the children are very different developmentally or size-wise. Sexual abuse does not have to involve penetration, force, pain, or even touching. If an adult engages in any sexual behavior (looking, showing, or touching) with a child, it is sexual abuse.

#### **Neglect**

Child neglect is the deliberate denial of a child's basic needs. This is where a parent or a caregiver fails to provide adequate food, shelter, clothing, medical care and supervision or forces a child to do things inappropriate for his/her age.

#### **Emotional/Psychological Abuse**

Emotional/psychological abuse refers to the significant impairment of a child's social, emotional, cognitive and intellectual development, and or disturbances of the child's behavior resulting from behaviors such as persistent hostility, ignoring, blaming, discriminating or blatant rejection of the child.

If cases of abuse do come to the attention of staff members, ICS has an ethical and legal obligation to follow the reporting requirements as outlined by MSF and NICS/Oasis.

## **7.2 Bullying Prevention**

ICS believes that every student has the right to be treated with respect and to feel safe within the learning environment.

At ICS, bullying will not be tolerated, and we believe that it is everyone's responsibility to be educated on the facts and report bullying behavior that happens within the school community.

Bullying includes, but is not limited to: repeated harassing, intimidating, teasing, and/or threatening. Cyber-bullying is bullying using email, instant messages, text messages, or other internet media. ICS, in an attempt to Define, Identify, and Deal (DID) with cases of bullying within the school, has formulated a comprehensive plan to address the issues of bullying. In school-related cases, the school will examine the facts, interview the necessary persons and work with all parties to provide a safe and secure environment to learn.

Engaging in such activities may result in permanent expulsion from ICS and/or police action. It is highly recommended that parents model and monitor appropriate behaviors and actions in dealing with issues of bullying and harassment.

## **7.3 Self-Harming Behaviors**

While self-harming typically refers to cutting, it can also refer to other behaviors including cutting, eating disorders, scratching, burning, and hair-pulling. ICS seeks to respond to these incidents compassionately while still providing other students with a safe environment that is conducive to learning. When a staff member suspects or becomes aware of the self-harming behavior, the student will be referred to the school counselor for assessment and follow up. Students who exhibit self-harming behaviors will be required to have completed a safe return form and have a written and signed an agreement with the ICS counselor regarding requirements for returning to school.

Where the student is consistently unable to adhere to the signed agreement or where the behavior is worsening and it is deemed that ICS is unable to provide the kind of environment that the student needs, ICS administration may ask the student to leave in order that he/she can receive intensive treatment. Once the behavior has ceased or sufficient improvement has been made, ICS will consider re-enrollment.



## **7.4 Counseling Services**

ICS counselors support students academically, with college/career counseling, and with social-emotional health. Counselors provide short-term individual counseling, group sessions, classroom guidance and curriculum, and parent presentations. Effective communication is a priority, and the counselor's goal is to ensure that ICS staff and families are working together to support student success.

Consent for counseling services is given when parents sign the ICS Student Parent Handbook in acknowledging the counseling services, including confidentiality and other information in regards to informed consent.

Confidentiality is one of the main ethical considerations for school counselors and while the primary obligation for confidentiality is to the students, this will be balanced against the student's age and the parents' or guardians' rights and responsibility to protect these students and make decisions on their behalf. In addition, the school counselor is required to take appropriate action if students engage in behavior that presents a clear and imminent danger to themselves or others. This includes being assessed as a suicide risk, engaging in self-harm, reporting known or suspected child abuse (see Child Protection section) and responding to subpoenas or other proceedings dictated by the courts.

## **7.5 Sexual Purity Policy**

ICS has a duty to protect the sexual health and welfare of all our students. As we strive to be ambassadors for Christ, ICS expects all students to abstain from sexual acts meant within the bounds of the covenant of heterosexual marriage outlined in Scripture. ICS is equally committed to making an environment that exhibits love and grace to all those around us.

ICS recognizes there may be instances in which members of the ICS community experience a disparity between their feelings and actions and God's intent for sexual identity and purity. Therefore, ICS encourages members of the community who are struggling with or have questions about sexual issues including: sexual abuse, sexual identity, gender identity, and/or sexual relationship issues to seek support from a trusted adult, the school counselor or other external trained professionals.

Because ICS's highest priority is the safety of the students it serves, if any student is engaged willfully and/or continually in any action that may compromise or pose a risk to the sexual health and welfare of the student body and/or themselves, the administration reserves the right to appropriately discipline, including dismissal, of the student.

## 7.6 Compliance with Relevant Singapore Law

It is the responsibility of every international student studying in Singapore to know relevant Singapore Law, especially those relating to ICA and illegal activity, as illegal activity in Singapore may be defined differently than a student's home country.

- **Immigration** - All international students studying in Singapore must have a valid passport and a Student Pass from the ICA (Immigration and Checkpoint Authority).
- **Employment** - International students are not allowed to work in Singapore without a Work Pass Exemption from the MOM.
- **Drugs** - Possession of Controlled Drugs is presumed to be for trafficking, an offense, which can carry the death penalty.
- **Alcohol abuse** - Any offense committed while being intoxicated (drunk) is punishable under the law.
- **Tobacco & vaping products** - Smoking in specific public places and indoor restaurants is prohibited. Vaping, specifically, is illegal and therefore prohibited in all circumstances.
- **Littering, spitting and vandalism (with graffiti)** in public areas are serious offenses.
- **Same-sex relationships** - Any offense related to LGBT is punishable under the law.

Consult [www.singaporelaw.sg](http://www.singaporelaw.sg) for other areas of Singapore law. This information is given to provide general awareness of relevant Singapore laws. In some instances, other sections of this handbook outline stricter policies that govern ICS student behavior.

## 8.0 SCHOOL UNIFORM

### 8.1 School Uniform Provider

School uniforms, including all shorts and shirts, must be purchased from our supplier Lim Meng Keng Department Store.

Lim Meng Keng Department Store  
211 Holland Avenue  
#02-18 Holland Road Shopping Center  
Phone: 6468 3655  
Fax: 6469 0017

Please label all uniforms with the student's name for easy recovery from Lost and Found.

## **8.2a Guidelines for Boys**

- Hairstyles are to be tidy and pulled away from the eyes and not extreme in nature.
- No earrings or other facial jewelry.
- Appropriate footwear includes dress shoes, athletic shoes or sandals with heel straps.
- Athletic shoes must be worn for PE.
- Head coverings may be worn outside the school building (provided they do not bear inappropriate logos, etc.), but they may not be worn inside.
- No undergarments should be visible in public on campus at any time.
- Hoodies and sweaters are permitted, but must be one of navy, gray or white and void of any print/advertising.

## **8.2b Guidelines for Girls**

- Hairstyles are to be tidy and pulled away from the eyes and not extreme in nature.
- No excessive jewelry or heavy make-up.
- No facial jewelry.
- No more than four earrings per ear. Large hooped earrings should be removed for PE and athletic events.
- No navels or midriffs should be visible.
- All bottoms must measure longer than the longest finger tip.
- Appropriate footwear includes dress shoes, athletic shoes or sandals with heel straps.
- Athletic shoes must be worn for PE.
- No undergarments should be visible in public on campus at any time.
- Head coverings may be worn outside the school building (provided they do not bear inappropriate logos, etc.), but they may not be worn inside.
- Hoodies and sweaters are permitted, but must be one of navy, gray or white and void of any print/advertising.
- ICS khaki capri pants will be permitted.

## 8.2 ICS Uniform

**ICS UNIFORM GUIDE**[www.ics.edu.sg](http://www.ics.edu.sg)

BOYS			GIRLS		
 Navy Blue ICS Polo Shirt	 ICS Hoodie Only ICS hoodies will be permitted	 Cardigan/Hoodie/Sweatshirt Blue/ White/ Grey (solid colors without logos of any kind)	 Navy Blue ICS Polo Shirt	 ICS Hoodie Only ICS hoodies will be permitted	 Cardigan/Hoodie/Sweatshirt Blue/ White/ Grey (solid colors without logos of any kind)
 PE Shirt	 PE Shorts Required for MS & HS; 5th graders may wear PE shorts if they choose	 Khaki Cargo Shorts	 Khaki Skort Khaki skort may be worn by elementary students only	 Khaki Shorts	 PE Shirt
 ICS Cap Mandatory for GS			 Khaki Cargo Shorts	 ICS Cap Mandatory for ES	 PE Shorts Required for MS & HS; 5th graders may wear PE shorts if they choose

### 8.2c PE Uniform

Elementary School students in K4 to 4th grade should wear their PE shirt with uniform shorts on the day of their PE class. PE shorts are required for students 5th grade and above. Students are required to wear an ICS hat during outdoor PE classes and/or recess.

In Middle and High School, PE uniforms (both red shirt and blue shorts) must be worn **ONLY** for PE Class by all students. Students must be in their regular school uniform for all other classes. PE uniforms may be purchased at the same supplier as regular school uniforms.

### 8.2d Additional Guidelines

Toy guns, swords, and knives are classified as weapons and may not be brought to school at any time – *not even as part of a costume*. They will be taken away.

In cases where there is disagreement over terminology or the general appearance of a student, the administration will make the final decision.

If a student is not in uniform, students will be required to purchase a new uniform (including PE uniform) from the front office, and parents will be charged for the uniform through campus card.

## **9.0 DISCIPLINARY MEASURES**

### **9.1 General Statement**

We believe that respect for authority is an essential ingredient to quality education and character development; therefore our classrooms are controlled with firm, loving discipline by qualified and dedicated Christian teachers (Hebrews 12:6-11). ICS classroom teachers are tasked with the primary responsibility of ensuring that their students behave in a proper and fitting way at school. At the beginning of the school year, each teacher creates a classroom management plan, clearly communicates the rules and consequences to the students, and then consistently implements it. These classroom rules/policies will be available to the parents during Orientation and posted on ICS's Learning Management System/School Information System (LMS/SIS).

Please be supportive of the teachers and administration in their decisions and let your child know that you and the school are on the same team – his/her team. Your support of the ICS staff will teach your child much about respect for authority.

### **9.2 Elementary School**

Students must be respectful to teachers, teachers' aides, secretaries, drivers, and visitors at all times. Students are expected to follow classroom rules and to be prepared for class. When minor problems arise, the teacher will use positive discipline to support the student in making better choices. If the student chooses to continually disregard classroom rules, the teacher will enlist the help of parents.

At times it may be necessary for the teacher to send a student to the principal's office. For a series of minor problems or major offenses, the school administrator will determine the appropriate corrective consequences. Major offenses include, but are not limited to the following: profanity, willful destruction of school property or that of another student, bullying, cheating, lying, fighting, and blatant disrespect to a staff member, theft, the use of alcohol or tobacco or a minor offense that has become a habit. Depending on the misbehavior, discipline may take several forms such as: parent conference, "in-school" or "off-campus" suspension, or expulsion.

Please note that by signing the Student Contract upon enrollment, you are stating your understanding of this agreement and are assuming your cooperation in these matters. As in all areas dealing with your child, you are welcome to contact the teacher or the

principal regarding any questions concerning the discipline of your child. We desire to work with parents in educating their children and appreciate their support and participation in the area of discipline.

### **9.3 Middle and High School**

Because of the limited time for each class period and the importance of teaching the curriculum, discipline problems will be dealt with firmness and grace. Teachers typically issue detentions to middle school and high school students for misconduct. Minor infractions warrant a demerit and are issued at the discretion of the teacher. A student who accumulates four demerits will be issued a detention.

Detention will be held once a week from 3:20pm to 4:15pm in the supervising teacher's classroom. Students will be issued a detention for the next available week. Parents will be notified of a student's detention via electronic communication. If detention is missed or the student is tardy, the principal will decide what additional consequences will be incurred.

Once a student has served detention for the accumulation of four demerits, the demerits are cleared. To earn another detention a student must accumulate four more demerits. At teacher discretion, a detention may be given to the student directly with no demerits if the behavior is dangerous or repetitious. If a student serves two detentions during a semester for misconduct, he/she will meet with the principal to discuss his/her behavior. At the end of each semester, *demerits are erased*, allowing students to begin each semester with a fresh start.

At times it may be necessary for the teacher to send a student to the principal's office. For a series of minor problems or major offenses, the school administrator will determine the appropriate corrective consequences. Major offenses include, but are not limited to the following: profanity, willful destruction of school property or that of another student, bullying, cheating, lying, fighting, and blatant disrespect to a staff member, theft, the use of alcohol or tobacco or a minor offense that has become a habit. Depending on the misbehavior, discipline may take several forms such as: parent conference, "in-school" or "off-campus" suspension, or expulsion.

### **9.4 Suspension Guidelines**

1. Suspensions from school will be treated as excused absences.
2. Suspended students will be given the work they miss. The time they are given to make-up their work will be the same as listed in the handbook for other absences.
3. The administration may suspend students for any of the following as well as for other offenses that may not be listed here:

- Consistent refusal by a student to change his/her behavior. For example: repeated detentions for the same offense;
  - Fighting or bullying;
  - Possession and/or use of tobacco products during school hours, at a school-sponsored event or while wearing their school uniform;
  - Destruction of school or personal property;
  - Possession and/or use of lighters, matches, or any type of knife or weapon; or
  - Any illegal activity.
4. At times the administration will dismiss students for infractions including, but not limited to:
- Plagiarism
  - Abusing, supplying, selling or possessing illegal drugs or drug paraphernalia;
  - Possession/use of alcohol products;
  - Stealing;
  - Assault or battery;
  - Threatening the safety of other students;
  - Possession of a weapon;
  - Serious violation of any country ordinance;
  - Fornication, homosexual behavior or any other sexual immorality;
  - Commission of any suspendable infraction while on disciplinary probation; or
  - Committing a second, similar suspendable offense within the same school year.
5. These guidelines are in place to guide the administration when working with students. However, exceptions to the guidelines may be made based upon the contrition of the student, the circumstances surrounding the incident, the past behavior pattern of the student and the involvement of the parents and guardians.

## **9.5 Expulsion/Dismissal from School**

The school generally follows its discipline procedures contained herein. However, there are circumstances in which the school administration and/or board may determine, in their sole discretion, that it is appropriate not to follow progressive discipline steps. In cases in which a student has engaged in egregious, immoral, or other unacceptable behavior, the school reserves the right to suspend or expel the student immediately. Permanent expulsion/dismissal from ICS may occur for behavior outside of school if it is of a nature that exhibits extremely poor conduct.

If a student is dismissed from ICS for any reason, any refund of fees will be made using the same policy as for withdrawing students (outlined in the ICS Refund of Fees policy). Students dismissed during the semester are liable for full payment of all tuition fees with no refund of any fees for any portion of a semester.



ICS will release transcripts or a student's records only after confirming with the business office that the student's account is paid in full, technology turned in, and textbooks returned. If the student's account is paid in full, records will be released and the transcript will be sent. For current students, a copy of the student's last semester grades will also be sent. If the account is not paid in full, no transcript or other written details regarding the student's academic record for the current or any previous semesters will be released.

## **9.6 Conduct Eligibility for Athletics**

Once a player has been observed or reported by a verifiable and reliable source as using alcohol or tobacco during the season, the following actions will take place:

1. The coach and student-athlete will conference.
2. The Activities and Sports Director and Principals will be informed of the reported incident.
3. The student-athlete's parents will be informed of the reported incident.
4. The involved coach(es) and Administration will review the reported offense. If the offense is confirmed as accurate, the following disciplinary actions will be applied:
  - a. First offense: A 1-2 week suspension from practices and/or games could be applied.
  - b. Dismissal from the team for the remainder of the season.

## **10.0 SCHOOL AND PERSONAL PROPERTY**

### **10.1 General Statement**

ICS is not responsible for lost or stolen items. Students who bring these items to school do so at their own risk.

### **10.2 Mobile Phones**

For elementary students, cell phones and ear buds may not be used from 7:30am to 3:00pm unless permission is granted by a teacher. Phones and ear buds should be kept secure in students' bags or lockers during school hours so as not to be a distraction in class.

For high school students, cell phones and ear buds/headphones must not be seen nor heard during class time unless the teacher grants expressed consent, otherwise phones and ear buds will be confiscated by the teacher. When a phone or ear buds are confiscated, the teacher will pass them to the Academic Office. The student must relinquish the phone and/or ear buds before school begins and retrieve after school for

five school days following the initial incident. If further abuse of the phone and ear buds occurs, the administration will take appropriate action.

### **10.3 Lost and Found**

Please label all clothing, books, bags, etc. with the student's name for easy identification. Books, water bottles, clothing and any other articles found lying around the campus will be placed in the Lost and Found cabinet in the school canteen. Only valuable items, such as watches, jewelry, wallets with cash, ID and EZ-link cards, will be kept in the front office until they are claimed. Periodically, unclaimed and unidentified items will be available for sale to the community, donated or disposed of.

### **10.4 Textbooks**

ICS provides textbooks as a guide and reference for classroom instruction. School fees cover the cost for the use of all textbooks.

Textbooks and novels are assigned through Follett to individual students during Orientation, within the student's first week of enrollment at ICS, and/or at a teacher's request. All textbooks must be covered within one week of the textbook being issued, and students should pencil their names into the front of the textbooks. Students are responsible to keep track of all textbooks and novels assigned to them. ICS provides students with a cubby/locker to use on campus where students may safely store their textbooks while at school.

While fair wear and tear is expected on the textbooks or novels, any significant damage or loss of the textbook or novel is the student's responsibility. Fair wear and tear, loss, or damage to a textbook or novel is determined solely by ICS. In the case, ICS determines loss or damage, the student to whom the book is signed out is ultimately responsible to pay the replacement cost as set by ICS. Students must pay the fee set by ICS; ICS does not allow students to individually procure another copy of the textbook or novel as a replacement.

Textbooks are checked in at the time a student chooses to withdraw from ICS, at the end of the semester for semester-long courses, or during final exams for year-long courses. Textbook fines for 1st-semester-only courses are issued at the beginning of January; fines for 2nd-semester-only and year-long courses are issued on the last day of school. A family must pay all textbook fines before a report card, transcript, and/or diploma are released to the family.

## 10.5 Lockers

Students are assigned a locker with a school-issued combination lock (for MS and HS) for the storage of personal and school-related belongings. The lockers are school property and the students' use of them is a privilege. All lockers should be kept neat and clean with no materials stored on top or spilling out of them. Lockers should not be damaged, decorated on the exterior, or decorated in ways that are permanent or are of questionable morality.

The school encourages students to keep valuables at home, locked in a locker, or with them at all times. The school bears no responsibility for items taken from a locker.

The school reserves the right to search any student locker at any time. Students MAY NOT move their belongings to any locker other than the one assigned to them.

HS Students who are enrolled in a PE class must bring a lock for their belongings in the PE locker room or lock their belongings in their regular locker. All valuables must be locked at all times.

## 10.6 Property Damage

Students are responsible for damage to school property and equipment. If not specifically listed below, the student is responsible for the full, actual cost of the repairs. In any of these situations, the student may also be subject to disciplinary action ranging from demerits, detention, or suspension.

## 11.0 ELEMENTARY SCHOOL

### 11.1 ES Grading Policy

Students in elementary school receive a grade based on their demonstration of mastering academic grade-level standards in each course:

Grade Descriptor	Description
Mastering	The student independently meets grade-level expectations of the standard.
Approaching	The student independently shows partial understanding of content standard skills and/or concepts.
Developing	The student shows partial understanding of content standard skills and/or concepts with significant support.

Beginning	The student has difficulty in demonstrating their understanding of content standard concepts and/or skills.
Insufficient Evidence	The student has not provided enough evidence for the teacher to make an informed judgment regarding the student's learning.
Not Applicable	Not assessed in this grading period.

All standards are represented in Powerschool, while a select set of standards will be shown on the report card.

Students' academic grades will not include their habits of work, such as work completion, participation, or attitude. Work completion, participation, and attitude, will be reported separately as habits of work grades. Habits of work are reported on the following scale:

<b>4</b>	Meeting Grade-Level Expectations
<b>3</b>	Approaching Grade-Level Expectations
<b>2</b>	Below Grade-Level Expectations
<b>1</b>	Grade-Level Expectations Not Met
<b>I</b>	Incomplete
<b>NA</b>	Not assessed in this grading period

The school year is divided into two semesters. Report cards are issued to parents at the end of each semester. Please keep in mind that report cards cannot be issued until all financial obligations are up-to-date.

## 11.2 Assessment Policies in Elementary School

ICS has a [schoolwide assessment policy](#) that outlines our philosophy of assessment and key terms. Teachers' practice must adhere to these policies.

In order to ensure consistency in giving student assessments, the ICS has the following schoolwide assessment agreements in place. *Notes in italics are specific to the elementary school.*

### Alignment

All assessments and assessment items are aligned to ICS's curriculum standards.

### Formative and Summative Assessments

Formative assessments are used to provide teachers with feedback to guide and make adjustments to classroom instruction. Formative assessments give students

information about their progress towards meeting the standards that will be assessed at the end of the unit/semester.

The purpose of summative assessments is to provide verification of a student's learning at a predetermined point in time as well as for communicating student learning in relation to the standards.

All students should have the opportunity to have material assessed on a formative assessment prior to the information being assessed on a summative assessment.

Summative assessments must be announced at least two class periods in advance. Announcements should be made in class and posted on Schoology.

Over the course of a unit/semester, teachers use a variety of assessment methods to provide students with opportunities to showcase their learning.

*Some examples of formative and summative assessment include*

*Formative Assessment: Classwork, center work, quizzes, exit tickets, homework, participation*

*Summative Assessment: Tests, Essays, Presentations, Projects*

#### Timing of Feedback

Following formative assessments, students must be given feedback that is both timely and actionable, with clear action steps and goals communicated for working toward meeting the standards. Feedback should be given at the minimum of once every two weeks.

#### Common Assessments

For courses taught by multiple teachers, all written summative assessments must be the same regardless of teacher.

*In cases where students are given choices for how to demonstrate their learning on a summative assessment, all students in the grade level must be given the same menu of assessment options.*

*Common formative assessments will cover the same standards with the same questions, but teachers can use their discretion for delivery of the assessment.*

#### Retesting

Each division must have a retesting policy in place that provides students with an opportunity for reassessment on summative assessments. Final exams cannot be reassessed.

*Reassessment should allow students to learn from mistakes and show growth. Teachers have discretion at what will best show student growth and learning from repeated assessment.*

*Students are re-assessed with a score of Approaching or below*

*Students should be reassessed on standards that are approaching or below; however, the questions, problems, etc should be modified from the original assessment.*

### Grade Calculations

As a standards-based school we believe that student learning and growth is more important than snapshots of student performance on an individual assessment at a particular point in time. As such, progress towards standards is taken into account. Teachers use a combination of the most recent and most frequent evidence of student achievement to determine grades.

*Elementary will not count participation, homework and effort as part of the grade. These behaviors are reported separately from the academic standards using the Habits of Work, or HOW grades.*

### Individual vs. Group Performance

While teachers may choose to allow students the opportunity to collaborate on assignments, students will be graded individually on their individual contribution to the project.

### Accommodations and Learning Needs

Students who have documented learning needs will be provided with appropriate accommodations as determined by an educational psychologist report and the learning support teacher's recommendations.

### Incomplete Work / Insufficient Evidence

Over the course of a semester, a student must submit sufficient evidence of his or her learning (through summative assessments). Students who do not complete all summative assessments will be assigned a grade of "insufficient evidence" until all work is completed.

### Plagiarism / cheating

A student who plagiarizes or cheats on an assignment has not provided a teacher with sufficient evidence to make an informed judgement about a student's learning. A teacher will inform the principal regarding all instances of academic dishonesty. On the first offense, a student's grade will be reflected as insufficient evidence until the assignment is completed as the student's own work. On the second offense, a student's grade will be reflected as insufficient evidence until the assignment is

completed as the student's own work *and* the student will be suspended. On the third offense, further disciplinary action will be taken.

### **11.3 ES Course Entry Requirements**

Kindergarten 4 (K4) students may be recommended to repeat K4 if they do not exhibit necessary reading readiness skills, and/or age appropriate developmental maturity. K4 students are not prepared for, and will not advance to, grade 1. The successful completion of K4 will result in promotion to Kindergarten.

K5 students may be held back if they do not exhibit necessary readiness skills in reading or math. The lack of age-appropriate developmental maturity may also cause a student to be retained.

Students in Grades 1-5 may be held back if they have not made satisfactory progress in reading or math. The lack of age-appropriate developmental maturity may also cause a student to be retained.

If a child is repeating a grade and does not meet the requirements for course entry into the next grade during that repeat year, the child will not be able to enroll at ICS for the following school year.

The principal reserves the right to retain or pass a student after reviewing all relevant factors and options, and it is deemed in the best interest of the student.

### **11.4 ES Make-Up Assignments**

When a student is absent from school, he or she is responsible for getting make-up work from the teacher and completing the assignments; please request make-up work directly from the teacher. For every day the student is absent, the student will have one day to make up the work; until the work is made up, it will be denoted as an Insufficient Evidence (IE) in the gradebook.

The maximum time for make-up work will be five days for extended excused absences unless otherwise agreed upon by the teacher and principal. All students are required to make up all work whether the absence is excused or unexcused.

### **11.5 ES Homework Guidelines**

In an effort to reinforce learning through practice, review, and remediation, and to teach the student responsibility and good study habits, the school will require a certain amount of homework. Teachers try to assign an appropriate level of homework for the grade level that they teach.

Homework time that is needed may vary depending on the needs of each individual student.

## 11.6 Wednesday Folders

Information will primarily be communicated through Schoology. If paper forms are sent home from the office, they will be distributed to students on Wednesdays. Please check your child's backpack on Wednesdays to see if there is any communication.

## 11.7 Classroom Parties

Room parent representatives will work with elementary school teachers to schedule and coordinate student birthday parties. Birthday children may bring party favors to give to ALL students in the class, and parents are welcome to attend and assist with the party. Please liaise with the school first aid officer concerning student allergies. Elementary school classes may celebrate birthdays with their class and homeroom teachers will contact parents with more information.

Official occasions for school classroom parties include Thanksgiving, Christmas, Easter, and the End of Year. All other parties must be approved through the Elementary Office. ICS is not responsible for parties held outside of school hours.

## 12.0 MIDDLE SCHOOL AND HIGH SCHOOL

### 12.1 MS/HS Grading Policy

Students in middle school receive a grade based on their demonstration of mastering academic grade-level standards in each course:

MS Grade Descriptor	MS Description	MS Letter Grade
Exemplary	<p>The student independently and consistently demonstrates his or her ability to meet the expectation through work that is innovative and comprehensive - showing nuanced understanding of the standards.</p> <ul style="list-style-type: none"><li>• The student demonstrates sophisticated critical and creative thinking.</li><li>• There is consistent evidence of analysis, synthesis, and/or evaluation when solving problems, answering questions, and expressing himself or herself.</li><li>• The student readily applies knowledge and skills to new and unfamiliar situations with strong and convincing evidence and/or explanations as the task allows.</li></ul>	E



Meeting	<p>The student independently and consistently demonstrates his or her ability to meet the expectation set forth by the grade-level standard.</p> <ul style="list-style-type: none"> <li>• The student is capable of selecting the appropriate strategy to solve problems, answer questions, and express himself or herself.</li> <li>• The student only occasionally applies his or her knowledge to more authentic and atypical circumstances.</li> </ul>	M
Approaching	<p>The student independently but inconsistently demonstrates an ability to meet the grade-level standard. While the student may sometimes show an ability to meet standard, the student occasionally needs initial support from the teacher to be able to work independently.</p> <ul style="list-style-type: none"> <li>• The student has some transferable skills and a limited conceptual understanding that goes beyond whether something is right or wrong.</li> <li>• The student's ability to make connections related to previously explored concepts is rare or minimal.</li> </ul>	A
Support Needed	<p>The student requires sustained assistance from the teacher in order to partially meet the grade-level standard.</p> <ul style="list-style-type: none"> <li>• The student's explanations and demonstrations are task-specific, inconsistent, linear, and isolated.</li> <li>• The student is unable to create connections related to previously explored concepts.</li> <li>• The student operates at the recall and replicate level of understanding.</li> </ul>	SN
No Progress	Even with assistance, the student has made no progress towards meeting the standard.	NP
Insufficient Evidence	<p>The student has not provided the teacher with enough evidence to make an informed decision about the student's learning in relation to the standard. Either whole pieces of evidence are missing or the submitted evidence is incomplete. If not enough evidence can be collected by the end of the semester, the IE will convert to an F.</p>	IE
Not Applicable	The standard was not covered during this semester.	NA

Students in high school receive a grade based on their demonstration of mastering academic grade-level standards in each course:

HS Grade Descriptor	HS Description	HS Letter Grade
Exemplary	<p>The student independently and consistently demonstrates his or her ability to meet the expectation through work that is innovative and comprehensive - showing nuanced understanding of the standards.</p> <ul style="list-style-type: none"> <li>• The student demonstrates sophisticated critical and creative thinking.</li> <li>• There is consistent evidence of analysis, synthesis, and/or evaluation when solving problems, answering questions, and expressing himself or herself.</li> <li>• The student readily applies knowledge and skills to new and unfamiliar</li> </ul>	A

	situations with strong and convincing evidence and/or explanations as the task allows.	
<b>Meeting</b>	<p>The student independently and consistently demonstrates his or her ability to meet the expectation set forth by the grade-level standard.</p> <ul style="list-style-type: none"> <li>• The student is capable of selecting the appropriate strategy to solve problems, answer questions, and express himself or herself.</li> <li>• The student only occasionally applies his or her knowledge to more authentic and atypical circumstances.</li> </ul>	<b>B</b>
<b>Approaching</b>	<p>The student independently but inconsistently demonstrates an ability to meet the grade-level standard. While the student may sometimes show an ability to meet standard, the student occasionally needs initial support from the teacher to be able to work independently.</p> <ul style="list-style-type: none"> <li>• The student has some transferable skills and a limited conceptual understanding that goes beyond whether something is right or wrong.</li> <li>• The student's ability to make connections related to previously explored concepts is rare or minimal.</li> </ul>	<b>C</b>
<b>Support Needed</b>	<p>The student requires sustained assistance from the teacher in order to partially meet the grade-level standard.</p> <ul style="list-style-type: none"> <li>• The student's explanations and demonstrations are task-specific, inconsistent, linear, and isolated.</li> <li>• The student is unable to create connections related to previously explored concepts.</li> <li>• The student operates at the recall and replicate level of understanding.</li> </ul>	<b>D</b>
<b>No Progress</b>	Even with assistance, the student has made no progress towards meeting the standard.	<b>F</b>
<b>Insufficient Evidence</b>	The student has not provided the teacher with enough evidence to make an informed decision about the student's learning in relation to the standard. Either whole pieces of evidence are missing or the submitted evidence is incomplete. If not enough evidence can be collected by the end of the semester, the IE will convert to an F.	<b>IE</b>
<b>Not Applicable</b>	The standard was not covered during this semester.	<b>NA</b>

Students who do not reach an acceptable level of mastery on assessments will be given the opportunity to retake or redo them until they reach an appropriate level of understanding. If a student does not show adequate learning by the end of the semester, they will receive an IE (Insufficient Evidence) on their report card and will have 2 weeks to show sufficient evidence of learning.

All standards are represented in Powerschool, while a select set of standards and the final course grade will be shown on the report card.

Students' academic grades will not include their habits of work, such as work completion, participation, or attitude. Work completion, participation, and attitude, will

be reported separately as habits of work grades. Habits of work are reported on the following scale:

4	Meeting Grade-Level Expectations
3	Approaching Grade-Level Expectations
2	Below Grade-Level Expectations
1	Grade-Level Expectations Not Met
I	Incomplete
NA	Not assessed in this grading period

The school year is divided into two semesters. Report cards are issued to parents at the end of each semester. Please keep in mind that report cards cannot be issued until all financial obligations are up-to-date.

## 12.2 Assessment Policies in MS/HS

ICS has a [schoolwide assessment policy](#) that outlines our philosophy of assessment and key terms. Teachers' practice must adhere to these policies.

In order to ensure consistency in giving student assessments, the ICS has the following schoolwide assessment agreements in place. *Notes in italics are specific to the middle school and high school.*

### Alignment

All assessments and assessment items are aligned to ICS's curriculum standards.

### Formative and Summative Assessments

Formative assessments are used to provide teachers with feedback to guide and make adjustments to classroom instruction. Formative assessments give students information about their progress towards meeting the standards that will be assessed at the end of the unit/semester.

The purpose of summative assessments is to provide verification of a student's learning at a predetermined point in time as well as for communicating student learning in relation to the standards.

All students should have the opportunity to have material assessed on a formative assessment prior to the information being assessed on a summative assessment.

Summative assessments must be announced at least two class periods in advance. Announcements should be made in class and posted on Schoology.

Over the course of a unit/semester, teachers use a variety of assessment methods to provide students with opportunities to showcase their learning.

*Students in grades 9-12 take cumulative semester exams for each subject. Exams may only be administered during the times designated on the school calendar. The specific exam schedule will be published by the principal at least two weeks in advance. All classes are expected to give an exam or summative project.*

#### Timing of Feedback

Following formative assessments, students must be given feedback that is both timely and actionable, with clear action steps and goals communicated for working toward meeting the standards. Feedback should be given at the minimum of once every two weeks.

#### Common Assessments

For courses taught by multiple teachers, all written summative assessments must be the same regardless of teacher.

*All students should be progressing towards the same performance task (summative assessment) regardless of the teacher. With that there should be common, consistent and timely formative checks and feedback given throughout the process of completing the performance task.*

#### Retesting

Each division must have a retesting policy in place that provides students with an opportunity for reassessment on summative assessments. Final exams cannot be reassessed.

*Reassessments may include individual students or the entire class. When assessments are reassessed, they may be reassessed in part or in whole, in the original format or in a different format.*

*In order to reassess, a student must complete the original task/assessment (inclusive of all formative work/homework leading up to this task) and complete any reteaching/relearning activities prescribed by the teacher, and all reassessments must be completed within two weeks of the initial assessment. Reassessment grades will replace the original grade. Only one reassessment opportunity will be allowed per assessment though in rare circumstances and with the principal's approval an exception for a second reassessment may be made.*

#### Grade Calculations

As a standards-based school we believe that student learning and growth is more important than snapshots of student performance on an individual assessment at a particular point in time. As such, progress towards standards is taken into account.

Teachers use a combination of the most recent and most frequent evidence of student achievement to determine grades.

#### Individual vs. Group Performance

While teachers may choose to allow students the opportunity to collaborate on assignments, students will be graded individually on their individual contribution to the project.

#### Accommodations and Learning Needs

Students who have documented learning needs will be provided with appropriate accommodations as determined by an educational psychologist report and the learning support teacher's recommendations.

#### Assigning Work over Breaks

For non-AP classes there should be no work assigned over breaks (summer break, mid-term break, Christmas break, spring break) nor assessments due to be completed directly (within the first 2 school days) after breaks.

#### Incomplete Work / Insufficient Evidence

Over the course of a semester, a student must submit sufficient evidence of his or her learning (through summative assessments). Students who do not complete all summative assessments will be assigned a grade of "insufficient evidence" until all work is completed.

*Missing assessments should be made up or turned in within two weeks of the initial date.*

*All grades for standards must be justified with sufficient evidence. Failure to submit an assessment is not evidence of poor academic performance, but evidence of poor behavior. Best practices tells us that awarding of an F should rarely happen if an appropriate course of action is taken.*

*In order to assist teachers in combating this, the following strategies must be implemented:*

- *For assessments that are occurring over an extended period of time, timely formative checks need to be used to check progress. It is strongly encouraged to provide a formative timeline for all assessments.*
- *If an assessment is past due, the teacher should:*
  1. *Meet with the student during Study Hall, Advisory, or after school to provide guidance on how to complete the assessment by the end of the session. The teacher may collect the student's work at the end of the session and grade whatever work has been done.*
  2. *If the student misses the meeting during Study Hall, Advisory, or after school, the teacher may assign a detention. The teacher assigning the*

*detention will supervise the detention. Whatever is done by the end of the detention will be assessed and placed in PowerSchool.*

- *In every situation, parents should be contacted.*

*If after the formative checks, additional support sessions, and parents contact there is still incomplete work, then the teacher may report a zero as all due diligence has been taken to support the student.*

### Plagiarism / cheating

A student who plagiarizes or cheats on an assignment has not provided a teacher with sufficient evidence to make an informed judgment about a student's learning. A teacher will inform the principal regarding all instances of academic dishonesty. On the first offense, a student's grade will be reflected as insufficient evidence until the assignment is completed as the student's own work. On the second offense, a student's grade will be reflected as insufficient evidence until the assignment is completed as the student's own work *and* the student will be suspended. On the third offense, further disciplinary action will be taken.

## **12.3 HS Final Exams**

Final exams or projects are given for all classes at the end of each semester. Grade 12 students are exempt from second-semester exams.

Semester exams are administered during the last five days of each semester. Please ensure that your child is not absent for his/her final exams. Final semester exams can only be rescheduled due to an illness, death in the family, or other family emergencies. Early travel plans or departure requests will not be considered and do not classify as a family emergency.

## **12.4 MS/HS Academic Intervention and Probation**

Our ultimate goal is student learning. In order for us to better assist students in their learning, an intervention plan is in place. The intent of this plan is to support students as soon as they are in need of support, so that no student slips through the cracks and ends the semester with multiple IEs.

When a teacher notices a student needs additional help, is struggling to learn a new concept, has chronic late work, or has earned low grades on assessments, the teacher may work with the student during WIN time or during lunch or after school to provide extra support and reteaching.

If a student receives two or more "Support Needed", "No Progress", or "Insufficient Evidence" consistently on the weekly grade check, the MS/HS Academic Counselor will meet with the module teacher and student to review the situation in order to put

appropriate interventions in place to support the student. . If the student does not show improvement in the course, the MS/HS Academic Counselor will reach out to the parents and Principal to develop appropriate intervention plans.

If a student is not making progress toward a diploma, the administration will place the student on academic probation. This student will have one semester to make satisfactory progress. If satisfactory progress is made, the student will be removed from academic probation. If satisfactory progress is not made, the student may be required to repeat the grade or the administration may recommend transfer of the student to a different school.

MS students who are enrolled in the advanced math track who show signs of struggling (i.e. grade of "Approaching" or below, poor classroom performance, lower achievement on MAP assessments) may be asked to move to the mainstream math track at the end of the semester if interventions are unsuccessful. If a student shows signs of struggles, the teacher will reach out to the Principal and parents in order to put appropriate interventions in place prior to this recommendation.

## 12.5 Course Entry Requirements

**Middle School:** Failing semester grades in English Language Arts and/or Math will result in students repeating a grade level. Students must pass both semesters of both English and math classes with a grade of **Approaching Standard** or "**A**" or above in order to advance to the next grade level. Students who do not pass one or both of the above classes must take and pass an appropriate summer online grade recovery course prior to a given date before the beginning of the fall semester in order to be promoted to the next grade level. Students must pass pre-algebra by the end of their 8<sup>th</sup> grade year or they will be required to take and pass an online pre-algebra course prior to the start of 9th grade in order to be enrolled in high school.

**High School:** Failing courses at the high school level will impact a student's ability to meet the credit requirements for graduation. Students must pass each semester with a grade of **Approaching Standard** or "**C**" or above in order to receive credit. Students must retake a failed course at ICS or through a credit recovery online/extension learning option at their own expense. If a student does not earn credit in a prerequisite course, he/she cannot enroll in the next course in the progression until the prerequisite course credit is earned by retaking the course or through a credit recovery option (e.g., if a student does not pass Geometry semester 1, he/she cannot enroll in Geometry semester 2 until he/she passes Geometry semester 1). A summary of math and English entry requirements, along with credit requirements, is presented below. Please see the ICS website for the official course entry requirements.

For entry into grade 9, a student must successfully pass Grade 8 English and a math course equivalent or higher to Pre-Algebra.

For entry into grade 10, a student must successfully pass Grade 9 English and a math course equivalent to or higher than Pre-Algebra. The student must have five academic credits for entry into grade 10.

For entry into grade 11, a student must successfully pass Grade 10 English and a math course equivalent to or higher than Algebra 1. The student must have 12 academic credits for entry into grade 11.

For entry into grade 12, a student must successfully pass Grade 11 English and a math course equivalent to or higher than Geometry. The student must have 18 academic credits for entry into grade 12 *with the ability to fulfill the remaining 7 credits required for graduation within the Grade 12 school year.*

Students who wish to enroll in an AP or Honors courses will be considered based upon the following criteria:

- Students who complete all prerequisite classes with "Exemplary" achievement are automatically eligible to enroll in the AP/Honors Course.
- Students who complete all prerequisite classes with "Meeting" achievement are eligible to enroll in an AP/Honors Course with the recommendation of the teacher from the prerequisite class and the AP Teacher.
- Students who complete all prerequisite classes with "Approaching" achievement are eligible to enroll in an AP/Honors Course with the recommendation of the teacher from the prerequisite class and the Honors Class Teacher. The student must also have approval from the HS Principal and the HS Counselor.
- Exceptions to the above criteria may be given by the principal.
- The AP/Honors Course Student Agreement Form must be signed by the student and the student's parent/guardian.

## **12.6 High School Diploma Requirements**

HS students must complete a total of 25 credit hours to be eligible for a diploma. The 25 credits are across the core subjects and electives (refer to the ICS HS Course Catalog for detailed information).

HS students are required to complete 6 hours of community service each semester they are enrolled at ICS as a diploma requirement. Community Service hours must be completed before the end of each school year. Students may not roll over extra hours to a new academic year. If students do not complete their community service hours by the end of the year, their transcript will not be released and they will not receive their diploma until the community service hour requirements are completed.



## **12.7 High School Course Scheduling**

At the end of each academic year, rising Grade 9 - Grade 12 students who are returning to ICS will meet with the MS/HS Academic Counselor to request their courses for the next academic year.

At the beginning of each new semester year students have the first 6 days of school to request a schedule change. The request will be reviewed by the MS/HS Academic Counselor. After day 10 of the semester no schedule changes are permitted.

## **12.8 Homework Guidelines**

Homework is given as a way for students to practice and reinforce the skills and concepts that are being taught in class. All students learn at a different pace and in different ways, and homework gives students one more way to practice which leads to learning.

Homework is used by teachers to check for understanding and monitor student learning. Middle school students may have 30 - 90 minutes of homework daily. As a general rule, high school students should expect 90 - 120 minutes of homework each night. However, high school students' homework requirements vary based on the courses being taken; honors and AP have higher homework loads than regular courses.

Students will receive feedback on their homework to guide their understanding so all students move toward meeting the standard.

Students are encouraged to take homework seriously as it is meant to help them learn. Failure to complete homework will be reflected in the Habits of Work grades in each class.

## **12.9 Agendas**

MS Students will be able to pick up an agenda from the Academic Office. Students are encouraged to keep a consistent record of their homework, tests, quizzes, projects, and any other schoolwork that is due. Parents are urged to review their child's agenda periodically to ensure that assignments are being written down and accomplished.

HS students are encouraged to keep an agenda to help them stay on track with their homework and tests.

## **12.10 HS Grade Point Average (GPA)**

Students must enroll in at least two AP or honors classes to qualify for any honors distinction and must have no history of academic dishonesty.

ICS calculates GPA using the following guidelines:

- Grade Point Averages (GPAs) are computed based on final class grades (semester grades only) taken through ICS and NorthStar Academy only.
- Honors classes will receive an additional 0.5 quality point in GPA calculation. Advanced Placement (AP) courses will receive an additional 1.0 quality point in GPA calculation.
- Final official transcripts with final GPAs will be available one week after the 2nd semester report cards are issued.

To view the GPA scale and learn more about the high school, view the [High School Profile](#).

## **12.11 HS Honor Roll**

The honor roll list will consist of students who have earned at least a 3.7 GPA from the previous semester.

## **12.12 HS Transcript Release Policy**

- ICS will release a transcript only after first securing permission from the Business Office to make sure the student's account is paid in full. Additionally, all fees must be settled, detentions served, and all school property must be returned before the release of transcripts.
- If student accounts are not paid in full, no transcript or other written details regarding the student's academic record will be sent.
- The High School student must complete the community service hour requirements before their transcript will be released.
- ICS may charge fees for printed copies of report cards, diplomas, reference letters, transcripts, or other certificates. Students must pay for costs incurred in order to send transcripts or other documents by any courier other than regular mail.
- Any request for transcripts and other documents as needed should be made by emailing registrar@ics.edu.sg.