

**Faith  
International  
Academy**

**Student &  
Parent  
HANDBOOK**

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# Leadership

## **Administration**

The FIA Executive Team consists of the head of school, the principal, and the business administrator.

## **Leadership Team**

The FIA Leadership Team consists of the head of school, the principal, and the business administrator, and lead teachers for high school, middle school, and elementary school.

# History

## **Faith Academy in Manila**

In March 1956, missionary parents met in Manila to found a school. After praying and working with a small mission school, and with the help of several mothers, Faith Academy Manila opened in July 1957.

## **Faith Academy in Davao**

In the early 80's a United Christian Academy in Davao asked Faith Academy to facilitate a branch in Davao. Faith Academy Davao opened, and the present campus was dedicated in 1987. In 2008, Faith Academy in Davao consolidated with Mindanao International Christian Academy to become Faith Academy Mindanao.

## **Faith International Academy**

In 2013, it was decided that the school was established enough to become legally independent. In 2014, recognition was given, and FIA came into being.

# Foundational Statements

## **Purpose**

FIA exists primarily to support families in Christian ministry by providing a quality, international, Christian education.

## **Vision**

FIA strives to be a caring, learning community which nurtures students to fulfill their God-given potential.

## **Core Values**

### **Excellence**

- Always seeking to be all God desires for you.
- Excellence is not based on comparison with others.
- Excellence in attitude and effort, not simply in results.

### **Hope**

- Individually find purpose in Christ.
- Put trust fully in God, and then reflect His light around us.

### **Integrity**

- The quality of being honest and having strong moral principles and values.
- Acknowledging that adherence to this code is of greater value than great achievements or popularity.

- Understand that your character is what you really are, while your reputation is merely what others think you are.

### **Leadership**

- Servant leadership, providing the needed tools for success.
- Know, care for, and listen to those you lead, clearly communicating in word and action.
- Having appreciation for others, as well as the mission & vision, while modeling all the core values personally.

### **Teamwork**

- Thriving together to achieve our mission by utilizing and respecting each member and their God-given strengths.

### **Truth**

- Communication based on truth, intended to build each other up.
- Avoiding gossip in general (about students, teachers, parents, etc.).
- Communicate a biblical worldview and plan for living based on truth in God's Word, which is the foundation for everything.
- Don't make assumptions, but get reliable information on all sides of an issue before drawing conclusions.
- Stick to the facts, not opinions.

## **Wisdom**

- The ability to apply past experiences, good judgment, and knowledge, which is revealed through God's Word and the study of the world around us, so that you can make the right choice in any situation.

## **Philosophy of Education**

We believe that each individual, being created in the image of God, is of supreme worth. We believe that the dignity and worth of the individual should be respected. We believe that students vary as to inherent and acquired capabilities and that these differences must be taken into consideration in the education process:

- To encourage each student to put his/her trust in Christ, and to grow toward fullness and maturity in Him as stated in the Scriptures.
- To provide opportunities for citizenship training and character development for effective participation in the family and society.
- To include those experiences and activities for each pupil which will lead to the enrichment of his own life, through his spiritual, moral, social, intellectual, physical, and aesthetic development.
- To assist students in understanding the changing conditions in the world from a Christian viewpoint, and to prepare them to think through their obligations as Christians in new situations.

- To provide students with opportunities for direct involvement in the life and ministry of the body of Christ.

## **Statement of Faith**

- A. We believe in one true God, eternally existent in three Persons: Father, Son and Holy Spirit, the same in substance and equal in power and glory.
- B. We believe in the complete humanity and deity of our Lord Jesus Christ, in His virgin birth, sinless life, miracles, vicarious and atoning death through His shed blood on the cross, bodily resurrection, ascension to the right hand of the Father, and future personal return in power and glory.
- C. We believe that the Holy Spirit indwells and empowers all believers and enables them to live a godly life.
- D. We believe that the Bible is inspired and inerrant, that all 66 books of the Old and New Testament are God's complete written revelation to mankind, the only infallible authority in all matters of faith and practice.
- E. We believe that through Adam's sin all have inherited a sinful nature and therefore all choose to sin. All are thus sinners and deserving of death.
- F. We believe that salvation of lost and sinful man is only by the grace of God through personal faith in the Lord Jesus Christ alone, accomplished through regeneration by the Holy Spirit.
- G. We believe that our sins block our fellowship with God. As we confess those sins, God forgives us and our fellowship is restored.

- H. We believe in the resurrection of the body, the judgment of the world by our Lord Jesus Christ, the eternal blessedness of the saved, and the eternal punishment of the lost.
- I. We believe that saving faith in Jesus Christ unites all Christians as members of the body of Christ. Such a position brings both privileges and responsibilities before God and toward one another in the Christian life.

### **Statement of Unity**

As an interdenominational school, it is recognized that there are some doctrinal matters not covered in the Statement of Faith which differ in the mission community. In order to promote unity in the Christian and school community, FIA asks that its personnel:

- ❖ Be respectful of personnel and students who hold differing views on doctrinal issues; agreement on the Statement of Faith should guide and balance discussion of differences.
- ❖ Be respectful of the parents' responsibility to teach their own children and not attempt to convince a student to take a position different from that taught in the home.
- ❖ Be allowed freedom to share their personal doctrinal views when appropriate.

As multicultural schools immersed in a Filipino culture, it is recognized there are many areas of social conduct that are viewed differently because of our diverse backgrounds. In order to promote unity in the community, FIA asks its Community to show sensitivity and discretion in exercising personal freedoms.

## **Schoolwide Learning Results (SLRs)**

- **Creative and Critical Thinkers who:**
  - search for and integrate God’s truth in all aspects of life & learning
  - solve complex problems
  - analyze, interpret, evaluate, and synthesize information
- **Self-directed Learners who:**
  - pursue Truth through studying the Bible
  - understand and apply a body of knowledge and skills
  - demonstrate intellectual curiosity
  - access information as a tool for life-long learning
- **Proficient Collaborators who:**
  - work and learn cooperatively with others
  - show respect for commonalities and differences in areas such as cultures and points of view
- **Skillful Communicators who:**
  - interact with information and ideas through listening, speaking, reading,
  - writing, using technology and symbolic representation (pictorial, graphic, musical etc.)
  - learn and convey Biblical concepts and truths
- **Faithful Stewards who:**
  - understand the need for discipline and balance in all areas of life
  - contribute their time and talents to serve their families, communities, and all nations
  - take care of the resources God has entrusted to them

# Enrollment

## **Admissions**

Admissions information can be found on the school website - [www.fia.edu.ph](http://www.fia.edu.ph)

## **Visa Requirements**

Students enrolled at FIA are expected to have the proper legal documentation for residing in the Philippines. Various types of visas are acceptable, but those with a tourist visa must have additional documentation. Students below 18 years old with a tourist visa are required to apply for a Student Study Permit (SSP). The family is responsible for the cost, but FIA can assist with the process.

## **Withdrawal Procedures**

As soon as parents know that they will be withdrawing a student, official notice should be given to the registrar (academic secretary).

1. Contact the registrar at least 2 weeks prior to the withdrawal date to share the withdrawal intentions.
2. The school needs to ensure that all school materials are returned; fines and bills paid, and lockers/desks/etc. cleaned out. Therefore, the parent (for elementary) or student will need to ask the registrar for the student withdrawal form, which includes the following:
  - Reason for withdrawal
  - Last day in attendance
  - Signatures from all teachers, including lead teacher
  - Librarian and business office signatures
3. Once all signatures are finished, the completed form

is submitted to the principal.

Requests for official transcripts and school records will not be honored until a student has been officially withdrawn by the office, including meeting all financial obligations.

## Attendance

### **Attendance Expectations**

Regular attendance is one of the most important factors determining success in school and is the responsibility of the individual student and his/her parents. When a student is absent or late to school or class, not only does his/her learning suffer significantly, but the learning of other students is also affected. The classroom environment cannot be duplicated. When students are absent they miss the following:

- the information that goes on in classroom discussion.
- the teaching that comes through in a lecture.
- the possibility to ask questions, to clarify homework, lectures, and discussions.
- ongoing small group work and projects.
- the opportunity to check out books and materials needed for research.

### **Absence or Tardy Procedures**

Parents or guardians must notify the Academic Secretary, either by phone or email, of all student absences before 7:45am. Please provide student name, date, and the reason for the absence. To ensure student safety, clear and prompt communication is important. If a student is reported absent and no communication has been received, the school will try to contact parents and substantiate the absence.

A student who arrives to school after 7:45am should check in at the appropriate office (academic or high school) before going to class.

## **Absences**

### **Excused and Unexcused Absences**

#### Reasons for Excused Absences

Valid reasons for excused absences include the following:

1. personal illness,
2. death or life-threatening emergency within the family,
3. trips to government offices,
4. ministry-related events or travel,
5. doctor appointments,
6. and school-sponsored trips (i.e., ISAC, field trips, StuCo events, etc.).

Please schedule appointments after school hours whenever possible.

Other excused absences may be granted at the discretion of the principal. The school must receive written notification of the reason for an absence within the three days of the absence; the absence will be considered unexcused if no parental notification is provided.

Absences during school-sponsored trips will not be counted toward the fifteen-day absence policy.

#### Excused Absences (Unexpected)

The student is responsible for any class work missed and must arrange to make up missed work. Students have one day to make up work for each day of their absence, unless otherwise arranged. Homework assigned before the absence

and tests scheduled for the first day absent are to be completed the day the student returns.

### Excused Absences (Planned)

Parents should communicate with the principal regarding planned absences no less than one week in advance. The principal may excuse a student for events such as a visit from an out of country family member or a family trip. An excused absence allows the student to make up all tests, quizzes, and assignments within the time limit specified by the teacher.

#### Planned Absence Teacher Communication (Grades K-5)

Parents should also communicate with the classroom teacher one week prior to a planned absence to find out what is being missed and develop a plan to help the student complete that work.

#### Planned Absence Form (Grades 6-12)

A planned absence form, found in the Academic or High School Office, should be filled out one week in advance. It should be signed by the student's teachers and the lead teacher before the absence. Failure to do so may result in a zero or grade deduction on missed work/tests. The student is responsible to plan ahead and complete missed work.

### Unexcused Absences

Any absence that does not qualify as an excused absence is considered unexcused. Following an unexcused absence, students may be assigned a zero or a grade deduction on missed work/tests.

## Excessive Absences

Students absent (excused and unexcused) more than fifteen days in a semester may fail courses and/or may be retained unless the absence is approved by the principal and special arrangements are made with teachers. In addition, grade deductions due to missing class excessively should be expected.

In middle and high school, excessive unexcused absences will result in the following grade deductions from the end-of-quarter average in each course:

Number of Unexcused Absences (per quarter)	Quarter Average Deduction
5-7 days	-5%
8-10 days	-10%
11-13 days	-15%
14-15 days	-20%

## Tardiness

There will be consequences for middle and high school students who are consistently late to class.

Middle School - Consequences are handled by individual teachers.

High School

- tardies 1-3 - detention 1 (30 minutes)
- tardies 4-6 - detention 2 (60 minutes)
- tardies 7-9 - discipline referral to school leadership

## **Leaving Campus during the School Day**

Parents must contact the Academic Office if their child(ren) need to leave campus during school hours; high school communication can go to the high school office. The office provides an exit slip, which is handed to the guard prior to leaving. Since part-time students enter and leave more frequently, parents of part-time students should communicate with the academic office at the beginning of the school year to pre-approve daily exit plans.

## **Absences due to Illness**

If a student is sick, he/she should stay home, and the parents/guardians should contact the academic office by 7:45am. A child who has a fever (38°C/100.4°F or higher), is vomiting, or has a severe cough and runny nose must be kept at home. Students should not return to school until they have been fever-free for 24 hours. A child cannot attend school if he/she has a communicable disease (i.e., pink eye, chicken pox, measles, mumps, etc.). It is important for parents to contact the academic office if their child has a communicable disease. Parents of other students may need to be informed if their child has been exposed to a communicable disease.

A student who becomes ill or injured during the school day should go to the nurse's station. He/she may stay in the nurse's station until the student is able to return to class or his/her parents are contacted and a plan is made.

## **Participation in Physical Education (PE)**

PE is an important facet of our program and students are expected to participate. If there is a valid reason for a child not to participate in PE, the parent/guardian must provide a note. If a student cannot participate for an extended period

of time, then a doctor's note is required.

### **Participation in After School Activities**

To be eligible for after school activities, a student needs to be in the majority of his/her classes that day.

### **Early Departure at the end of a Semester**

Students enrolled in high school courses (including grade 8 students enrolled in Algebra I) should be aware that attendance for final exams each semester is mandatory. Final exams are such an important part of each course that it is FIA's policy that they be taken only during the regularly scheduled times. Requests for exceptions to the school's policy are rare and must be made in writing to the principal one month before the start of exams; the school leadership team makes approval decisions. Failure to provide proper notification will result in a score of zero (0) for the exam.

Students in grades K-8 are also expected to complete the entire semester. Leaving early will result in zero (0) scores for assignments or exams during the absence unless arrangements are made with the principal at least one month in advance of the absence.

### **Temporary Absence of Parents**

FIA expects its students to live with their parents while enrolled at the school. FIA does not provide a boarding program. If a FIA student is in Davao without parents for 30 days or less, then a temporary guardianship form must be submitted to the school and approved by the administration. This form is available in the Academic Office. For guardianship longer than 30 days, a face-to-face meeting of the parents and administration is required. Requests for guardianship for students in grades 6-12 may be refused and permission for living with a guardian may be rescinded if the

school determines that the living situation is not in the best interest of the student or the school. FIA defines a guardian as an adult over the age of 25 who lives in the home on a daily basis providing ongoing support and care for the physical, emotional, and academic needs of the student. The guardian is responsible to serve as the liaison between the school, the student, and the student's parents. The school must be aware of the living situation of its students; a student's enrollment can, and in most cases will, be revoked if the school finds that he/she is not living with parents without school administration approval.

## School Schedule

### **School Year Schedule**

First Quarter – August through October

Second Quarter – October through December

Third Quarter – January through March

Fourth Quarter – March through May

### **School Hours**

7:30 – 2:40 Class hours

2:40 – 5:00 School-Sponsored Activities

7:15 - 2:45 School supervision provided

## Daily Schedules

Elementary		Middle School		High School	
1-2	3-5	M, T, W, F	Th. Chapel	M, T, W, F	Th. Chapel
Start 7:30		1 7:30-8:22	Chapel 7:30-8:15	1 7:30-8:22	1 7:30-8:15
		2 8:26-9:18	1 8:19-9:04	2 8:26-9:18	2 8:19-9:04
		<b>Merienda</b>	<b>Merienda</b>	<b>Merienda</b>	<b>Merienda</b>
	<b>Recess</b> 9:25-9:50	3 9:33-10:25	2 9:19-10:04	3 9:33-10:25	Chapel 9:19-10:04
<b>Recess</b> 9:50-10:15		4 10:29-11:21	3 10:08-10:53	4 10:29-11:21	3 10:08-10:53
		<b>Lunch</b> 11:21-11:56	4 10:57-11:42	5 11:25-12:17	4 10:57-11:42
<b>Lunch</b> 12:00-12:35		5 11:56-12:48	<b>Lunch</b> 11:42-12:17	<b>Lunch</b> 12:17-12:52	5 11:46-12:31
		6 12:52-1:44	5 12:17-1:02	6 12:52-1:44	<b>Lunch</b> 12:31-1:06
		7 1:48-2:40	6 1:06-1:51	7 1:48-2:40	6 1:06-1:51
End of Day 2:40			7 1:55-2:40		7 1:55-2:40

## **Before and After School Supervision**

Outside of school hours, parents are responsible for keeping kids safe and ensuring they behave appropriately on campus. Students in elementary must always have direct supervision of a parent or designated supervising adult during non-school hours.

- Parents or designated supervising adults are expected to be within eyesight of their children and help to enforce campus rules.
- Students not picked up on time from their classrooms will be sent to a designated waiting area.

Staff are often on campus and may be available to help middle/high school students until 3:30 pm.

## **Academics**

FIA provides a quality Christian education. An education is more than course content. We recognize the uniqueness of each student's individual development. At FIA we are concerned about the whole child (academically, spiritually, socially, emotionally, and physically). Developing proper work habits and attitudes are an important part of that.

Teacher comments can describe students' progress in academics, including their effort, attitude, and class behavior, as well as their progress in other areas of life (i.e., socially, emotionally, etc.).

The curriculum, though North American based, will include international aspects to meet students' needs. Our community language and the language of instruction is English. Students will spend adequate time learning the core

areas of Bible, language arts, science, social studies, and mathematics.

FIA provides opportunities to learn through art, computer, music, and physical education classes. FIA also offers Korean Heritage and Filipino Culture classes. Other heritage programs may also be offered based upon need and teacher availability. K-8 students will be assigned to the appropriate heritage/culture class. High school students may take a heritage/culture class as an elective.

### **Community Language: English**

FIA's school community is blessed with people from many countries and cultures. This diversity of culture and language is a special aspect of FIA. In order to promote unity amidst our diversity, our community language is English.

English is the language of instruction, and students are expected to speak English during school hours and at school activities. This provides time for students to improve their English oral and listening skills as well as to learn how to be good bilinguals (who know and use multiple languages without leaving others out). The use of other languages can be exclusionary to those who do not speak the other language and can discourage unity among our students. Also, school personnel need to know what is being said in order to protect our students from bullying and inappropriate language.

- ❖ On school days between 7:30am and 2:40pm students must speak English inside and outside of class. Exceptions to this would be during heritage/culture classes, when speaking with an adult who speaks a second language, or when specific teacher-permission

is granted (for example, when helping another student understand what is being said in English).

- ❖ A “language offense” is defined as conversational use of a language other than English involving more than a sentence rather than simply a word or phrase.
- ❖ Consequences: Language offenses are recorded by teachers and the accumulation occurs per semester.
  - Elementary School
    - language offenses 1-3 - silent lunch (12:20-12:30)
    - language offenses 4-6 - silent lunch (12:20-12:40)
    - language offenses 7-9 - discipline referral to school leadership
  - Middle School
    - language offenses 1-3 - detention 1 (20 minutes; during lunch)
    - language offenses 4-6 - detention 2 (40 minutes; scheduled as needed)
    - language offenses 7-9 - discipline referral to school leadership
  - High School
    - language offenses 1-3 - detention 1 (30 minutes)
    - language offenses 4-6 - detention 2 (60 minutes)
    - language offenses 7-9 - discipline referral to school leadership

## Marking System

Percent	Letter Grade	Understanding of the content is ...
97-100 93-96 90-92	A+ A A-	Excellent
87-89 83-86 80-82	B+ B B-	Very Good
77-79 73-76 70-72	C+ C C-	Satisfactory
67-69 63-66 60-62	D+ D D-	Below expected achievement level
59 or less	F	

Some designated courses use a Pass/Fail system.

70 or more	P	Pass
69 or less	F	Fail

Incomplete grades are granted for extenuating circumstances. Unless prior arrangements are made, an incomplete must be removed within four weeks of the end of the grading period or it is changed to a failing grade.

## Class Preparedness

Students are to arrive on time and be prepared for daily classes. FIA believes that the time spent in class is crucial to

a student's learning and development. For that reason, it is important for students to get enough sleep at night in order to be fully alert during class.

## **Supplies for Students**

FIA provides textbooks. A student will be assessed a fine if the textbook they are assigned is damaged or lost. The amount of the fine will be determined based on the cost of replacement.

The student provides typical school supplies (i.e., pens, pencils, notebooks, folders, etc.). Teachers provide a list of needed school supplies for their grade level or class. Sometimes teachers obtain the school supplies, but families must purchase them from the teacher at cost.

## **School Records**

### **Mid-Quarter Progress Reports**

To facilitate communication, teachers may prepare a progress report for each student in the middle of each quarter. Each student will receive first quarter progress reports. Parents will be notified if a student shows a significant grade change (increase or decrease) or is in danger of failing.

### **Report Cards**

Report cards are distributed at the end of each quarter. The school year is divided into four grading periods called quarters. The four quarters make up two semesters; semester grades are given for middle and high school students.

Parent-teacher conferences are also scheduled after the first and third quarters.

## **Cumulative Records**

FIA maintains accurate records of student achievement and sends out transcripts to schools upon the request of the student or parent. There are fees involved for transcript requests. Cumulative files are an ongoing record of the student's academic history and are not to be removed from the office. Transcripts and other student records will be kept three years after the graduation of the student. Records of graduates are available from the [ACSI Transcript Depository](#).

For graduating seniors, FIA provides one final high school transcript at no charge if it is emailed, faxed, or sent via regular mail; the family would need to pay any additional cost for expedited postage fees. For those leaving the Philippines, seniors should submit a transcript request form prior to graduation and note that the request is for the final transcript.

## **Obtaining School Records**

### Withdrawal and End of Year Checkout Procedures

No records will be released until a student has completed all withdrawal or end of year procedures, all of the family's bills have been paid, and grades have been finalized. Students must return all textbooks and class materials, pay fines, and have their teachers each sign the checkout form.

### Transcript/School Record Request Procedures

Transcripts or other appropriate records can be requested from the Academic Office using the appropriate form. There is a processing cost for each transcript or school record. The cost of sending transcripts by mail, fax, or other delivery service is added to this fee.

Transcript requests will be honored only when the family

does not have a delinquent financial account with FIA. Requests for official transcripts should be made a week in advance, giving the office five business days to complete the request.

The official record is school property. It includes all the student's grades and any standardized test scores that have been sent to the school.

Previous graduates from FIA should request transcripts from the ACSI Transcript Depository.

## **Retention**

If the school determines it is in the best interest of the student, retention will be recommended to the parents. The notification of low academic achievement or behavior concerns should be indicated to the parent well in advance of a recommendation for retention. The recommendation should only be done after careful consideration and consultation with the appropriate staff, lead teacher, and principal. The final determination for grade placement will be made by the principal.

## **Homework**

Students are assigned homework regularly to practice and use what they have learned or to prepare for upcoming lessons. The amount of time will depend on each child's rate of learning. At times there will be special homework projects that go beyond the suggested time limits. However, a "rule of thumb" is 10 minutes per day per grade level. For example, in 1<sup>st</sup> grade ten minutes; in 2<sup>nd</sup> grade twenty minutes; in 6<sup>th</sup> grade 60 minutes, and so on.

## **Assessment**

Students are evaluated by various assessments, such as classwork, homework, quizzes, tests, writing, projects, etc. Assessments help FIA teachers evaluate student growth, determine students' learning needs, and adjust instruction as needed.

Students should not normally have more than three tests in one day; however, high school students may exceed this guideline, particularly before breaks and at the end of grading periods. Teachers are encouraged to communicate clearly and in advance regarding assessments.

In addition, each year FIA students take standardized tests.

## **Academic Progress Reports**

Participation in extracurricular activities is a privilege and can be an integral part of a student's educational experience; however, students must maintain a high academic standard. Students must maintain a 2.5 GPA and not be failing any class to be able to participate in extracurricular activities. Weekly academic eligibility checks are conducted.

## **Academic Honesty**

Students should complete their work to the best of their ability (Colossians 3:23; 2 Timothy 2:15). Whether completed in class or outside of school, it is important that a student's work is an accurate reflection of his/her abilities.

Cheating is not acceptable. Forms of cheating include the following:

- plagiarism - taking and using someone's work or ideas, but presenting them as one's own
- giving or receiving unauthorized help on any

assignment

- copying others' work or allowing others to copy work

Consequences depend on the student's grade level, teacher, and the particular assignment. It is possible for a student to receive a zero.

## **Objectionable Material Policy**

The Christian should not be isolated from the world, but he should be a witness of the Truth to the world (John 17:14-21). Therefore, there is value in exposing our students to non-Christian material, as long as this is done in the context of evaluation rather than acceptance. Objectionable aspects must therefore be used with great care, always remembering the maturity of the students and the goal of edification.

Objectionable material includes, but is not limited to, the following areas:

- Inappropriate uses of the Lord's name (Exodus 20:7)
- Crude language such as swearing and references to sexual and bodily functions (Ephesians 4:29)
- Nudity & descriptions of sexual acts are totally inappropriate to present in any sensual or graphic way; however, at times they may be appropriate for instructional purposes such as in a biology, health, or art class (Romans 13:13-14).
- Sin should never be glorified or even implied to be acceptable (Romans 13:13-14).

## Movie Rating Policy

At times it is appropriate to show movies at school, either related to instructional content or during a leisure activity. Prior parental approval will not be required before showing films with the following ratings:

Elementary School- G  
Middle School- G, PG  
High School- G, PG, PG-13

17 Permission is always required for movies rated R. NC-  
films are never permitted.  
(Ratings are based on the Motion Picture Association  
of American standards.)

However, parental approval is required in writing before staff may show movies that exceed the ratings listed above. In the event that parent approval is not granted, the teacher will provide an alternate assignment and there will be no negative consequences to the child's grade.

## **Field Trips**

Field trips may be organized by teachers to enhance classroom instruction. Students must return a field trip permission form signed by a parent or guardian before participating in off-campus field trips.

Requests for field trips are approved by the lead teacher.

While on field trips and school-sponsored trips/activities, students are expected to adhere to FIA's behavior guidelines and dress code.

See the field trip policy in the appendix for additional information.

## **Chapel**

Chapel is held weekly for all students. Students have the opportunity to worship, listen to special speakers, learn Bible stories and lessons, and present dramas or skits dealing with biblical truths. Students must be on time, attentive, and listen respectfully. Chapel attendance is mandatory for all students at FIA. Parents are welcome to attend.

# Communication

## **Email**

Important school communication will be sent via email. It is important that the school has updated contact information so clear communication can happen. A weekly Community Bulletin is sent out from the office with important announcements.

Email is the preferred method of communication between the school and parents, unless individual teachers specify otherwise. Staff will do their best to respond to email in a timely manner (within 24-48 hours, not including evenings, weekends, or school holidays).

## **Website**

The school website ([www.fia.edu.ph](http://www.fia.edu.ph)) is updated regularly with information about activities, events, and ongoing services.

## **Bulletin Boards**

Bulletin boards are located in various locations around campus. Boards for community announcements and advertisements are located outside the business office and by the FIA gate. In order to post announcements, they must be approved in the business office. Elementary student work is displayed on the board across from the business office. Middle school events and activities are posted in the middle school hallway. High school information and announcements are posted in the high school building. Division lead teachers must approve postings on their respective bulletin boards.

## **Conferences with Teachers**

Parents may request a conference with a teacher. Please contact the teacher via email, in writing, or by calling the school office to request and arrange a meeting time.

## **Classroom Visitors**

If a parent desires to visit a classroom, an appointment should be made with the classroom teacher. Additional children should not be brought on these visits, and a low, non-disruptive profile should be maintained in the room.

Children not currently enrolled at FIA may contact the principal one week in advance to schedule a classroom visit.

## **Parent Volunteers**

We believe that parents in our community have a great deal to offer in complementing the work that we do with students. Parents are encouraged to contact individual teachers or the principal to volunteer in their areas of expertise. Volunteers must complete child safety training and have a background check on file prior to working with students.

## **Student Discipline**

It is the goal of FIA to provide an atmosphere in which optimum academic, spiritual, and personal growth can take place. Creating a loving culture of order and discipline is a partnership between students, their families, and the school.

It is FIA's desire to build our discipline program grounded in the Word of God (II Timothy 3:16-17). As an additional resource, FIA promotes character development by instilling our core values, which gives students a godly, ethical way of living. Discipline involves guiding, molding, encouraging, teaching, reproofing, and correcting with the goal of bringing

about heart change that can be seen through actions and attitude. The goal of discipline is to address the heart behind the behavior not merely the behavior (Proverbs 4:23).

Discipline is important to maintain a safe environment where all students can learn. Students are expected to conduct themselves in a manner consistent with the policies of the school.

## **School Jurisdiction**

The extent of school jurisdiction is:

- On school property
- At FIA events, whether on or off campus

However, school jurisdiction is also extended to behaviors that cause a significant disruption to learning regardless of where or when the violations take place, including the following:

- Online behavior: defamation of character (of staff or students), cyberbullying, or other inappropriate online behavior
- Abusive behavior (including of property, substances, and others)

## **Discipline Procedures**

Teachers establish classroom management plans with clear expectations and consequences. When dealing with discipline issues, teachers

- will treat students with respect and dignity, regardless of differences in race, ethnicity, gender, religion, etc.
- will encourage students to take responsibility for their actions and learn from their mistakes.
- will use logical and realistic consequences.

- may give students opportunities to make decisions, including options for solving the problem.

Teachers will handle minor behavioral issues in their classrooms and notify parents when appropriate. Major issues will result in a disciplinary referral to leadership and parent notification. Parents are encouraged to call the school to discuss any concerns. Major behavior issues include, but are not limited to, the following:

- **Inappropriate Language:** Swearing or use of inappropriate words.
- **Bullying/Harassment:** Threats, intimidation, gestures, or verbal attacks.
- **Disrespect/Defiance:** Socially rude interactions, refusal to follow directions, and/or lack of submission to authority.
- **Disruption:** Yelling, noise with materials, or horseplay.
- **Fighting:** Physical or verbal.
- **Theft:** Removing someone's property.
- **Vandalism:** Damage to or abuse of school/individual property.
- **Technology:** Misuse of cell phone or other electronic devices. Violation of Computer Use Agreement
- **In an inappropriate area:** Leaving campus without permission, wrong place at the wrong time, etc.
- **Lying:** Cheating and/or plagiarizing on assignments or assessments.
- **Possessing Contraband:** Tobacco, drugs, alcohol, weapons, inappropriate magazines, movies, music, etc.

- Purity Issue: Public displays of affection inappropriate for school; inappropriate magazines, movies, music, etc.

## **Detention**

Detentions can be determined by the teacher and/or leadership. Parents will be notified about after school detentions and must notify the teacher as soon as possible if there is a conflict. If necessary, other arrangements may be made between the teacher and parents. Detentions take priority over all school meetings and activities. The student is expected to arrive on time for the detention.

## **Disciplinary Probation**

The administration will put a student on disciplinary probation if other forms of discipline have proven ineffective or if at any time it becomes questionable as to whether a student should remain at FIA. Prior to disciplinary probation, the administration will carefully consider the needs of the student and the issues involved. Disciplinary probation extends grace by providing additional time for the student to change.

The administration will set a definite period of time with specific goals for this probation. At the conclusion of the probation, the administration evaluates if the student has met the goals. If so, he/she will be taken off probation; if not, he/she will be recommended to the board for expulsion.

## **Suspension**

In severe cases of misbehavior, suspension may be necessary as a disciplinary measure.

For an in-school suspension, the student will remain isolated and under supervision. The student is required to complete

all missed assignments, but they will receive a 20% grade reduction.

For an out-of-school suspension, the student will remain under parental supervision and is not allowed on campus for the entire duration of the suspension. The student is required to complete all missed assignments, but they will receive a 50% grade reduction. In addition, the administration may decide that the student is not allowed to participate in extracurricular activities for a specific amount of time.

A suspension may lead to disciplinary probation and possibly even expulsion.

## **Expulsion**

If a student commits a serious offense or fails to meet the goals of disciplinary probation, expulsion will be recommended to the Board by the head of school.

The Board will review the situation and make the final decision.

The parents may appeal the decision within five school days. Once the student is expelled he or she must wait until the following school year to reapply.

## **Expectations of Personal Appearance**

God is glorified when we act and think with purity and dress modestly (I Cor. 6:19-20). Conforming to FIA's dress code does not make a person a Christian or more "spiritual."

However, all students are expected to conform to the dress code by being modest, neat, and appropriate.

Appropriateness changes depending on the event. A

student's conformity to the dress code shows respect and obedience.

It must be recognized that a dress code cannot address every area. For that reason, the administration reserves the privilege of interpreting the principles and specifics of the dress code.

## **Hair**

- Must be kept neat and clean.
- May not be worn in extreme styles.
- All hair color must be a natural color.

## **Uniform Dress Code**

All students must wear FIA school uniforms on school days, unless otherwise notified. Uniforms are purchased from the Business Office.

Students' uniforms must meet the following requirements:

- It is not acceptable to substitute garments that look similar to the uniforms.
- Uniforms must be in good condition and free from rips, holes, frays, and stains.
- Garments must be the appropriate size and may not be skin tight. No skin should be visible around the abdomen even when students raise their arms.

## **Girls' Dress**

- **ES- Shorts/Skorts** (may not be more than 2 inches/5 cm from the top of the knee cap when standing)
- **MS/HS-Skirts** (must touch the top of the knee cap)/**Pants/Capris** (must reach past the

knee)/**Shorts** (may not be more than 2 inches/5 cm from the top of the kneecap when standing)

### **Boys' Dress**

- **Shorts** (may not be more than 2 inches/5 cm from the top of the kneecap when standing)
- **Pants/Trousers**

### **Miscellaneous**

- Piercings are not permitted on school days (except for earrings for girls).
- Undergarments must not show.
- Undershirts may be worn as long as they are not visible anywhere other than near the collar; if it is visible, then the color must be neutral or blue and must not stand out.
- Hats, caps, bandanas, and hoods are not to be worn indoors.

### **Jackets**

If jackets are worn, they must be one of the two options available for purchase from the business office.

### **Footwear**

- All students must wear some type of footwear during school hours.
- No flip-flops (tsinelas) are to be worn during school hours.
- Elementary students must wear athletic footwear or sandals with a heel strap for safety.
- MS/HS- Athletic footwear or dress sandals are permitted.

## **Physical Education**

Students must wear shorts and shirts that comply with the casual dress code. Athletic shoes must be worn.

## **Casual Dress**

(applies to casual school-sponsored activities such as practices, student council-planned events, or other school activities)

- Garments must be the appropriate size and may not be skin tight.
- No skin should be visible around the abdomen even when students raise their arms.
- Underwear and cleavage must not show.
- Shirts must have straps that are at least one inch wide.
- Shorts must reach mid-thigh when standing or have at least a five-inch (13 cm) inseam, unless spandex/leggings are worn underneath and meet that length requirement.
- Skirts must be three inches (7.5 cm) from the top of the kneecap when standing or longer. If leggings/spandex (knee-length or longer) are worn under skirts, the skirt must reach mid-thigh when standing.
- Leggings or spandex can only be worn under shorts or skirts or with shirts that completely cover the bottom.
- Clothing should contain no inappropriate messages, slogans, or pictures.

## **Swimwear**

- No bikinis for girls.
- Girls' swimwear must have straps and appropriately cover the chest and bottom.
- Boys' swimming shorts must reach mid-thigh and may not be skin tight.

## **Formal School Events Dress Code**

(applies to formal school events such as banquets, concerts, and graduation)

- Students should wear dress clothes and look their best.
- Garments must be the appropriate size and may not be skin tight.
- Dresses or skirts must be at least three inches (7.5 cm) from the top of the kneecap when standing. If there is a lace/sheer overlay, the solid material underneath must meet the three-inch requirement.
- Dresses or tops must have a strap and modestly cover the back, chest, and midriff.
- Underwear or cleavage must not show.
- No skin should be visible around the abdomen, even when students raise their arms.

## **Consequences for dress code violation**

- If there is a question as to the appropriateness of a student's personal appearance, the lead teacher and/or principal will make the final decision.
- School Days: If a student violates the dress code, the student will sit in the office until either a new uniform is purchased or a suitable outfit is brought from home.
- School-sponsored events: Students who do not follow school expectations will be asked to change or leave the event.

## **Expectations of Personal Conduct**

As a multicultural school located in the Philippines, we recognize that there are many areas of social conduct that may be viewed differently because of our diverse

backgrounds. Therefore, as a school, we have chosen to take a stand that respects views held by the local Christian community as well as the greater mission community represented at the school. The following policies reflect this sensitivity to others.

## **Respect**

Acceptable personal conduct involves showing proper respect towards others, authority, school rules, and differences in beliefs/theology. This is especially true in an international school with a mixture of races, languages, ages, and genders.

## **Relationships**

FIA encourages wholesome relationships between boys and girls, believes in a traditional, biblical worldview of relationships, and encourages sexual purity.

Public displays of affection are not allowed during school hours. This includes hand-holding, sitting/lying on other students' laps, prolonged hugging, kissing, etc. The only appropriate on-campus, physical expression in dating relationships is hand-holding outside of school hours.

Relationships deemed inappropriate will be dealt with on a case-by-case basis; this includes the possibility of disciplinary action.

## **Drugs and Alcohol**

Students must refrain from the illegal use of both drugs and alcohol and the abuse of addictive substances controlled by law. Regardless of legality, students should not reach a state of drunkenness. Students may not possess or use alcohol, tobacco, or illegal drugs while on campus or under the direct jurisdiction of the school.

## **Weapons**

Students are not permitted to bring weapons (items used or designed to attack, harm, or kill) on campus.

Nothing that resembles a real gun (in color, design, or structure) is permitted on campus at any time; this includes, but is not limited to, pellet, BB, and airsoft guns.

## **Cell Phones**

In order to facilitate a more effective learning environment at FIA, including one where students develop face-to-face social skills, students are not allowed to carry cell phones during the school day (7:30am - 2:40pm).

### Expectations

No students may have cell phones (or other devices) on their person during the school day (7:30am - 2:40pm).

Students may store their cell phone (powered off) in their lockers or backpacks (if it remains in the hallway); FIA highly recommends the use of a lock on the locker for security purposes.

Cell phones may be used with teacher permission for educational purposes (science lab, Kindle reading app, etc.). The phones must be put away in lockers before the end of that class period.

### Consequences

1. Loss of cell phone privilege the rest of the day - Cell phone is taken for the rest of the day.  
(Teacher gives to lead teacher. Student can retrieve phone from lead teacher at 2:40pm.)
2. Temporary loss of cell phone privilege - Cell phone is taken for 1 week.  
The phone will be checked in at the office (Academic

or High School) each morning by 7:30am and retrieved at 2:40pm before leaving campus.

3. Permanent loss of cell phone privilege - This student is no longer permitted to have or use a cell phone during school hours for the rest of the school year. If the student needs to bring the phone to school for parental reasons, then it must be checked in at the office (Academic or High School) each morning by 7:30am and retrieved at 2:40pm before leaving campus.
  - a. Students who permanently lose their cell phone privileges may receive a detention or other consequences if they continue to defy expectations and bring their phone to school.
  - b. A meeting with the Head of School and additional consequences will be determined on a case-by-case basis.

## Digital Citizenship Policy

Students may have access to computer lab and library computers for school-related work during the school day (7:30-3:30), provided there are supervisors. Use of social media is prohibited unless authorized and supervised by a teacher. Students must be good stewards of computer hardware, software, and Internet bandwidth. See the Computer Use Agreement in the appendix for more details.

Food or drink is not allowed in the computer lab or library.

Only computer administrators are allowed to change settings and install programs on school computers. Requests for adding programs should be made to the Administration.

Only staff are allowed to connect devices (phones, tablets, etc.) to the school wireless network.

FIA students, under staff supervision, are permitted to access the Internet. Downloading music and videos is strictly prohibited. Students may not store any files that are inappropriate, illegal, or contraband including illegally downloaded music and videos.

Students should save all personal documents in their individual folders or on a personal USB drive, not outside of folders on the network common drive, and not on local computers. Documents in a student's individual folder will be backed-up. Individual folders and all the contents are the property of FIA.

### **Printing**

Students are welcome to use school printers for school-related documents. Due to the high cost, color printing is prohibited unless authorized by a teacher.

## **Grievance Policy**

When concerns arise, please follow the Matthew 18 principles as described below.

### **Definition of grievance**

A grievance is a formal complaint expressing dissatisfaction or a feeling of injustice. A grievance may relate to conduct or decisions of school personnel; administrative policies, procedures, management style, etc.; a violation of board policy to one's detriment; or the unjust or unfair application of board policy.

### **Who may register a grievance?**

A person (or couple) with a grievance must represent himself/herself but may ask one other person to accompany him/her even at the first step of the process. No one may

seek to resolve a grievance on behalf of another person.

## **Principles of addressing a grievance**

The process of addressing a complaint or grievance is based on several principles:

1. Speak directly to the person when one believes he/she has been wronged, rather than harboring resentment and/or gossiping with others (Matthew 18:15).
2. Attempt to contain the matter to as limited a number of people as possible while trying to resolve the problem (Matthew 18:15-17).
3. Be sensitive to the feelings of others and notice when others seem to have been hurt by one's actions.
4. Settle matters quickly (Matthew 5:23-25).
5. Speak truthfully, but in a loving manner (Ephesians 4:15).
6. Use common courtesy (Romans 12:10).
7. Allow reasonable time for resolution before proceeding to the next step.
8. Document grievances and resolution attempts.
9. Abide by the disputed policy or decision until the matter is resolved.
10. Do not persist in a grievance once the full appeal process has been finalized.
11. Preserve unity and avoid dissension, while acknowledging that uniformity is not required and diversity of opinion is encouraged (Ephesians 4:3, 11-13).
12. All parties have the right to legal counsel and have the right to call witnesses.

## **Process of addressing a grievance**

Step 1 - Private approach (Matthew 18:15)

- A person who has a complaint is to first privately approach the person or people whom the complaint is against and communicate the complaint (verbally or in writing). The opportunity for face-to-face dialogue must be provided. If the person who has grieved the other responds positively to the airing of the complaint the person with the complaint is to allow an agreed upon period of time to ensure that the complaint is resolved.
- If a student is concerned about negative repercussions from voicing a complaint to a teacher, that student is encouraged to have his/her parents join him/her for the meeting with the teacher.
- If the agreed-upon time passes without steps being taken toward resolution or if the person who is approached responds inappropriately and does not agree to resolve the issue, it may be necessary to proceed to step 2.

### Step 2- With others (Matthew 18:16)

- If resolution is not reached, the person with the complaint, along with one or two witnesses, should set a mutually convenient time with the person or people whom the complaint is against. During this meeting, the person with the complaint will communicate the complaint verbally, again giving opportunity for dialogue. If the person who has grieved the other responds positively to the airing of the complaint, the person with the complaint is to allow an agreed upon period of time to ensure that the complaint is resolved.
- If the agreed-upon time passes without steps being taken toward resolution or if the person who is

approached refuses to meet or responds inappropriately and does not agree to resolve the issue, it may be necessary to proceed to step 3.

### Step 3 - Lead Teacher (Matthew 18:17)

- If resolution is still not reached, the person with the complaint and the witnesses should approach the lead teacher of the person or people whom the complaint is against and share the complaint.
- The lead teacher will research the complaint, talk with all primary parties, and act upon the complaint in a timely manner. Then the lead teacher will set up a meeting with the two parties involved, again giving opportunity for dialogue. The lead teacher will document the process. Before proceeding to the next step, the party (parties) with the complaint must allow an agreed-upon period of time to pass so that resolution may be reached.
- If the agreed-upon time passes without steps being taken toward resolution or if the lead teacher refuses to meet, responds inappropriately, or does not agree to resolve the issue, it may be necessary to proceed to step 4.

### Step 4 - Principal

- If resolution is still not reached at the lead teacher level, the complaint may be taken to the principal. A copy of the lead teacher's documentation is to be given to the principal. The principal will communicate with the lead teacher, act upon the grievance, document his/her decision, and report his/her decision to all parties involved.
- If the agreed-upon time passes without steps being

taken toward resolution or if the principal refuses to meet, responds inappropriately, or does not agree to resolve the issue, it may be necessary to proceed to step 5.

### Step 5 - Head of School

- If resolution is not reached at the principal level, the complaint may be taken to the head of school. A written, dated, and signed statement of the grievance should be presented by the person with a complaint to the head of school. A copy of the lead teacher's and principal's documentation is to be given to the head of school.
- The head of school will act upon the grievance, document his/her decision, and report his/her decision to all parties involved. The head of school will notify the person with the grievance when the issue has been finalized. It is unlikely that the head of school will be able to discuss the details of the resolution. The administration and staff are expected to respond courteously to complaints, but it will be up to the administration's judgment as to how they handle the grievance. The complaint may not be resolved in the way the reporter desires; however, the reporter should accept the decision of the head of school and cease the complaint.
- Reporters are to be dealt with at the administrative level, going no higher than the head of school. However, it may be necessary to proceed to step 5, grievance appeal to the school board, in the following cases:
  - if the agreed-upon time passes without steps being taken toward resolution,

- if the head of school refuses to meet,
- if the head of school responds inappropriately,
- or if the head of school refuses to resolve the issue and does not explain that the complaint has already been dealt with by the administration.

### Step 6 - Board

- If resolution is not reached at the head of school level, the reporter may take a grievance appeal to the school board chair.
- The school board chair will request related documentation from the head of school and report to the executive committee.
- The board executive committee will determine if it is appropriate for the grievance appeal to be heard by the whole board. If it is, the board will act upon the grievance and record the proceedings. If it is not, all parties will be notified.
- All board decisions are final. Those who persist in a grievance (by either word or deed) after the board's decision has been communicated will be subject to discipline, up to the point of being asked to leave the school.

## Child Safety

FIA places a high value on children and strives to provide a safe learning environment. The child safety policy and its procedures create safeguards from abuse and harassment for students, staff, and parents in our school community. The child safety code of conduct and policy, available in the

appendix and on the school website, provide further detail on the school safety guidelines, prevention strategies, and how to report concerns. The child safety team is a group of school staff who sensitively assesses and responds to reports of harassment and abuse.

## Campus Use and Safety

God has provided wonderful resources for FIA, including quality facilities and equipment. Please be good stewards and keep them clean, maintained, protected, and litter-free.

### **Campus Usage**

The school facilities (including the soccer field, covered court, and playground) are for school use only during school hours and possibly during other times for school activities. On school days, FIA reserves the athletic facilities for student activities until 5:00 pm. Children not enrolled in FIA may not use the school facilities (including the playground) during school hours, as this can be distracting for FIA students.

FIA is happy to open the campus to the missionary community during non-school hours when there are no school functions. There may be regularly scheduled community sports times throughout the week that have been approved by FIA. If they are available and the request is approved, FIA may rent the facilities to parents, staff, community members, and like-minded organizations. Please see the Facility Usage Policy for more information.

### **Gym Usage**

No food or drink, other than water, is allowed in the gym. Please help us in protecting our floor from damage done by

ants. The gym is not available for community use at any time. Although priority is given to the athletic program, the weight area is available Monday-Friday from 3-5pm for FIA students only who have completed a waiver form (see Mr. Schwartz for a form). The gym is for FIA athletics and pre-approved activities only. No community members should be using the gym for personal use.

## **School Property**

FIA maintains the right to search lockers, cubbyholes, desks, or personal belongings brought to school (backpacks, lunch bags, etc.) if there is reasonable suspicion of possession of inappropriate, dangerous, or illegal materials.

## **School Equipment**

School equipment must not be removed from the school without authorized approval.

## **Office Equipment**

The use of equipment in offices or teachers' lounges is limited to staff. If a student requires the use of any office equipment he or she needs to receive permission and supervision.

## **Lockers**

High school and middle school students are assigned lockers to store textbooks, notebooks, and other materials. Lockers are not to be defaced (inside or outside) and are to be kept clean. Students will be fined for damage.

Textbooks, notebooks, and other belongings may not be left in public areas or they may be confiscated. Confiscated items will be moved to the office.

Students will provide their own locks. Students are encouraged to lock their lockers, especially at night and over weekends. The school is not responsible for lost or stolen items.

### **Cubbyholes**

The elementary classroom teachers will determine the use of cubbyholes. Students need to empty their cubbyhole each day.

### **Personal Transportation Devices (including bicycles)**

Personal transportation devices include skateboards, waveboards, bicycles, rollerblades, etc. All wheeled-devices should be walked while on campus except when in the parking lot or on the covered court after school hours. Those who ride bicycles are asked to park them in designated areas and are encouraged to lock them.

### **Transportation**

Parents are responsible for transporting students to and from school. If you plan to drive a personal vehicle on campus, you must obtain a FIA sticker from the Business Office. Only vehicles with the FIA sticker are allowed inside the gate. Taxis and other vehicles must drop people off just outside the gate.

Any student wishing to drive on campus must possess a valid Filipino driver's license and complete the Consent for Student Drivers form in the Business Office.

## **Pets on Campus**

Pets should not be on campus during the school day unless they are invited to a class activity by the teacher. Pets must be on a leash or in a cage at all times and any mess created must be cleaned up immediately by the owner.

## **Campus Security**

In order to provide a safe and effective learning environment Faith International Academy (FIA) hires contracted security officers and requires identification for entrance to the school property. A wall and security gates surround the perimeter of the campus. Visitors must enter through the main FIA or SIL gates.

FIA shares some of the property with SIL. Any person not a school family, school employee, or SIL employee will be required to present identification at the front gate and use a visitor pass to be allowed on campus.

School buildings and classrooms are locked during non-school hours and only some personnel have access to different areas.

If concerns about a dangerous area arise, please contact a secretary or the Facilities Manager.

## **Crisis Response**

FIA has a Crisis Response Team and Manual to be used in the event of an emergency. FIA personnel are trained in the crisis response procedures and copies of the manual are located in each classroom. In addition, students participate in regular drills to practice these procedures.

# Student Services

## **Counseling**

The Faith International Academy transitions counselor is there to provide a safe place and a listening ear for students to share their struggles. In the process of sharing they can learn new ways of responding to the challenges as they transition, especially into adulthood. For more troubling concerns or family issues the transitions counselor may refer a student to other professional counselors in the city.

## **Health Services**

A certified first aid officer is employed by the school to provide limited services to students in need of medical attention.

### Services Provided

The school offers the following health services:

- Basic First Aid - The school gives first aid for injuries occurring at school only. If care beyond immediate first aid is required, the parent is called.
- Dispensing Medication -
  - Prescription:
    - In general, only inhalers and EpiPens are kept in school.
    - If a child requires regular medication during school hours, the parent/guardian is required to deliver the medication and exact dosage to the Health Office and to discuss the medical condition with the principal and school nurse.
  - Over-the-counter: The school provides

*paracetamol, ibuprofen, antihistamines, and pills for diarrhea and stomach aches.* If

parents do not want specific medicines used, they must advise the school office in writing.

- Emergency First Aid - The school will address emergencies if they arise and will contact emergency response personnel and parents.
- Parents must contact the principal regarding medical situations that may require additional aid in the case of chronic illness (such as insulin shots for diabetes). A medical care plan will then be drawn up in conjunction with the school nurse.

### Required Medical Records

The school notifies parents regarding required immunizations and physical examinations. The following immunizations are required for entrance into school:

- Diphtheria-Pertusses-Tetanus (DPT)
- Polio
- MMR

### Contagious Illness and Infectious Disease Policies

The school values the health of all members of the school community. Please do not send contagious children to school, as their own learning will be difficult and they may spread the illness to others in the school community.

- Parents/caregivers are responsible for making decisions for their children's health and well-being; however, they have also a responsibility to other school community members when considering whether to send their ill children to school. This could include a temporary contagious illness (common cold, fever, throwing up, etc.) or an infectious disease for

which the child has not been vaccinated.

- In case of an infectious disease, parents are required to notify the school immediately of the nature/type of the infection and isolate their child to prevent transfer to other members of the school community.
- The school will communicate with the wider community should a serious threat from a disease be present.

### Communication Policies

- The office will keep a record of children who go home with a medical complaint or as a result of an accident.
- The school will communicate with the wider community should a serious threat from a disease be present.
- The school will notify parents regarding communicable disease control.

## **Library**

### Patrons

FIA community members are automatically considered library patrons. FIA community members include students, supported and paid staff members and their spouses, school volunteers, parents, and siblings of current students.

**Homeschool missionary families** in Davao who wish to check out materials from the FIA library must first register with the office and pay a \$75.00 deposit and a \$25.00 annual library fee. (Registration for half of a year or only for the summer includes the \$75.00 deposit but only \$12.50 for the library fee.) The deposit is refundable, minus the cost for any lost or damaged books. The person/family may then check out materials following the library procedures; a maximum

of 10 items per family may be checked out at a time. Any violation of the guidelines may result in privileges being revoked without reimbursement of the fees. (If the family drives on campus, a P100 FIA car sticker must also be purchased from the business office.)

### Checkout Procedures

**Books** are checked out for a period of **two weeks**. Books may be renewed once.

**Magazines** - current issues of magazines (in plastic covers) may not be checked out. They are for in-library reading only.

**Atlases** - The large atlases may not be checked out.

**DVDs and CDs** may be checked out by students as long as they have the same number of books check out (EMS library only). Each patron (any age) may only check out 2 videos/CDs at a time.

**Index books** may not be checked out.

### Checkout Limitations

- All students are limited in the number of books they can take by class:

Grade Levels	Number of Books
K-2	3
3-5	5
6-8	8
9-12	10

- If a child has an overdue book or a fine of over 50 pesos, he is not allowed to check anything out until the books are returned or fine paid.
- Adults are limited to 10 items. Homeschool families are limited to 10 books for the entire family.
- No one may check materials out for someone else (unless they're a parent and checking out for their child) and a patron may not check out materials under someone else's name.

### Checkout Renewals

Items may be renewed a maximum of 2 times.

A patron may not renew a book if he has any other books overdue or if he has an unpaid fine (except grades K-2). These items must be cleared up before further checkout.

### Overdue Procedures and Fines

A fine of P5.00 per day is charged for overdue books. Fines are paid in the business office; bring your receipt to the librarian for the library system to be updated. Students with overdue books or library fines at the end of each quarter will not receive their report card until their library account is settled.

### The Library Catalog

The library catalog is available online for students, teachers, and parents to use from any computer. The website is [www.fia.follettdestiny.com](http://www.fia.follettdestiny.com). From this database one can search the catalog to see which books are available within the library.

### Reserving or Holding Material

Library patrons may reserve books (place a hold) if they are not already on the shelves.

### Lost or Damaged Materials

Lost or damaged library materials must be reported to the librarian immediately. Some damaged books can be repaired easily if caught early, so please make sure the librarian is aware of the damage. If the book is beyond repair, the library patron will be charged the repair or replacement cost of the item.

### High School Library

If the library staff is not available to check out books, please sign your name and barcode number on the checkout sheet on the librarian's desk.

### Library Hours

The library is open as library personnel are available for students doing homework or parents wanting to check out books. There is also a time for homeschool parents and other parents to come if they care to check out books for their children. The library class schedule is posted, please refer to that so classes are not interrupted.

### Library Computers

Both libraries have computers available for research. During high school study hall, students completing school work have priority for computer use.

### Kindles

The library does have several Kindles available for checkout by both students and teachers. There is a permission form to sign for students to check them out that needs to be signed by the parents, but teachers can use them as needed.

## **Hotlunch Program**

Students may bring lunch or may sign up for the hotlunch program; students are not permitted to leave campus to purchase food during school hours. Students must be signed up for hotlunch in advance using the menu provided. The business office needs to be notified before Friday in order to cancel a lunch for the following week. Parents will not be charged for a missed lunch due to illness. The business office will be notified of any field trips taken over the lunch hour so that lunches are canceled.

Hotlunch Choices: Regular meals include an entree, unlimited rice, a vegetable, and fruit. Hardy meals include an extra portion of the entree, plus the same sides (unlimited rice, a vegetable, and fruit). Please note that for hamburger meals, the hardy includes two burger patties on one bun. Option meals are also available each week; these include unlimited rice and sides specific to the option.

## **Student Activities**

### **School Activities (K-12)**

#### **School Spirit Week**

Each September there is a fun week designated as School Spirit Week for the entire school (K-12). Students dress for each day's theme and participate in special events to show their school and team spirit. Donations are collected to be given to a local Filipino ministry.

## **Carnival and International Day**

These two events, held in the second quarter, occur on alternating years.

At Carnival, students (with the help of parents/staff) sponsor a game or refreshment booth. Each elementary grade works together to plan a booth and parents help run it during Carnival. Both the middle and high school Student Councils help plan booths, which students in their respective divisions run (with the help of secondary teachers).

At International Day, FIA community members sponsor booths of nationalities represented at the school. The booths typically include artifacts, photos, and refreshments from that culture.

## **Track and Field Day**

Track and Field day is held near the end of third quarter. Students are placed on teams and compete in various races and competitions. Students are expected to participate since this is a regular school day. School community members are welcome to come cheer for their children.

## **School Activities (6-12)**

### **Welcome Back Events**

Near the beginning of the school year, high school takes a short trip and middle school holds a party on campus. These events serve as a welcome back and chance for students and teachers to connect.

### **Banquets**

Both middle school and high school hold formal banquets, which provide opportunities for students and teachers to build relationships and have fun outside of the regular school setting.

## **Outdoor Education**

Outdoor Education (OE) is an integral part of the FIA curriculum for middle school and high school; participation by all students is expected. The cost is included in tuition for full-time students; however, part-time students who choose to participate will be expected to pay additional fees to cover the cost of the experience.

Outdoor Education moves students out of the classroom and into a practical learning situation for approximately a week of school.

The purposes of OE are

1. to serve the Filipino community in practical, interactive ways.
2. to promote the spiritual development of students and to challenge them to expand their understanding of God's role in their lives,
3. to provide educational experiences about the development, culture, and/or geography of the Philippines.
4. to build unity within the student community.
5. to challenge each student to better understand his or her gifts and abilities.
6. to have fun.

### Middle School

Middle School OE is done in conjunction with Faith Academy Manila in February. The venue rotates from historic Corregidor, to Taal Volcano, to the Subic jungle.

### High School

High School OE is organized and planned by the FIA

staff and usually takes place in the second semester. The venue rotates between different locations on Mindanao depending on the focus that year.

## **School-sponsored Extracurricular Activities**

FIA supports wholesome extracurricular activities developed by students, parents, and/or staff, consistent with the school's mission and philosophy. Students must maintain a 2.5 GPA and not be failing any class to be able to participate in extracurricular activities.

Extracurricular activities will be sponsored, coached, and/or advised by qualified personnel approved by the Administration. The Athletic Director appoints coaches.

## **Worship Team**

The school encourages students with musical gifts to participate in leading chapel music. Middle and high school students can try out to be on a worship team.

## **Student Council**

A goal of FIA is to provide opportunities for students to develop skills through leadership and service.

### Student Councils

There are separate but cooperating student councils in high school and middle school. Student council members are elected by students. The Administration will appoint faculty advisors.

### Leadership Retreat

Each year high school students elected to Student Council will attend a school-sponsored Leadership Retreat which includes spiritual, planning, and leadership sessions. The conference will take one day

of school and one non-school day.

### **Athletic Activities**

An Athletic Director is appointed by the Administration to implement programs that support our core values and the Schoolwide Learning Results. This provides an opportunity for our students to grow in physical skills and develop positive character traits.

### ISAC

FIA is a member of International Schools Activities Conference (ISAC) and sponsors boys' and girls' teams in volleyball, basketball, and soccer. Each team practices and plays games locally for a season before the ISAC tournament. The typical schedule is:

- August to October: boys' and girls' volleyball
- November to January: boys' soccer and girls' basketball
- January to March: boys' basketball and girls' soccer

The school pays ISAC tournament fees and athletes' families pay for air travel. Students not planning or able to go to the tournaments are still encouraged to play on the team when competing locally. Middle school students with advanced skills may be invited to play on the teams.

### Middle School Basketball

Middle School basketball is usually offered concurrently with the high school basketball seasons.

### **Fine Arts Activities**

As staffing allows, FIA provides activities such as plays, concerts, musicals, or art displays.

## **School-supported Extracurricular Activities**

### **Clubs**

FIA community members may apply to start a school-supported club. Club activities may not conflict with school-sponsored events (i.e., athletics events, Student Council events, etc.).

An application form must be submitted to the Activities Coordinator for approval. New clubs may be approved for a one quarter trial basis; recurring clubs are approved for a semester. For any off-campus club activities, there must be at least one adult for every 8-10 students. On-campus club activities must end by 5pm. FIA retains the right to cancel a club if participants do not abide by expectations.

Approved clubs can be recorded on high school students' co-curricular activities forms if accurate attendance records have been kept.

### **Elementary Parent-run Sports**

If parents want to organize after school sports programs for elementary students, FIA may be able to host the program. However, the organizers must provide the equipment since FIA typically does not. Similar to clubs, FIA parents may apply to start these programs, but they may not conflict with school-sponsored events. An application form must be submitted to the Activities Coordinator for approval.

## **Finance Policies**

### **School Fees Payment Policy**

For this school year, please follow this payment schedule for your school fees.

- December 20, 2018 50% of Tuition and Capital fees paid (no report card can be given if a family has not paid 50% by December 20, 2018)
- March 29, 2019 100% of Tuition and Capital fees paid (no report card or transcripts can be given if a family has not paid 100% by March 29, 2019)
- May 23, 2019 100% of all fees paid (no report card or transcripts can be given if a family has not paid 100% of their bill by May 23, 2019.)
- \* No transcripts or any documentation can be given until your account is paid in full.
  - \* Any children you may want to enroll for 2019-2020 school year may not begin classes until your account is paid in full for 2018-2019.

## **Mode of Payment**

FIA accepts the following payment methods: cash, check, credit card, or wire transfer. However, please take note that the school is not responsible for any banking/service fees or losses due to foreign exchange conversions/fluctuations. Only the amount that the school actually receives will be credited to the parents' account.

## **Business Office Hours**

The business office is normally open Monday to Friday from 7:30am - 3:30pm, unless otherwise specified.

## **Parent Accounts**

The school maintains an internal account for every FIA family. The account acts as a bill that is sent to parents at the beginning of each month. The school reserves the right to offset any fees/expenses that are rightfully incurred by a student against any available credit balance in the account.

## **Tuition Assistance Program**

FIA offers financial aid to deserving families on a need basis. This is not available to staff families. Parents should contact the Business Manager for more information.

# Appendix A: Field Trip Policy

Reason this policy is important:

The school is structured to provide a safe place for students; however, other environments off-site aren't always as child-friendly or safe. It's important to make outings as safe as possible while allowing students to learn from their experiences in a variety of settings.

When the policy applies:

This policy is in place anytime students are away from the FIA campus during normal school hours.

Procedure and Practices, including responsible person(s):

- Field trips will be planned as part of the overall curriculum and/or student's interests and will provide learning opportunities through hands-on participation.
- FIA staff will notify parents in advance of all field trips and any other special arrangements necessary.
- A parent or legal guardian will sign an informed consent form (permission slip) for all field trips, i.e. any activity happening off campus during normal school hours.
- All school lunches will be canceled for the trip, if necessary. It is the responsibility of the field trip organizer to cancel all school lunches. If a student is not attending with their classmates, it is the responsibility of the parents/legal guardians to let the office know to keep their school lunch.
- A well-stocked first aid kit along with the children's emergency contact numbers will be taken.

- If a student has medication needs, the parents will be responsible to communicate with the organizers regarding the distribution of medication as needed.
- All official accompanying adults will have child safety training. No students will be left alone with any additional non-trained, accompanying adults. If a driver is not child safety trained, at least one trained adult must be in the vehicle.
- Additional staffing may be needed to provide adequate supervision and will be scheduled ahead of time for these off-site activities.
- Students will be counted before leaving the FIA campus, during the field trip, and again at the time of departure for return to FIA to ensure that all children are accounted for.
- Whenever possible the organizer will visit the site ahead of time to determine the safety of the location, what experiences the students may gain, and age-appropriateness.
- Staff members will have a cell phone in case of emergency on all off-site activities.
- Field trip plans must be approved by the lead teacher who is responsible to communicate the information to the principal.

## Appendix B: Computer Use Agreement

God has blessed Faith International Academy (FIA) with excellent computer resources. The following guidelines and security policies have been created in order for us to be good stewards of these resources, to glorify God in our use of these resources, and to protect our investment. These computer systems belong to FIA, but they are also your investment to use and care for properly.

Use of FIA computers and the network is a privilege. To use computers at FIA, middle and high school students are required to sign this agreement. Failure to abide by these guidelines will result in the loss of computer privileges.

### **GOALS**

1. To provide adequate access by students and staff to computers, software, and the Internet
2. To protect our students and staff from inappropriate and harmful material
3. To protect the integrity of the computer systems
4. To protect and respect the privacy of others
5. To uphold copyright laws
6. To encourage the use of computer resources for educational purposes and spiritual development

We respect the privacy of users, their documents, and email. However, in order to provide accountability, integrity, and responsibility regarding the use of computers on campus, the IT Administrator and the FIA Administration reserve the right to monitor all use of school computers, network, and stored files.

It may be necessary for the IT Administrator or the FIA Administration to give specific people or groups additional

verbal guidelines, which then become amendments to this policy. All stipulations regarding consequences in this document also apply to the verbal amendments.

## **Guidelines**

### **Copyright and Legal Issues:**

1. Do not use FIA computers or network for illegal or commercial purposes.
2. Do not use FIA computers to pirate or make unauthorized copies of music, images, videos, software, or any other copyrighted material. Respect copyright laws.

### **Prohibited Material:**

3. Do not use the FIA computer system to access inappropriate material, namely
  - a. Profanity, pornography, sexually explicit pictures or words, any material showing extreme violence or other obscene behavior.
  - b. Instructions for conducting illegal activities such as making bombs, invading other people's privacy, committing fraud, or obtaining unauthorized access.

### **System Security and Integrity:**

4. Do not remove, replace, or tamper with the FIA serial number on computer equipment.
5. Do not download programs from the Internet.
6. Do not install or alter any software, nor run unauthorized software (that someone else may have installed).
7. Do not tamper with, remove, exchange, or install any hardware components in any computer at FIA.

8. Do not attempt to gain unauthorized access to any part of the school computer network or other people's files, nor use computers to illegally access other computers.
9. Only use your own account.
10. Report any violation of these rules to a teacher or administrator.
11. Personal computers (laptops) may not be connected to the FIA network.

### **Privacy:**

12. Do not post personal information about yourself or other people on the Internet.
13. Do not send threatening, illegal, vulgar, obscene, or harassing materials.
14. Do not post false or defamatory information about any person or organization.
15. Do not broadcast messages on the network.

### **Educational Use:**

1. Do not play games on school computers unless authorized (each time) by your teacher.
2. Limit use to school-related activities on FIA servers.

### **Further guidelines and advice to make your computer use more productive:**

- A. You are held responsible for any use of your account, so keep your password a secret and remember to log off after each session.
- B. Report any possible security problems that you discover to a teacher or member of IT.
- C. If you have a legitimate reason for doing something prohibited, please ask first.

- D. Be a good steward of our resources, namely
  - a. Limit time on the computers (those who have school work have priority over recreational use).
  - b. Limit storage space used for files (large media files may be deleted).
  - c. Conserve printer ink and paper.
  - d. Conserve Internet bandwidth (no movies, instant messaging, internet radio, chat, or other streaming media that will slow down the Internet for everyone).
- E. Do not keep your only copy of important documents on the desktop or local C drive. Make sure you have a copy on a hard drive at home or in your folder on the network.
- F. Confirm your information from the Internet with reputable sources.
- G. Do not plagiarize: Do not take others' ideas and words and present them as your own.
- H. Files in the student data drives will be deleted at the end of every school year.

# Appendix C: Code of Conduct for Child Safety

## **Biblical Foundations:**

From the Old Testament to the New, the Bible clearly states the responsibilities parents have for the training and care of their children. Similarly, penalties are harsh for those who would injure or rob a child of their childhood.

*Proverbs 22:6 Train up a child in the way he should go; even when he is old he will not depart from it.*

*Matthew 18:5,6 “Whoever receives one such child in my name receives me, **6** but whoever causes one of these little ones who believe in me to sin, it would be better for him to have a great millstone fastened around his neck and to be drowned in the depth of the sea.*

*1 Corinthians 13:4-7 Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice at wrongdoing, but rejoices with the truth. Love bears all things, believes all things, hopes all things, endures all things.*

Within the Christian School we recognize a taking on of these responsibilities and our child safety policies seek to provide a mechanism by which we can properly do this.

## **Introduction**

The welfare and safety of children are paramount in Faith International Academy’s policies and procedures. Faith

International Academy's intent is to provide a safe and loving environment where children are nurtured and cared for in a way that allows them to become all they are capable of being. This includes valuing them, regarding them positively, and treating them with respect and care.

Having a common set of expectations will also serve to protect adults interacting with children from invalid reports of inappropriate behavior. By putting these guidelines into place, an adult's interaction with a child is much more transparent to others and less likely to be interpreted incorrectly. Adults (faculty, employees and volunteers) assume the full burden of setting and maintaining clear, appropriate boundaries in all interaction with children.

Faith International Academy's also works very closely with other Christian mission agencies in both prevention and response, agreeing to use similar child abuse definitions and codes of conduct.

Faith International Academy has made a commitment to abide by local law. With regard to the treatment of children, where local law is more prescriptive or strict than the guidelines here, then local law must be followed.

Our intent is not to be overly prescriptive in how parents raise their children. However, these guidelines need to be succinct and clear and use language that is generally understood by speakers of English and is consistent with other networks and external bodies that are also seeking the best for children. We assume that each person will use good judgment in applying these guidelines in their family and/or work setting.

The most effective way to prevent abuse of children is to be vigilant. By being vigilant in adhering to the following standards for interaction with children, we hope to protect children from abuse.

This Code of Conduct includes, but is not limited to, the following expectations of staff.

## **Within the work situation**

In any situation with children we should use as many of the following safeguards as possible with a minimum of at least one. This will reduce risk and demonstrate professionalism and wisdom resulting in healthy interaction with children.

### **1. Visibility**

All work with children should be planned in a way that minimizes risks as far as possible. This includes being visible to other adults when working with children.

This can be accomplished by planning activities in areas where other adults are present and at a time when other activities are occurring. It can also be accomplished by installing windows in all classrooms and other rooms occupied by children or by keeping doors open.

### **2. Overcoming Isolation**

An adequate number of adults should supervise youth events, especially overnight activities. Isolation can also be overcome by avoiding being alone with one child. For example, take two or more children to the bathroom together, rather than only one; drop off siblings last in a carpool or take your own child along when providing rides, or employ the principles of

visibility (explained above) or accountability (explained below).

### **3. Accountability**

All staff are expected to interact with children in a mature, capable, safe, caring, and responsible manner, with a high level of accountability. All staff are responsible for giving and accepting feedback from others in order to maintain a high level of professionalism and integrity in interactions with children.

When ministry to a child involves one-on-one contact, the following procedures should be followed, as applicable:

- Always be accountable to other adults regarding your interactions with children.
- Parents and/or supervisors are to be notified beforehand of any activities with children, for example, before transporting a child, keeping a child after school, a youth activity, or when tutoring a child.
- Counseling or other necessarily confidential meetings with children should be done in a place where the adult and child are visible to others such as in an office with a window in the door and only when another adult is in close vicinity, aware that the meeting is occurring, and willing to stay in the vicinity until it is completed.
- In an emergency situation, such as needing to transport a child alone or supervise a child alone, find an additional person to be involved if at all possible, or notify whoever is available.

### **4. Balancing Power and Control**

When working with children balance the age, size, strength, power, and authority between staff and children to help to lower risk. This can be done by such things as sending two same age children to the bathroom together with an adolescent or adult helper, dropping off siblings last in a carpool, or inviting two or more students to your home to work on a project.

## **5. Supervision**

Supervision also reduces risk. Program administrators should periodically and randomly inspect classrooms, offices, work areas and other areas where children and adults are together.

## **6. Differential Treatment**

Adults should avoid favoring or showing differential treatment to particular children to the exclusion of and in the presence of others, or excluding children in a derogatory or embarrassing way in the presence of others.

## **Within the work situation, the family or other settings where children are present:**

### **1. Discipline**

The following actions may involve abuse and are to be avoided: derogatory name-calling, ridicule, humiliation or shaming, publicly singling out a child for negative treatment or exclusion, yelling at (loud speech that harms by bringing emotional degradation) or belittling a child or other forms of hostile or rejecting treatment. Other behaviors to be avoided include: hitting (including slapping) or any behavior that assaults a child. Also to be avoided are: pushing or holding a

child against their will outside the goals of protecting them from danger, providing them medical care or keeping them from harming themselves or others, or (in the case of holding a child against their will) maintaining order and reasonable discipline in the classroom. Physical discipline by a parent of their own children, such as spanking or paddling, is not considered abuse as long as it is reasonable, not done in anger, and causes no bodily injury to the child.

## **2. Touch**

Because healthy, caring touch is valuable to children but unhealthy touch is abusive, the following guidelines apply:

- Touch should be in response to the need of the child and not the need of the adult.
- Touch should be open rather than secretive. For example, a hug in the context of a group is very different from a hug behind closed doors.
- Touch should be age-appropriate and generally initiated by the child rather than the adult. It should be with the child's permission and resistance from the child should be respected.
- Touch should always communicate respect for the child. Adults should avoid doing things of a personal nature for children that they are able to do for themselves, including dressing, bathing, etc.

The following signs of affection are generally appropriate: verbal praise, side hugs, or shoulder to shoulder hugs. For smaller children, touching their hands, faces, shoulders and arms, arms around their shoulders (when culturally appropriate), hugs, or holding them when others are present.

The following behaviors are inappropriate or may be perceived as inappropriate and should not be engaged in: touching buttocks, chests, genital areas, or thighs except to keep infants or young children clean or healthy; showing affection in isolated areas or when alone with a child; sleeping with a child not your own or lying on a bed with a child not your own; flirtatious or seductive looks; any form of affection that is unwanted by the child; sexually-suggestive or explicit language, showing sexually-suggestive pictures or videos or playing sexually-suggestive games with a child; any behavior that could be interpreted as sexual in nature.

Adults should monitor each other in the area of physical contact, helping each other by pointing out anything that could be misinterpreted.

### **3. Verbal Interaction**

Adults should use words to support and encourage a child, such as praise, positive reinforcement, and appropriate jokes. Inappropriate verbal interaction includes the following: shaming, belittling, humiliating, name calling, using harsh language that may frighten, threaten or humiliate the child, cursing, or making derogatory remarks about the child, their family, and/or their place of origin. Inappropriate verbal interaction also includes inappropriate comments that relate to physique or body development, telling derogatory or sexual jokes, making sexually suggestive comments, telling inappropriate secrets, or inappropriately discussing sexual encounters or desires with children.

## **Final comments:**

### **1. Parent Involvement**

Parents are responsible for knowing where their children are at all times. Therefore, parents should be informed of planned school activities (e.g. trips included in the schedule) and be expected to sign a consent form. Parents should be encouraged to make unannounced visits to program activities.

## **2. Monitoring Child-to-Child Behavior**

The following actions may involve abuse or inappropriate behavior of one child to another and are to be avoided: bullying, hazing, derogatory name-calling, ridicule or humiliation, publicly singling out another child for negative treatment or exclusion, child-to-child inappropriate sexual touch, inappropriate sexually explicit language, showing of sexually explicit images, hitting, slapping, pushing, holding against their will, or otherwise assaulting another child.

# Appendix D: Child Safety Policy

## 1. Biblical Foundations:

From the Old Testament to the New, the Bible clearly states the responsibilities parents have for the training and care of their children. Similarly, penalties are harsh for those who would injure or rob a child of their childhood.

Proverbs 22:6 Train up a child in the way he should go; even when he is old he will not depart from it.

Matthew 18:5,6 “Whoever receives one such child in my name receives me, 6 but whoever causes one of these little ones who believe in me to sin, it would be better for him to have a great millstone fastened around his neck and to be drowned in the depth of the sea.

1 Corinthians 13:4-7 Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice at wrongdoing, but rejoices with the truth. Love bears all things, believes all things, hopes all things, endures all things.

Within the Christian School we recognize a taking on of these responsibilities and our child safety policies seek to provide a mechanism by which we can properly do this.

### Definitions:

The Child Safety and Protection Network (CSPN) requires all members of the agency to use common definitions relating to child protection. Unless otherwise noted all definitions of abuse in this policy come from the CSPN Best Practice Standards.

## Definition of Abuse

Child abuse is the treatment of a child under the age of 18, often in the context of a relationship of responsibility, trust, or power that endangers or impairs the health or welfare of a child.

**Child-to-Child Cases:** Should both the victim and the alleged offender be under the age of 18, it will typically be considered abuse if there are more than three years difference (1095 days or more) between the children or there is a measurable, significant difference in responsibility, trust, or power between them. If there is less than three years age difference and there is not a significant difference in responsibility, trust, or power between them, what would normally be defined as abuse will be considered unacceptable behavior, with an action plan put in place to address the behavior of concern and its effects. Because of these and other variables, child-to-child cases will be judged on a case-by-case basis. Child-to-child abuse includes all types of abuse defined below.

The age difference between the two children leads not only to marked developmental differences, but also disparities in their levels of power and responsibility within their relationship. An example of abuse due to an imbalance of power would be sexual activity between two 16-year-olds, where one suffers an intellectual disability that impairs their ability to understand the behaviors that they are engaging in. Sexual exploration between consenting adolescents at a similar developmental level, while sinful and a serious breach of the Code of Conduct,

is not considered abuse. (Note: this paragraph is adapted from the Australian Federal Government definition.)

It is recognized that laws related to child abuse vary from country to country and state to state. If there is reason to believe that Philippine law, or the laws of the home countries of a suspected victim or perpetrator, has been violated then the school will report to the proper authorities (see Reporting on page 7).

Types of Abuse:

1) Sexual Abuse

1. Sexual abuse is the involvement of a child in sexual activity with an adult or another child (as defined above) which includes but is not limited to:
2. Verbal: Remarks which include sexual threats, solicitation, sexually explicit language (whether in person, on the telephone, or via text messaging or the internet), or any verbal expression with the intent to arouse or stimulate.
3. Visual: Indecent exposure, showing or taking of suggestive pictures, pornographic material of genitals, or the showing of unclothed persons, any sexual activity or simulated sexual activity such as masturbation or intercourse, peeping, leering, or staring.
4. Physical Touching: Physical contact (or penetration by penis, fingers, or any other body part or object) with a person's clothed or unclothed genitals, pubic area, buttocks, or in the case of a female, breast, or causing a child to perform any of these acts. Masturbation in front of or to the victim, rubbing, holding, or kissing for the purpose of sexual gratification.

## 2) Physical Abuse

Physical abuse is any act that results in a non-accidental physical injury. Such acts may include, but are not limited to: slapping, punching, beating, kicking, biting, shaking, burning, holding under water, pulling hair, or holding against one's will.

## 3) Other Forms of Abusive Behavior

There are other forms of behavior that are unacceptable and if taken to an extreme may be determined to be abusive and detrimental to children.

## 4) Emotional Abuse

Emotional abuse is defined by a pattern of behavior over time that impairs or risks impairing a child's functioning or development. It includes acts of commission and acts of omission.

Acts of commission may include but are not limited to unreasonable restriction of movement, patterns of belittling, denigrating, screaming, threatening, scaring, humiliating, scapegoating, ridiculing, blaming, sarcasm, discriminating, bullying, hazing, unpredictable responses, constant family discord and double message communication, or other non-physical forms of hostile or rejecting treatment. Another form of unacceptable behavior is the failure or refusal of a parent, guardian, legal custodian, or another person exercising temporary or permanent control over a child, in the context of resources reasonably available to them, to provide food, clothing, shelter, basic medical care, education, or emotional and physical security and protection.

Acts of omission: Emotional abuse includes the failure to provide a developmentally appropriate and supportive environment, including the availability of a primary attachment figure, so that the child can develop a stable and full range of emotional and social competencies commensurate with her or his personal potentials and in the context of the society in which the child dwells. (Note: this definition comes from the CSPN Best Practice Standard notes.)

#### 5) Neglect

Neglect is the failure to provide for the development of the child in all spheres: health, education, emotional development, nutrition, shelter, and safe living conditions, in the context of resources reasonably available to the family or caretakers, and causes or has a high probability of causing harm to the child's health or physical, mental, spiritual, moral, or social development. This includes the failure to properly supervise and protect children from harm as much as feasible.

Neglect also includes depriving a child of their basic needs of food, clothing, warmth and shelter, emotional and physical security and protection, medical and dental care, cleanliness, education, and supervision. (Note: this definition comes from the CSPN Best Practice Standard notes.)

#### Personnel

The school shall appoint a suitably qualified Child Safety Officer who shall be responsible for the keeping of records, facilitating training of other staff and volunteers, and heading up the Child Safety Team. The Child Safety

Team shall meet at least quarterly. A Child Safety Team of suitably qualified persons shall be appointed by the School Executive.

## Screening

All FIA staff members (including paid staff) and volunteers must be screened. During the application process all educational staff will be asked about their work with children. These will include:

1. Specific history of employment or volunteer work with children
2. Questions related to inappropriate behavior or abuse of children

Churches sending short term teams may sign a statement of affirmation that includes these same questions in lieu of each team member being screened individually.

The school will collect at least two references for every applicant and volunteer for a position working with children. Background checks will be obtained for all staff and volunteers. FIA will normally accept background checks from missionary sending agencies. Otherwise the school will conduct a local background check.

## Training:

All staff, both expatriate and national, and volunteers will receive initial child safety training within four months of starting work at FIA. The Child Safety Officer will keep attendance records. This training will include all of the following:

1. Awareness raising: Data regarding the reality of and occurrence of child abuse in the mission setting.
2. Recognizing the types of abuse, how abuse occurs, its behavioral and emotional indicators in children, as well as red flags identified for a potential offender.
3. School standards for adults regarding interaction with children.
4. Identifying and preventing abuse between children.
5. School policies and procedures for both prevention and response.
6. Cultural factors in home culture, school culture, Filipino culture, and on multi-cultural teams. Differences between what is acceptable behavior locally and what is acceptable behavior under the child protection policy.
7. How to respond to a report or suspicion of abuse.

As part of this training, all staff and volunteers will read the Code of Conduct for Child Safety (Appendix B) and sign the Code of Conduct Acknowledgement Form (Appendix C).

New members of the Leadership Team will receive additional training in:

1. Screening
2. Establishing a culture of child safety
3. School policies on staff training in child safety
4. Implementing and monitoring the code of conduct standards for adults
5. Dealing with cultural issues in their location or on multicultural teams they are responsible for
6. Review of the school protocol for receiving and acting

on all concerns and/or reports of inappropriate or abusive behavior

Leadership Team members will take refresher training at least every two years.

Ongoing Training: all staff will attend continuing child safety training at least annually. The Child Safety Officer will keep attendance records. The training will include all of the following:

1. review of child safety policies focusing on expected behavior with children
2. safety measures
3. reporting procedures
4. emergency protocols

As part of this training, all staff and volunteers will read the Code of Conduct for Child Safety and sign the Code of Conduct Acknowledgement Form.

Classroom training: The Curriculum Coordinator will ensure that students at all levels are given age appropriate instruction in child safety at least once a year. In the elementary division, this will be done by classroom teachers. In the middle and high school divisions this will typically be done in Bible classes or chapel. Parents will be notified before child safety training is given and invited to attend.

All initial and ongoing staff/volunteer training will be open for parents to attend.

A list of appropriate resources shall be compiled and made available for parents to train their children in Child Safety matters.

## Overnight Supervision and Child Care Guidelines

Rules for school sponsored overnight trips:

1. Written parental permission must be obtained for all overnight events.
2. Events will have at least two chaperones; mixed gender events will have at least one chaperone of each gender.
3. Boys and girls must sleep in separate rooms with a chaperone of the same gender present.
4. During events, such as ISAC tournaments, where students are housed with families, each student must have a cell phone and contact information for the chaperones, and must be housed with at least one other student from FAM of the same gender.

When childcare is provided at by the school and/or at school events, the following conditions must be met:

1. There will always be two childcare workers (aged 16 and up) for each group of children. At least one worker must be female and at least two workers must not be related to each other.
2. When parents of the childcare recipients are not on site, there must be at least one adult supervising childcare.
3. Each childcare worker must attend a childcare safety orientation within a year before providing childcare. The

Child Safety Officer will approve this training program and maintain training records.

4. Child care rooms must be clearly visible from the outside and unlocked (i.e. windows in doors or unobstructed windows).

## INVESTIGATORY PROCEDURES

Process for receiving reports:

The Faith International Academy form for reporting indicators for abuse is included in Appendix A. It can be submitted electronically to [child.safety@fia.edu.ph](mailto:child.safety@fia.edu.ph) or in person to the Head of School or Child Safety Officer.

Any suspicion of possible child abuse must be reported, regardless of the perceived severity or validity, including both those initiated by adults and those initiated by other children. This includes reports from children and anything that an individual observes that possibly indicates child abuse.

Following the care given to the child, the adult's second duty is to inform the Head of School or Child Safety Officer immediately.

Anyone who receives a report or allegation of child abuse by a child or an adult must treat the reporter with an attitude of "respect and belief." Even if there is reason to doubt a report, the person receiving the report must communicate the information accurately, completely, and immediately. Reports must be made within 24 hours.

A child's report of abuse may be direct or indirect, or you may notice signs of abuse. When any adult in the community has reasonable suspicion, observes, is given a report of child abuse, or has knowledge which gives reason to suspect child abuse or neglect, he or she has two responsibilities:

1. focus on listening well to the child's report and provide care and support, and
2. make an initial report to the Head of School or Child Safety Officer immediately (all reports will be accepted, regardless of the perceived severity or time of the suspected abuse).

Focus on listening well to the child's report and provide care and support

When a child reports abuse to any adult, that adult's first and primary responsibility is to listen with compassion and care, without any attempt to evaluate the credibility of the report at this point.

The following responses are important to convey to the child:

1. "I'm very sorry about what happened." Empathize with what they must be experiencing.
2. "It's not your fault." Children often don't believe you the first time, so you need to convey this several times.
3. "You've done the right thing to tell." "It was right and courageous to tell." "You've done the right thing in sharing this."
4. "I will help you and support you." Extend care and

support in whatever ways possible for the victim and their family.

Listen to whatever information the child tells you without asking leading questions, asking the child for more details than they are comfortable sharing voluntarily, or trying to evaluate the credibility or the seriousness of the report. The compassion and care demonstrated by the first person to hear the child's report is one of the key determinants of the child recovering from whatever occurred.

At some point in this conversation it is also important to let the child know

1. you cannot handle this yourself, that the school cares deeply for children, and that the Head of School or the Child Safety Officer is the person who can help, and
2. the school will take it seriously and will get the proper help to ensure that the child and others are safe.

It is important that the adult remain calm and focus on the child's needs.

Mistakes to avoid include:

1. Forming conclusions about the truthfulness of the report before reporting it.
2. Minimizing the seriousness of the actions or dismissing it as not significant. What is traumatic varies from one individual to another.
3. Promising not to tell anyone. Often teens will say, "I need to talk to you but you've got to promise not to tell anyone." Making this kind of promise is unhelpful to the

child. Instead we can say, “I can’t make that kind of blind promise, as whatever is concerning you may take more help than I can give. However, I do want to listen well and support you. And I hope you know that I care about you very much and will do whatever I can to help.”

4. Handling it on your own. Abuse, can have a huge impact on the community and the organization as a whole.

5. Don’t try to interrogate the child or conduct your own investigation.

### Confidentiality

Confidentiality is critical both to protect the potential victim from further harm through exposure and to preserve the integrity of the process and a “need to know” position will be strictly adhered to throughout the reporting process. Thus, the individual receiving the report is to not widen the circle of “need to know” people beyond the Head of School and Child Safety Officer.

### Initial verification process

All reports of possible child abuse will be reviewed within 7 days. Obviously, some reports will need to be reviewed immediately. At a minimum, reports must be reviewed by the Head of School and the Child Safety Officer and one trained consultant (CSPN trained or equivalent) from outside of the Faith International Academy community. Typically, a child safety team of 3-5 CSPN trained staff members and/or community members will review reports. If the Head of School is recused, the Leadership Team will choose a replacement for the process and the Board of Trustees will be informed. If the Child Safety

Officer is recused or will be unavailable for an extended period of time, the child safety team will choose a replacement. The Child Safety Officer will ensure that records of all reports and reviews are kept indefinitely.

The internal verification process will be guided by two parameters: climate of belief, meaning that abuse could have taken place; and a neutral stance toward the innocence or responsibility of the alleged offender until the internal verification process has gathered as much relevant information as possible to apply applicable procedures based on the information obtained.

One or more of the following actions will be taken as part of the initial review:

1. Gathering of more information, which could involve interviews and consultation with outside experts
2. A decision to proceed to a full investigation
3. Recommending administrative action
4. A determination that the report appears to be credible but doesn't warrant further action at that time
5. A determination that the report is not credible, and no further action should be taken.

If a determination to initiate a full investigation or administrative action is made it must be started within 21 calendar days of the start of the initial verification process (barring extraordinary circumstances). The reasons for each determination must be reviewed by an outside consultant and any resulting actions must be documented. The Head of School, Child Safety Officer, and outside consultant will make the final determination

after the initial verification process (at least 2 out of the 3 must agree).

### Full Investigation process

Investigations are intrinsically painful and disruptive for the affected parties, and the alleged perpetrator must be placed on administrative leave throughout the investigation. Additionally, the longer the process takes the harder it is to maintain confidentiality. Therefore, investigations should be conducted as swiftly as reasonably possible.

Alleged perpetrators have the right to a support person. The support person will be privy to the same information as the alleged perpetrator, including being welcome to sit-in on interviews and the reading of the Statement of Findings (SOF). The support person is not an advocate and must respect confidentiality. The Child Safety Officer will make the offer of a support person to the alleged perpetrator and give final approval on the person.

The alleged offender will be informed of the allegations, process, and possible consequences if allegations are substantiated.

Regular updates of the progress of the investigation will be given to the school administration.

General features of investigation protocols include the following:

- a. All procedures are to be consistently followed in every

case.

- b. Provision will be made for the immediate safety and appropriate care for the potential victim.
- c. Assistance will be given to reluctant or scared reporters.
- d. Confidentiality will be maintained during the process. FAM child safety personnel, consultants, and members of the investigative team will maintain the principle of need-to-know both in respect to whom they speak and what information is shared.
- e. Support will be provided for both potential victim and alleged offender during the process.
- f. An unbiased stance will be maintained during the process.
- g. The affected parties will be informed that the process involves investigation, not mediation.
- h. The credibility of the report and the reporter will be established through the formal process.
- i. The alleged offender will be placed on administrative leave during the process.
- j. The alleged offender is forbidden from confronting the child or requiring the child to confront them. Alleged offenders who are non-family members are not allowed to meet with the child. Failure to comply will be referred to Administration for disciplinary action.
- k. Safety measures will be put in place to ensure the child's safety and that of other children in the home for situations in which parents or other family members in the home have allegedly abused a child in the home.
- l. The same investigative process will be used for child-to-child cases as any other case.
- m. The Child Safety Officer will ensure that records of all reports, investigations, and findings regardless of the

conclusion reached, are kept and filed securely.

### Cost of the investigation

Faith International Academy will pay the direct costs of investigations that are led by the school. If missions or individuals wish to send additional team members (with the approval of the FIA Child Safety Officer) or observers, that mission or individual will cover all costs for that member or observer, including, but not limited to, travel, room, and board. If Faith International Academy personnel participate in investigations led by other organizations, it will be the responsibility of those organizations to cover all costs, unless a different agreement is made in writing by the FIA Business Administrator.

### Qualifications of Investigative Team Members

Team members shall be fully trained regarding all Faith International Academy policies and protocols involving child protection issues and have respect and credibility within the Faith International; Academy community. Outside team members are persons respected within their own mission community.

Good investigative skills:

1. Unbiased and empathetic
2. Has skills, gifts, expertise in interviewing, including understanding the difference between interviewing and support, counseling, or debriefing
3. Can ask hard questions and hear tragic information
4. Analytical and able to see gaps and formulate additional needed questions

5. Can think quickly on his/her feet
6. Stable, mature and has a support group
7. Able to reach tough decisions based on agency protocols and defend them under pressure
8. Prior experience preferred
9. Available & willing, does not agree grudgingly
10. Position allows flexibility to join investigative team on short notice, including travel when needed

Who would not qualify:

1. The Head of School
2. Relative of any of the parties
3. Someone with a personal disagreement with any stakeholder or team member
4. Someone with health problems that would interfere with the duty of investigation
5. Someone showing preference regarding the report/investigation

The Child Safety Officer determines the composition of the investigation team and appoints a team leader.

The team includes at least three members representing both genders and, when possible, an individual of the same first language and culture of those involved.

At least one member of the team must not be a member of the Faith International Academy community.

The Team Leader provides a copy of the Child Safety Policy to team members and observers/consultants from other organizations serving on the Team.

## Planning for the extended internal investigation process

1. The team reviews the initial report(s), all additional information gathered during the preliminary internal investigation stage, and any other relevant documents.
2. The team develops a preliminary plan, including whether an initial notice to the affected community is needed.
3. If the Child Safety Officer determines that an investigation goes beyond the expertise and experience of their investigative team, the school will seek additional expertise to supplement the team's expertise.

## Investigation Process

1. Those interviewed should include the following:
  - a. Potential Victim
  - b. Alleged offender
  - c. Known witnesses
  - d. Those persons whom the potential victim indicates are witnesses or can contribute to the investigation
  - e. Those persons whom the alleged offender indicates are witnesses or can contribute to the investigation
2. Two or more interviewers are required for all interviews. The interviews are required to be done in person and must include an interviewer of the same gender.
3. Due diligence is exercised in determining if there are additional victims.
4. Interviews should utilize non-leading questions and

obtain behavioral information regarding:

- a. the actions involved,
- b. the length of time over which the alleged abuse occurred,
- c. the number and frequency of incidents,
- d. any threats or coercion used,
- e. location in which the alleged abuse occurred,
- f. others involved, and
- g. effect on the victim.

5. During the investigation the team shall note what information is corroborated, what is contested, what is from a single source.

6. Interviews will be audio recorded. The interviewer needs to explain to the interviewee the reasons for and value of recording the interview and ask for permission to record the interview. If the interviewee refuses to grant such permission, the interview is still carried out and recorded in writing in the interviewee's own words. A copy of the recording, or transcript, of his own interview shall be made available for the alleged offender if requested. (not of witnesses)

### Preparation of finding/conclusions

Note: it may be concluded that no violation of the policy occurred, in which case the alleged offender would be exonerated of child abuse and the potential victim would have been found not to be a victim of child abuse in this case. However, from this point forward the terms potential victim and alleged offender will continue to be used for simplicity.

The Statement of Findings (SOF), including an action plan, will be prepared by the investigation team, and approved by the Head of School.

The SOF will include a description of the reported behaviors in the initial report, the investigative process followed to respond to the report, the data collected, the conclusion reached, the administrative outcome including discipline recommended, and the action plan, including report to appropriate authorities, a safety plan, and counseling follow-up.

The Child Safety Officer will arrange for a trained child safety investigator (CSPN or equivalent), who was not part of the investigation, to review and evaluate the evidence collected and the SOF before it is finalized.

A copy of this document will be given to both the offender and the victim(s)- or their parents in the case of current reports where the victim and/or offender are still children.

The alleged offender has the right to identify perceived factual errors (such as dates, spellings of family names, locations, etc.), he/she cannot alter the SOF with matters of opinion. The investigative Team Leader will decide whether or not to accept corrections from the alleged offender. The alleged offender also has the right to issue a statement of rebuttal to the SOF that will be included in the records.

In accordance with CSPN requirements, any adult who has been found to have abused a child sexually will be terminated immediately without the opportunity to resign, and will be barred from future employment or volunteering at Faith International Academy.

## Appeals

Both the alleged offender and potential victim(s) have the right to appeal the findings of a child safety investigation to the Faith International Academy Board of Trustees.

## Preparation of an action plan

In addition to the conclusions, recommended action steps are developed for:

- 1.The potential victim(s),
- 2.The alleged offender,
- 3.The families of each victim and the offender,
- 4.Faith International Academy to review policies and procedures and make those changes necessary to reduce the possibility of such an event happening again,
- 5.Sending agencies of the potential victim(s) and alleged offender, if applicable.

The action steps should cover all of the following that are applicable:

- 1.The priority of the action plan over ministry,
- 2.Counseling expectations,
- 3.Training/mentoring necessary to resolve the unacceptable behavior,
- 4.Safety plans,
- 5.Administrative oversight of the action plan,

6. Consequences of failure to follow through on the action plan.

7. possible disciplinary actions by the school

### Outcome reporting system

The investigation team will report the findings and action steps to each person and group that an action plan is developed for and the sending agencies of both the possible victim and the alleged offender. If there is reason to believe that laws have been broken, it will be reported as outlined below in the “Reporting” section.

The investigative team and Faith International Academy Leadership Team will jointly decide if the staff and/or community should be informed of the outcome. They will also jointly decide exactly what information will be passed on and by whom.

The Child Safety Officer will ensure that a hard copy of the full findings is filed in a secure location, and that an electronic copy of the full findings (including audio files) is kept on a secure and appropriately restricted location on the Faith International Academy server. This will be done regardless of the investigation's outcome.

### Reporting

If there is reason to believe that Philippine law has been broken after the completion of an investigation, all relevant information will be reported to the proper authorities. If there is reason to believe that the laws of

the home countries of either the potential victim or alleged perpetrator have been violated, the Philippine embassy of the relevant country/ies will be informed. If an internal investigation is initiated, the parents of the potential victim and the alleged perpetrator (if a minor), and both mission directors will be informed. The alleged perpetrator(s) will be told that they are forbidden from confronting potential victims during the process at this time.

If an investigation finds that an adult has committed a serious violation of the Faith International Academy child safety policy, any professional or missionary organizations and pastor of sending church, or licensing bodies that person is a member of will be informed of the violation in writing.

### Follow-up program

Crisis response group counseling may also be offered to the community when appropriate. In this case, Faith International Academy may provide the resources and cover the expenses. The Child Safety Officer will maintain a list of qualified counselors available locally. The school will arrange for a local counselor when appropriate. If follow-up care is required outside of Davao, it will be the responsibility of the sending organization (or family) to arrange and pay for.

Faith International Academy may require that written reports be submitted to determine the success and completion of counseling.

## Child Safety Debrief

The Child Safety Officer will periodically conduct debriefs of child safety personnel to determine the effectiveness of the program and where improvements can be made. At a minimum, all full investigations will be debriefed.