

# IAS

## Parent-Student Handbook



**International Academy of Suriname**

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### **Non-Discrimination Policy**

It is the policy of the International Academy of Suriname to admit students of any race, color, national or ethnic origin, and to provide to them all rights, privileges, programs and activities generally accorded or made available at the school. IAS does not discriminate on the basis of race, color, national and/or ethnic origin in the administration of its educational policies, admission policies, financial aid, personnel policies or other school administered programs.

## What is the International Academy of Suriname?

The International Academy of Suriname serves the country of Suriname and its expatriate community by offering an accredited North American-style education. The school is staffed by a caring, Christian community of professional educators. Reflecting the diversity of Suriname, the school is open to students of every race, nationality, and religion.

The school is owned and governed by the ‘Stichting International Academy of Suriname’. The board of the stichting (foundation) is responsible for formulating the policies that control the school's programs and operation. The Director/Principal is responsible for communicating and implementing these policies. The board is self-perpetuating and currently has five members. Board members are local and/or expatriate Christians who work in the local community.

The current school population is comprised of students from twenty-one countries. The school has one class of each grade from pre-kindergarten (3-year old's) through grade 12. The curriculum is based on Texas Essential Knowledge and Skills (TEKS). Since December 2014 IAS has been accredited by the Middle States Association of Colleges and Schools (MSA) as well as by the Association of Christian Schools, International (ACSI). Accreditation ensures that our school maintains the highest standards for curriculum, faculty, and facilities.

As a member of our school community you are important to us and we value your input. We want you to feel welcome and to know that you are a contributing member of the IAS community

### IAS Mission Statement

The International Academy of Suriname, a caring Christian community committed to providing a quality North American education in the English language from a biblical worldview, seeks to instill respect for all cultures, zeal for lifelong learning, and passion for personal excellence.

### IAS Core Values

- **T- Teach** The principle task of the school is to teach academics from a Christian worldview so that the students are encouraged to develop a love for God, a love for learning, and the ability to function in the modern world in which we live. Education is to be formal and meet the highest possible standards of excellence, using all God-given resources available.
- **E – Everything** Everything connected with the school will be done so as to give honor and glory to God. All staff and teachers will be professing Christians who model a Christ-changed life through their relations with each other and all students.
- **A – Academics** In order for the child to make successful transition into academics in the United States and most universities throughout the world, the North American educational curriculum will be adhered to, using qualified teachers and high-quality progressive teaching tools.
- **C- Christian** Through the process of learning, every child entering the school will be taught to abide by rules and regulations representing basic Christian morals, such as integrity, service, self-discipline, wisdom, responsibility, thankfulness, and respect.
- **H – Hope** It is our hope that every student will develop a personal relationship with Jesus Christ, but this is a personal decision. It is recognized that each student has the right to make his or her own religious choices; therefore, no student will be pressured into embracing a Christian worldview.

## **Vision Statement**

The vision of IAS is to provide an optimal educational environment that will cultivate a biblical worldview in the areas of academic and spiritual growth. IAS will endeavor to impart each student with a life-long pursuit to serve God and others in a manner that will impact the world.

## **IAS Philosophy of Education**

- IAS is a private nonprofit school established primarily to serve the international community. Its goal is to provide a quality education in the tradition of conservative Christian ethics and values, which are in agreement with the purposes of the IAS Board.
- It is to be understood that all cultures, customs, and religions will be treated with respect. Therefore, emphasis will be placed on developing respect for all people and nations.
- IAS believes that each student is created as a unique individual and is of supreme worth. Consequently, the dignity and worth of the individual should be highly respected.
- The school's program is committed to developing the whole person in the following areas: academic, physical, social, and spiritual. These are incorporated into the areas of citizenship training, character development, personal values, and ethics.
- IAS believes education should foster independent thinking and exploration and provide students with the life skills necessary to function as productive members of society.
- The school believes that students vary as to inherent and acquired learning styles and that these differences must be taken into consideration in the educational process through differentiating instruction.
- Because change is a constant factor in life, education should encourage students to develop personal values and thinking processes which will facilitate their intelligent adaptability to a changing society and world where fluidity is essential.

## **IAS Statement of Faith**

- We believe there is one true God, the almighty Creator of all things, eternally existent in three Persons: God the Father, God the Son, and God the Holy Spirit. (Genesis 1:1; Matthew 28:19; Luke 3:22; John 10:30; 2 Corinthians 13:14)
- We believe the Bible is the only revealed Word of God, which is divinely inspired, trustworthy, authoritative and full of power. (2 Timothy 3:16; 2 Peter 1:20-21)
- We believe in the humanity and deity of the Lord Jesus Christ (John 1:1-3, 14), in His birth by a virgin (Isaiah 7:14; Matthew 1:18-23; Luke 1:35), in His life without sin (Hebrews 4:15 and 7:26), in His miracles (John 2:11), in His sacrifice and atoning death through the shedding of His blood (1 Corinthians 15:3; 2 Corinthians 5:21; Ephesians 1:7; Hebrews 2:9), in the resurrection of His body (Luke 24:36-43; John 11:25; 1 Corinthians 15:4), in His ascension to the right hand of God the Father (Mark 16:19), and in His second powerful and glorious coming. (Acts 1:11; Revelation 22:7)

- We believe that salvation is solely by grace through faith in the Lord Jesus Christ for all who repent and believe in Him. (John 3:16-21 and 5:24; Romans 5:8-11; Ephesians 2:8-10; Titus 3:5-7; 1 Peter 1:18-19)
- We believe in the indwelling presence and transforming power of the Holy Spirit enabling Christians to live a holy life exhibiting the fruits of the spirit. (Romans 8:9,13-14; 1 Corinthians 3:16; Galatians 5:22-25; Ephesians 4:30 and 5:18)
- We believe in the resurrection for the saved and the lost; the saved will be raised to eternal life, and the lost will be given over to eternal condemnation. (John 5:28-29)
- We believe in the spiritual unity of believers in our Lord Jesus Christ, manifest in worshiping, witnessing and making disciples throughout the world. (Matthew 28:18-20; 1 Corinthians 12:12-13; Galatians 3:26-28; Ephesians 4:3-6)

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

Students should be:

### ***LIFELONG LEARNERS WHO:***

- Know and understand the standards of Biblical morality and continually grow in the knowledge and understanding of God.
- Demonstrate a knowledge and understanding of people, events, and movements in history and the cultures of other people and places.
- Effectively identify and utilize a variety of resources to analyze and evaluate information in order to solve problems and make decisions.
- Transfer concepts from one discipline to another

### ***COMPETENT COMMUNICATORS WHO:***

- Express themselves clearly and accurately to others using both written and oral communication.
- Receive and interpret messages of others in an effective manner.
- Comprehend and articulate the Christian worldview while acknowledging the existence of other worldviews.

### ***COMMITTED CONTRIBUTORS WHO:***

- Take advantage of emerging technology and other resources in order to create quality intellectual, artistic, practical, and physical products.
- Value and respect persons of other races, cultures, and faiths.
- Recognizing the worth of all mankind as a unique creation of God, willingly devote their time, energies, and talents to improve the quality of life in our world
- Respect and submit to proper authority
- Work effectively and cooperatively in group settings

## **Accreditation**

Up to June 30, 2013 the school was accredited by the Southern Association of Colleges and Schools (SACS), an American educational standards agency recognized by the U.S. Department of Education. In 2012 the IAS Board decided to apply for joint ACSI/MSA accreditation. This was successfully accomplished in May 2014.

## ACSI

The Association of Christian Schools International (ACSI) was founded in 1978 when several regional U.S. school associations joined, becoming a united voice to advance excellence in Christian education. The leaders' vision was to inspire, challenge, and resource educators and schools.<sup>1</sup>



Association of Christian Schools International

ACSI stands for: “A Christian education that will help your child grow spiritually, academically and culturally in order to better develop the whole child.”

## MSA

*“The Middle States Association of Colleges and Schools (MSA) – among the premier accrediting associations in the world – pioneered the accreditation of colleges and schools in the United States more than a century ago.*

*Today, as the association celebrates its 125<sup>th</sup> anniversary, Middle States accreditation remains a prestigious validation of educational excellence in all levels across the continuum of education, whose purposes are to encourage, advance assist and sustain the quality and integrity of education.”<sup>2</sup>*



## Religion at IAS

Although IAS is a Christian school, we accept students of any faith, including those who do not believe in God or who do not practice any religion. Students are never required to profess faith and are not discriminated against because of their religious background.

Daily Bible classes and attendance at weekly chapel services are however mandatory for all students. Students must receive credit in Bible classes in order to graduate. Chapel services are an integral

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<sup>1</sup> <http://www.acsiglobal.org/>, August 9, 2013

<sup>2</sup> <http://middlestates.org/>, August 7, 2013

part of the program at IAS. Chapel is a time of praise and worship with a short devotional presented by a staff member or a guest speaker. Parents are invited to join us.

All staff members at IAS are Christians. The heart of Christianity is love for God and for others. At IAS your child will experience education in a positive environment where the teachers model Christian values. Out of respect for our students, our parents, and the diverse community in which we live, we commit ourselves to the following:

1. We care about and respect the beliefs of all our families. Christianity teaches that God is love, so we show love as we teach about our faith. If we speak without love, we discredit the very message we seek to share. We will share our faith without denigrating the beliefs of others. Our goal is to create a desire in our students to know Jesus, who is "the way, the truth, and the life."
2. As Christian professionals, we provide an academically appropriate education based upon the assumption that all truth is God's truth. We live as witnesses of that truth in all areas of our life. It is our goal to model truth and humility.
3. We believe that God moves in the hearts and minds of people. We do not pressure anyone to make a religious decision.
4. We will encourage all Christians at IAS to grow in their relationship to Jesus Christ without sectarian biases. We will emphasize what we hold in common above our own traditions and cultural norms.
5. We believe that strength of character is something that all our students need. We will focus on developing the character of our students, instilling in them values such as mercy, justice, respect and responsibility. The Bible is the basis of our values.

## **Application Procedures**

### ***Parents of applicants must:***

1. Complete an application/enrollment form.
2. Pay a non-refundable application fee.
3. Provide documentation of age.
4. Provide transcripts and records (translated to English) from the last school attended.
5. Bring your child(ren) for testing when requested.

### ***Parents of enrollees must:***

1. Sign permission forms.
2. Complete Emergency Forms.
3. Sign the Tuition Agreement Form.
4. Provide proof of adequate medical insurance for your children.
5. Pay a onetime per family Capitalization fee.
6. Provide a copy of the student's passport and immunization records.
7. Provide a copy of the passport of the student's parent(s) or guardian.

## Acceptance Policies

### *Clientele*

IAS serves families who will benefit as well as contribute to the overall well-being of the school. The student body includes children of missionaries, diplomats, international and local businessmen and representatives of other international organizations. Local parents may enroll their children if they desire a North American-style education.

### *English Requirement*

IAS courses are taught in English, but the school is not established as a place to learn English for eventual expatriation. Students applying for acceptance at IAS must demonstrate a certain level of proficiency in English. IAS understands that some students, whose parents fit the above categories for qualification, may not yet be fluent in English. In these cases, the school offers ESL (English as a Second Language) courses to students whose English is not yet adequate.

### *Entrance Age*

Students applying for Pre-Kindergarten must have reached the full age of 3 by September 1 of the year they enter IAS to be placed in Pre-K 3. To be placed in Pre-K 4, students must have reached the full age of 4 by September 1 of the year they enter IAS. Kindergarten students must have reached the full age of 5 by September 1 of the year they enter, and First Grade students must be six years of age by September 1 of the year they enter IAS. All applicants must submit a birth certificate or passport confirming age and birth date.

### *Placement*

Grade placement of students will be determined by age, by previous performance, and by performance on IAS standardized achievement tests.

### *Schedule of Acceptance*

Applications for enrollment are accepted throughout the school year. Students who are re-enrolling are given first priority in the spring when enrollment opens for the next school year. New applicants are considered according to priority and space available.

### *Pre-kindergarten Guidelines*

Our 3 and 4-year-old classes are designed for students who can use the bathroom by themselves. If a student is not potty-trained, the child should not be enrolled. We recognize on the other hand that accidents will happen and therefore ask that the parents send a complete change of clothes to school for use in case of an accident.

## English Proficiency Policy

The purpose of IAS is to provide a high-quality educational program in English. It is **not** to teach English as a foreign language. However, the school realizes that there are special circumstances. These will be considered on an individual basis.

## STUDENT CONCERNS

### Attitude

Philippians 2:3 instructs us to esteem others as better than ourselves. With this in mind, all students are expected to manifest an attitude of respect towards all administrators, faculty, and helpers, as well as their fellow students. Boys will be expected to act like gentlemen and girls will be expected to act as young ladies. All students will address all adults with their appropriate title (i.e. Mr., Mrs., etc.). Students will not be allowed to show disrespect for their fellow students regardless of the age or behavior of the other student. IAS will always stress the importance of acting toward others as we would act toward our Lord Jesus Christ; for he has instructed us to do all things as unto him.

### **Scholastic Responsibilities**

While teachers are available to help students in their school work, the responsibility for Scholastic achievement rests on students and their parents/guardians. In order to ensure scholastic success, students are expected to:

1. Take part in classroom discussions and assignments with a positive attitude.
2. Complete all school work, whether done in class or at home, correctly and in their best handwriting.
3. Hand all assignments in on time.
4. Plan an adequate amount of time for study and preparation for tests and quizzes.
5. Participate in all required activities including chapel, music and P.E.

IAS will work with students in helping them realize their responsibilities for scholastic achievement.

### **Behavioral Responsibilities**

Students will be expected to show respect to all those in authority and to one another in the following ways:

1. During time of recess, breaks, P.E., or any other group activity, students will obey and respect administrators, teachers, helpers, and all other in authority.
2. Students are to stay on the school grounds or in other assigned areas.
3. Students are to respect the property of others and will be required to repair and/or replace any damage they cause to such property.
4. Students will be expected to always tell the truth regardless of the consequences.
5. Cheating and stealing will not be tolerated.

## **SCHOOL DRESS CODE**

As we seek to represent Christ Jesus to others, our dress and grooming standards should reflect that responsibility. Proper attire and general appearance should be above reproach in all areas of modesty. Let us bring glory to God through our appearance and character as we are set apart for Him (2 Corinthians 5:20, Leviticus 20:26, 1 Timothy 3:2).

### **Dress Code Rationale**

Although dress style and other personal standards in and of themselves do not denote spirituality, no aspect of Christian testimony is as readily obvious as that which relates to appearance. While we realize that the Bible does not specifically tell us how we should dress or how or look, it does give us some principles to follow. In light of these principles, we must set a standard for IAS, and there is nothing tougher to do than implement a dress code policy.

There are a number of hurdles to jump. First, dress codes can be hard to interpret. Second, there are inherent problems with any dress code. To begin with, what one person thinks is tight and form-fitting another person think is fine. Most agree that there must be continuous enforcement of these rules and regulations. Implementing a dress code can result in a great drain on the time of the administration and teachers in the school. Also, setting up rules and regulations places the focus on how the student should dress (a sort of “You can’t wear that and be a Christian” attitude). That is not what we are attempting to do at IAS. So please, do not interpret our rules as evidence that we are harsh or overly rigid. Our rules are enforced with mercy. We are striving to be careful to teach our students what we expect of them. We do not expect our students to be perfect, just teachable.

When we do encounter challenges, we are very sensitive to the scriptural commands to handle rules lawfully (1 Timothy 1:8) and to instruct with gentleness those who resist (2 Timothy 2:25). We have no desire to become legalists or to create legalists. We want our students to love God and to obey Him because His word is written in their hearts.

The dress code is difficult to enforce due to diverse standards among families, the subjective element as to what is “tight, or not” and inconsistent enforcement. We want policies that uphold modesty and safety issues and that are easy to interpret, but there are also other important ingredients such as the responsibility of parents and self-government by the students themselves.

Parents hold the key to the success of the dress code. You see your child every morning as they leave your home. You can make sure your student has the proper shirt and pants. Please make sure that your student is following the dress code. Do not allow your ladies to wear form-fitting clothes; make sure your young men have the proper shirt, pants, or shorts on. IAS is counting on parents to teach their child(ren) to obey rules without pushing the rules to the edge. When we do not take responsibility, we end up losing freedom. IAS is expecting its students to uphold the spirit of the dress code, which then begs the question, “What is the spirit of the dress code?”

The “spirit of the dress code” is seen as its best when students:

1. Glorify God in their dress by dressing modestly and submitting to the authority the Lord has placed over them;
2. Adhere to biblical modesty and decency;
3. Strive to be a good witness to the world by learning to dress appropriately in different situations and by following a standard of dress that is appropriate in a leadership or business culture while at school, e.g. “the look of a leader.”

The dress code is ultimately a heart issue. As one teacher stated to his high school class, “The dress code is in many ways arbitrary. It is designed to appeal to a particular clientele. But everyone who is enrolled in this school has agreed to abide by the dress code as it stands. The question now must be, ‘Do I keep my word?’ At this point the dress code issue becomes an absolute. God commands us to abide by our given word. Our yea must be yea, and our nay, nay.”

It is very important for parents and teachers to support the dress code (and the school in general) in front of your students (particularly 7th – 12th graders) even if you personally disagree with a particular rule. We have worked very hard to establish a dress code that meets the goals stated above and that can be enforced with objectivity, but we understand that certain decisions will appear to be subjective. Even if the decision is subjective, IAS expects students, parents, and teachers to abide by the assessment made by the administrators and teachers. We have found that when all parties understand why we have instituted the various provisions of our dress code they are much more supportive. We wish to encourage all parents and older students, therefore, to earnestly pursue an understanding of our dress code so that they can embrace it from the heart.

Therefore, when a student receives a dress code violation the following excuses will not be accepted.

- “I have worn that before and no one has said anything. Rationale-IAS apologizes for not noticing the violation sooner. This statement may be true, but if a teacher finds it unacceptable the student may appeal to an administrator.
- “I can’t find anything else. This is the only thing I can find.” Rationale-IAS recognizes that it may be difficult to find clothes that are acceptable. If that reason is taken to the next step, the student must realize that he/she is supporting why IAS may need to go to a uniform.
- “Are you trying to tell me I am immodest?” A standard has been set by IAS. IAS understands that the school’s standard is high. IAS dress code does not signify spirituality. An administrator or teacher is simply stating that you are in violation of our dress code. IAS recognizes there may be other styles of clothes that are modest, yet according to the dress code, these clothes may not be worn. In addition, a student may be wearing an appropriate style but not the correct size.
- “Other people are wearing clothes that do not follow the dress code.” The last thing we want to do is have a double standard. If another student is in violation of the dress code, please let your teacher or administrator know. The administrator or teacher will be glad to look into the situation.

**BOYS: “In everything set them an example by doing what is good.” (Titus 2:7)**

**GIRLS: “I also want the women to dress modestly, with decency and propriety, adorning themselves, not with elaborate hairstyles or gold or pearls or expensive clothes, but with good deeds, appropriate for women who profess to worship God.” (I Timothy 2:9-10)**

### **General Guidelines**

The primary purpose of the Dress Code Policy is to establish guidelines for modesty and safety. The cooperation of both the student and the parent is necessary in maintaining the standard of dress. When students, parents, and teachers assume their responsibility and all strive to adhere to the Dress Code Policy, the school is free to focus on its primary goal of building godly character and academic competence. Violations of the Dress Code Policy will be addressed by either a teacher or administrator. Violations can result in disciplinary action which could include: wearing a substitute garment, detention, being sent home to change clothes, in-school suspension, parent conference, suspension, and expulsion. Administration reserves the right to implement these disciplinary actions in any order deemed appropriate.

All clothing worn by IAS students must be neat, clean, modest in design, well fitting, in good taste and repair, and worn in an appropriate manner. Clothing, jewelry, or other items with

reference to rock groups, gangs, New Age, drugs alcohol, Satanism, death, immorality, racially/religiously inflammatory language, or other worldly expression in lettering or pictures are unacceptable for a Christian school and may not be worn by an IAS student at any IAS activity.

**Footwear:** Students must wear footwear at all times. It must firmly hold to the feet, so should include an enclosed heel or have a heel strap. Flip flops and bedroom slippers are not permitted.

**Pants:** Modest denim jeans, corduroy pants, or slacks are acceptable. Pants may not be oversize, or exceedingly low-waisted. Pajama pants are not allowed. Undergarments must not be showing and no skin may be exposed at the midriff.

At no time can pants or shorts have holes in them or look like they have been cut with a razor blade even if it doesn't go through the entire pair of pants or shorts.

**Shorts:** Shorts must be modest. Shorts must be below mid-thigh and may not be form-fitting, tight, oversize, or exceedingly low-waisted. No athletic shorts, sweat shorts, or cut offs may be worn in the classroom.

**Dresses and Skirts (girls only):** Dresses and skirts must be modest. The length of any dress, jumper, or skirt shall be no shorter than the top of the knee. Likewise, skirt or dress slits must be down to the top of the knee.

**Sweats and leggings:** Pre-Kindergarten students only, may wear nylon sweats. No other fabric is acceptable. All other students may wear leggings under a skirt or dress, but not as a pair of pants.

**Shirts/Blouses:** Students should wear shirts or blouses with collars at all times. No bare midriff or cleavage can be exposed.

**Caps & Hats:** Caps and hats are not to be worn by any student, male or female, inside the school building.

**Hair:** Should be kept neat, clean, and well-groomed at all times. Hair is not to be dyed any unnatural colors.

**Jewelry: Boys:** Earrings are not acceptable, nor is any type of body piercing. No chains, keys, etc. may be worn hanging out of a pocket.

**Jewelry: Girls:** should be conservative, not oversized, and in good taste. No visible body piercing is allowed except for the ears and no more than two earrings per ear.

**Tattoos:** Tattoos must be covered by clothing at all times.

#### **P.E. Attire:**

**Elementary:** Elementary students must change their shoes for PE. Due to the lack of locker facilities they will not change their clothes.

**Secondary:** All students taking Physical Education must dress out for P.E. class. Time will be allotted before and after class to change, therefore P.E. clothing will not be worn during the rest of the normal school day. PE attire will include loose fitting athletic or sweat pants, shorts and PE shoes. Students are given a locker to keep a separate pair of indoor/outdoor shoes along with a change of clothes.

## Dress Code Violations

### First Offense:

The student will receive a warning and be given the opportunity to correct the violation. If their outfit is deemed too inappropriate, they will have to sit in the office and wait for a change of clothes.

### Second Offense:

The student will have to wait in the office for a change of clothes.

### Third Offense:

The students will have to wait in the office for a change of clothes. The student will also receive a detention for their third offense and any subsequent infraction of the dress code.

## Traffic Before and After School

In order to ensure the safety of our students, please use the following procedures for dropping off and picking up your children before and after school:

1. Children are to be dropped off and picked up near the school building, not at the gate.
2. If you wish to park your car, do so outside the fence and walk through the gate.
3. Do not walk across the parking lot during drop off or pick up.
4. When unloading or loading students, please insist that they cross in front of your vehicle so that you can see that they are safe.
5. Students who ride their bikes to school are to walk their bikes to and from the bike shed.
6. The school gates will only be open between 6:45 and 7:45 each morning and between 1:30 and 2:30 each afternoon. If you arrive at any other time, you must park on the street and enter through the pedestrian gate.
7. If someone other than the regular driver is picking up your children, please notify the office.

## Why is attendance so important?

Regular attendance has a direct impact on your child's success in school. When students are absent or late, their learning suffers, and the learning of other students is affected. Students cannot compensate for missed participation and interaction with teachers and classmates. Active participation and interaction with peers are vital components of our educational environment. When students are absent, they miss:

- the information shared in classroom discussions.
- the questions classmates ask about explanations, demonstrations, and classroom discussions.
- the opportunity to ask their own questions.
- ongoing small group work and projects.

Vacations and other trips should be scheduled during IAS school holidays. If you have to take your child out of school for an extended absence, please talk with your child's teacher(s) before finalizing plans. **Make-up work will be the responsibility of the student and will be given after the student returns to class. Please do not ask teachers to send work with your child unless you have made plans for a time and a place for the work to be done and only if you have talked**

**with the teacher well in advance.** Any work not made up will result in a zero for that assignment. Make-up time will be at the discretion of the teacher. Make sure you understand the impact the absence will have on your child's learning.

An elementary student must be at school at least three and a half hours to be counted present for that day. When a student misses a portion of a school day, be sure to sign the student in or out in the office to verify the time of arrival or departure. The total number of absences is recorded on the report card each quarter. Middle school and high school attendance is recorded by class period.

### **Make up work...**

When a student is absent from school, he or she is responsible for getting make-up work from the teacher and completing the assignments.

**Make-up work will be the responsibility of the student and will be given after the student returns to class.** Any work not made up will result in a zero for that assignment. Make-up time will be at the discretion of the teacher.

### **Absences can affect promotion to the next grade**

If a student in grades 1-8 misses more than 20 days of school in a school year, he or she may have to repeat the grade. The Director/Principal will review the grades and achievement test scores of any student who misses more than 20 days. If all time and work has not been remediated, the student will not be promoted to the next grade.

### **Absences can cause high school students to lose credit**

If a student misses 20 class periods in a school year, no credit will be given for that class. If a student misses 10 class periods of a one-semester class, no credit will be given for that class. American high schools give credit toward graduation requirements based on the number of hours of instruction. A student who misses 20 classes in a year has missed too many hours to receive credit for that class. If a student passes the class in spite of the absences, an appeal for credit can be made to the Director/Principal. Documentation verifying the reasons for excessive absences should be submitted. For example, if a student has an extended illness, a doctor's note should be presented.

### **Absences are given for students returning to Suriname after the school year starts.**

The schedules of families within our school community are at times unusual. If your child cannot return by the first day of school, please let the school know what day your child will be in school. These days count as absences. Please make every effort to have your child in school the first day of school.

### **Absences during the school day disqualify participation in after-school activities.**

If a student is absent from school, he or she may not participate in any after-school activity. For example, a student may not play in a basketball game if he or she did not attend school that day.

## What to Do When My Child Is Absent / Tardy

Please phone the school office by 8:30 a.m. on the day your child is sick. If a student is absent and no call is received, the school will try to contact the parents to be sure the student is home. Please send a note to the office when the student returns to school. The note should include both the date and the reason for the absence. The note should be signed by the parent or guardian.

### Checking Out

If a student needs to leave school early, the parent needs to call or send a note indicating the need for early dismissal. If the student becomes ill during the day, he/she should be sent to the office. The office will then contact the parents. A parent or designated person must sign the student out in the office.

### Tardiness

All students must come to class on time, fully prepared for class. Students late or unprepared are considered tardy.

Elementary and secondary students who come to class late must get a tardy slip from the office. When a 7<sup>th</sup> -12<sup>th</sup> grade student receives their fourth tardy in one semester they will receive a detention. They will also receive a detention for fifth, sixth, and seventh tardy. On their eighth tardy and every tardy afterwards they will be suspended.

### Preschool & Kindergarten

During these years, students learn to enjoy coming to school and participating in learning activities. Please do not send your child to school if he/she is sick or has been sick. Let him/her rest and get better before returning to school.

### Elementary & Middle School (Grades 1 – 8)

If a student is sick, he or she should stay home. When he/she returns to school, send a note explaining the absence. The purpose of the note is to let the teacher know that the child was in his parents' care. The student may be asked to complete assignments missed during the absence. If your child needs to be excused from Physical Education, please send a note with him/her. Students will not be excused from Physical Education without a note from the parent. A student may not miss more than one week of Physical Education without a note from his/her doctor.

### High School (Grades 9 – 12)

When a student returns to school, he/she should bring a note explaining the reason for the absence. This note should be signed by a parent or guardian. Work missed can only be made up if a note explaining the absence is given to the office. Make-up work is the responsibility of the student.

### When do I keep my child home?

As a parent, you can help prevent the spread of illness by not sending a sick child to school. Even so, it is sometimes hard to know when you should keep your children home from school. Keep your child home from school if he/she is not able to participate in regular activities or is having any of the following symptoms:

- Fever
- Lethargy or a very decreased activity level

- Irritability or persistent crying
- Trouble breathing
- Rash, if it is associated with a fever
- Diarrhea that has blood or mucus in it
- Vomiting more than two times in a twenty-four-hour period
- Eye infections (conjunctivitis or pink eye)

With many bacterial infections, it is safe to go back to school after appropriate treatments, including:

- twenty-four hours of antibiotic therapy for strep throat and impetigo
- a single treatment for scabies and head lice
- five days of antibiotics for pertussis (whooping cough) infections

Viral infections, which usually do not have any treatments, are usually contagious for a period of time.

- Chickenpox is contagious until all of the lesions have dried and are crusted over (usually six or seven days after the infection began).
- Hepatitis A is contagious until at least a week after the infection and jaundice began.

## Academics

### Academic Progress

Students in Pre-kindergarten through grade 8 are promoted to the next grade based on their final grades and the teacher's recommendation. Standardized achievement test scores do not determine whether or not a student is promoted to the next grade.

### Criteria for Repeating a Grade

Pre-kindergarten and Kindergarten: Unsatisfactory progress in appropriate social interactions and in basic literacy skills.

First and Second Grade: Unsatisfactory progress in reading or failure of two subjects can result in the necessity of repeating the grade.

Third through Fifth Grade: Failure of two major subjects (such as math, English, reading, social studies, or science) will result in the necessity of repeating the grade.

Sixth through Eighth Grade: Failure of two major subjects (such as English, math, social studies, or science) will be cause for placement in the same grade the following school year.

### High School Promotion Requirements

High school (9 – 12) students are assigned to a grade level based on the number of credits they have earned. To earn a high school diploma, students must earn 24 high school credits earning passing grades in 24 high school courses.

To be promoted to grade 10, students must earn a minimum of **6** credits.

To be promoted to grade 11, students must have earned a minimum of **12**.

To be promoted to grade 12, students must have earned a minimum of **18**.

To graduate, students must have earned a minimum of **24** credits as specified in the table below.

### **High School Graduation Requirements**

Following are the minimal requirements for graduation from IAS:

<b>Subject</b>	<b>Credits</b>
English	4
Mathematics	3
Science	3
Social Studies	4
Second Language	1
Physical Education	1
Bible	2-4
Electives	4-7
<b>Total</b>	<b>24</b>

\*A student needs to take a Bible class for every year that they attend the International Academy of Suriname.

### **School Courses**

A typical high school student at IAS will take the following courses.

<b>Subject</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Math</b>	Algebra 2	Geometry	Pre-calculus	TBD
<b>English</b>	Introduction to Literature	World Literature	American Literature	British Literature
<b>Science</b>	Biology	Environmental Science	Chemistry	Physics
<b>Social Studies</b>	Geography	World History	US History	Government/ Economics
<b>Second Language</b>	Spanish 2 or ESL	Spanish, French or ESL	Spanish, French or ESL	Spanish, French or ESL
<b>PE and Electives</b>	PE	Elective(s)	Elective(s)	Elective(s)
<b>Bible</b>	Bible	Bible	Bible	Bible

## Grades

### Grades for Pre-Kindergarten and Kindergarten Students

Students in these grades will receive report cards showing what progress they have made toward reaching the goals for Pre-Kindergarten or Kindergarten. Report cards are issued four times during the year. Each goal is listed and the following symbols used to tell you how your child is progressing:

- E** – Exceeds expectations
- M** – Meets expectations
- H** – Has not met expectations
- N** – Not introduced yet

### Grades for Students in Grades 1 - 6

Students in grades 1-6 will receive a report card four times a year. The following grading scale is used except for early elementary classes which may use E/M/N:

**Beginning with the 2019-2020 school year, the following grading scale will be used:**

<b>A</b>	92 - 100	Excellent work
<b>B</b>	83 - 91	Good work
<b>C</b>	74 - 82	Meets expectations
<b>D</b>	65 - 73	Does not meet expectations but does pass the course
<b>F</b>	64 and less	Failure – does not receive credit for the class

**In the elementary grades (1 – 6) art, music, P.E., and Spanish use the following grading scale:**

- E** – Exceeds expectations
- M** – Meets expectations
- N** – Needs to improve

### Grades for Students in Grades 7-8

IAS operates on a semester system, with the first semester beginning in August and the second semester beginning in January. Each semester grade is determined by how a student does throughout the semester and on their final exam in that same semester.

**Beginning with the 2019-2020 school year, the following grading scale will be used:**

<b>A</b>	92 - 100	Excellent work
<b>B</b>	83 – 91	Good work
<b>C</b>	74 – 82	Meets expectations
<b>D</b>	65 - 73	Does not meet expectations but does pass the course
<b>F</b>	64 and less	Failure – does not receive credit for the class

### Grades for Students in Grades 9-12

#### Senior Report Cards/Exams:

**First Semester: Same schedule as remainder of high school.**

**Second Semester: Senior exams will be in the week prior to graduation.**

**Senior Exemptions: Seniors may exempt a second semester exam with a minimum “A” average for the year in all subjects at the discretion of the teachers.**

**Beginning with the 2019-2020 school year, the following grading scale is used:**

<b><u>Letter Grade</u></b>	<b><u>Percentage</u></b>	<b><u>GPA</u></b>
A/A+	93 - 100	4.0
A-	90 - 92	3.7
B+	87 - 89	3.3
B	83 – 86	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	73 – 76	2.0
C-	70 – 72	1.7
D+	67 – 69	1.3
D	65 - 66	1.0
F	0 – 64	0

When calculating a Weighted Grade Point Average, successful completion of an honors course earns the student an additional .5 point for each semester of that course. Successful completion of an Advanced Placement (AP) course earns the student an additional 1 point for each semester of that course.

### **Transfer Credits**

GPA is calculated on courses taught or supervised by IAS faculty. Transfer credits from other institutions where the course is not supervised by IAS faculty receive a pass/ fail as indicated on the transcript received. For courses provide by other institutions and supervised by IAS faculty, the IAS grading scale will supersede any other grading scale.

### **Incompletes**

Any “I” (Incomplete) on a report card not made up in two weeks will automatically result in an “F” for the incomplete work unless there are extenuating circumstances accepted by the teacher.

### **Transferring high school students:**

A transferring student will not be admitted into the senior class unless the student is transferring from an accredited (MSA or ACSI), English-speaking international school or an accredited (MSA or ACSI) school in the United States. Students wishing to transfer from a non-accredited high school or a non-English-speaking high school must complete a minimum of two years of satisfactory work in core courses (English, math, social studies, and science) at the International Academy of Suriname before being eligible to receive a diploma.

### **MAP Testing**

Two times a year, each student in grades K-12 will take tests called ‘Measures of Academic Progress™’ (MAP). Students are administered MAP tests to determine instructional level and to measure academic growth throughout the school year, and from year to year, in the areas of reading, language, math and science. The tests are taken on a computer.

MAP tests are unique in that they adapt to be appropriate for each child’s level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. And with MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about each student’s growth. Over a period of four days, each student will spend a total of about four hours completing these tests.

Each school year, students in grades K-12 take the tests shortly after school begins and near the end of school. These tests should help us to evaluate each child’s growth and to promote each child’s learning. MAP testing focuses on every child’s individual growth and achievement. **Partnering to help all kids learn**, parents and teachers can have a profound positive effect on the lives of our children. For more information on resources for parents, download the *Parent Toolkit* at [www.nwea.org](http://www.nwea.org) >> Partner Support.

## Awards

### Academic Awards

**Grades 1-6:** To be on the “A” Honor Roll, a student must earn an “A” in all subjects per quarter. To be on the “AB” Honor Roll, a student must have all “A’s” and “B’s” in all subjects per quarter. Honor roll is earned each quarter in grades 1 – 6. The Honor Roll for the year includes all four quarters.

The valedictorian of the graduating class will be the student with the highest, unweighted grade point average (GPA) from the freshman year through the senior year.

Perfect attendance is awarded each quarter in 1-6. Perfect attendance means no absences, no tardies, no leaving early or coming late due to appointments. Perfect attendance for the year includes all four quarters for 1-6.

Role Model Award – The role model award is presented to an **elementary** student in each class who exemplifies respect and empathy for others, a hard-working attitude, responsibility, honesty, and attentiveness. It is awarded to a student who sets an example in words and actions and has consistently been a positive member of the classroom. The “Role Model Award” will be awarded once a year—at the end of the school year.

## Classroom Management

Our teachers are professional educators and will set the rules for their classroom. Teachers are responsible for the safety and well-being of all students. At times, they may direct or correct a student on the playground or in non–classroom activities. Students are expected to follow directions from all teachers and teacher aides. If a parent desires explanation of an incident, he/she should contact the teacher. Parents who have questions or concerns are encouraged to voice them to the Director/Principal.

Teachers are faced with a variety of challenges during each school day. Our teachers seek assistance when strategies they have used are not working. Parents have an integral part to play in this process. When a student is struggling academically or continues to misbehave, teachers will work together

with parents, colleagues, and the Director/Principal to develop strategies to address concerns.

## **Student Discipline**

Students will be sent to the office immediately for major offenses such as willful destruction of school property or that of another student, fighting, blatant disrespect to a staff member, or theft. The **Discipline Code** in the **Appendix** does not replace the teacher's own classroom management procedures or class rules. This policy is for use once the teacher has deemed it necessary to refer a student to the office for disciplinary reasons.

## **School Boundaries and Grounds**

All students are to stay on the school property during the school day.

A request from the parent is necessary before a student will be allowed to leave early.

## **Complaints, Disagreements or Misunderstandings**

There may be times when you have school-related concerns which need to be addressed. When this occurs, you are expected to talk directly with your child's teacher. If you are not satisfied with the outcome of your discussion, please make an appointment with the Director/Principal. If you are still not satisfied after consulting with the Director/Principal, there is a formal grievance procedure to follow. Grievance instructions are available in the IAS office. The petitioner with a grievance or appeal shall present the matter in writing to the school Director/Principal, no later than ten (10) days following the situation which prompted the grievance or appeal.

## **Communication with the IAS Board**

Normally questions and concerns of parents are dealt with by the classroom teacher and then by the school administration; however, there may be times when questions or concerns need to be addressed by the IAS Board. In such situations, a parent should write a letter to the Chairman of the Board stating the questions or concerns. The letter should be given to the school Director/Principal who will submit it to the Chairman of the Board. The letter will normally be discussed at the next scheduled board meeting. A list of the Officers of the Board will be made available at the beginning of the school year.

## **Emergency Procedures**

In the event of an emergency situation in Paramaribo, it will be the aim of the IAS staff to get the children safely from the school to their homes. If the need arises to evacuate the school, we will call parents to come immediately to pick up their children.

The emergency forms you have filled out will be used during an evacuation of the school. If you want to change any information on the form at any time, you must do so in person; we will not accept changes by telephone.

We anticipate a traffic jam in the event of an emergency; therefore, we have established the following procedures:

When you arrive to pick up your children during an emergency event, do not go directly to their classrooms. Drive through the parking lot in the normal manner, but please, do not park. A teacher

with an “emergency binder” will locate your family emergency form and send a messenger to bring your children to your car. The children will not be standing in the parking lot or on the sidewalk waiting for their rides. The teacher will then place a post-it note inside your vehicle on the windshield to indicate that your children’s transportation has been verified. The teacher will indicate on the emergency form which of the authorized persons has taken your children. You, or your driver, will then proceed to the exit of the parking lot, paying attention to the staff member directing traffic at that point.

There will be staff members assigned to answer phones during emergency procedures. They will verify that we are evacuating the school and that you are expected to pick up your children. They will also take messages if you are unable to come to the school. In this event, your children will be sent to their emergency home. Staff members cannot accept any addition of authorized drivers to your family’s emergency form at this time.

Children who are not picked up within a reasonable time will be taken to their emergency home or to the home of a teacher. The principal will have a master list of where each child has been taken, and by whom.

In an emergency situation, no children will be allowed to leave the school campus unaccompanied.

In the case of an internal emergency, the children will be evacuated to a safe place and you will be notified when and where to pick up your children.

Please use **499 806** to call the school during an emergency.

In order to be prepared for a possible crisis situation, the school has instituted the following emergency procedures:

1. You will receive a phone call from school personnel if school is closed.
2. If at any time, you feel that your children may be in danger for any reason, you may request that the school verify their transportation from school. In that case, the children may leave only with an authorized adult, and a teacher will personally see them to the car.

Each family in the school must choose an “emergency home” for their children. This may be the house of another school family, of a relative, or of a friend. It should be someone living relatively close to the school, preferably between Gemenelandsweg and J.Lachmanstraat (formerly Copennamestraat). This is especially important for children who live a long way from the school.

The school Emergency Form requires all emergency contact information. Please be sure to complete this in detail and submit it to the office immediately. Please inform the school office immediately should any of this information changes.

Detailed information is available in IAS’s Emergency Preparedness Plan (EPP) Manual which will be posted on the school’s website at [www.iasuriname.org](http://www.iasuriname.org).

## **Library Policy**

Guidelines for use of the library are as follow:

1. Students can only sign out books when the librarian is present.

2. Pre-K, Kindergarten and grade one students may take out two books at a time. All other students may take out three books at a time.
3. Current magazines and reference materials are for use in the library only and cannot be signed out.
4. The library is available for research with teacher supervision.
5. A fine of 25¢ SRD per day, per book is charged for overdue books and materials.
6. The charge for lost books that can only be replaced in the US must cover the cost of the book and shipping.
7. School records and transcripts will not be released until library books are returned and fines are paid.
8. Parents may check out books using their student's library account.

## General Information

### School Day

The school day begins at 7:30 A.M. and ends at 2:00 P.M. Elementary students have recess and a lunch break. The middle and high school students have a snack break and a lunch break.

### Lunches and snacks

We suggest that parents send a nutritional snack for their children to eat during the breaks. Snacks are also available for purchase from FooDelicious, and our StuCo.

### Security

IAS is a secure environment. We have a campus which is totally enclosed with an 8-foot fence and guards on duty 24 hours a day. All visitors must report to the office upon arrival at the school. The school gates remain closed at all times except for student intake between 6:45 a.m. and 7:45 a.m. each morning and for student dismissal between 1:30 p.m. and 2:30 p.m. each afternoon. If you arrive at any other time, you must notify the guard on duty at the entrance gate then park on the street and enter through the pedestrian gate near the office. In order to ensure the safety of the students, students are not permitted to leave the campus during the school day unless they are under direct adult supervision. Students are never permitted to leave campus without the permission of their parents.

### Cell Phones, Headphones/Earbuds, and Other Electronic Devices

Cell phones and other electronic devices are an important part of twenty-first century life. Please advise your student to be very careful when bringing these to school. All of these devices are easy to misplace or steal, and students alone are responsible for their security.

Personal electronic devices must not be used throughout the school day, and must remain in a pocket or school bag. The devices must be set in the 'off' mode. Placing and receiving calls, texting, taking pictures, listening to music, etc., is distracting to the individual and to those within hearing distance, and is often rude, and is therefore, not permitted. Violations will result in confiscation of the device.

**First Offense:** Students may retrieve their devices from the office at the end of the day.

**Second Offense:** Parents must come and get their son/daughter's device from the Director.

**Third Offense:** The Director will keep the device for the remainder of the school year.

## **Textbooks**

Textbooks are loaned to students and remain the property of IAS. There is no book fee at IAS; however, students are fully responsible for textbooks assigned to them. Lost or damaged books must be paid for before student records will be released.

## **School Office**

### **Checking In**

A student arriving at school after the class bell rings must secure a tardy slip from the office before going to class. The total number of times a student is tardy is recorded on the report card each quarter.

### **Checking Out**

A parent must come to the office and sign his/her child out in case the student needs to leave before 2:00 pm. If the parent is not the person picking up the child, the parent or guardian will be contacted for approval. Before leaving the school, the student must check out through the school office. Any student NOT checked out through the office will be considered skipping school. A staff member will notify your child to come to the office to check out of school.

**If both parents will be out of Suriname, please leave a note at the office explaining where your child(ren) will be staying, who is responsible for them, and when you plan to return. Please include phone numbers and addresses.**

### **School Supplies**

At the beginning of the year, IAS provides a list of basic school supplies students must obtain/purchase. IAS will provide textbooks. Any additional items required are the responsibility of the student.

### **Visitors and Callers**

Anyone visiting the school for any reason must first come to the school office. Please do not go directly to the classroom as this disrupts the learning process. Visitors may not enter the classrooms during the day without having obtained permission from the office. If you must deliver something (snack, books, homework, or other items) to your child at school, bring it to the office. A school staff member will take it to the classroom.

### **Use of Facilities**

The school and school organizations have priority in the use of the school's facilities. Other organizations may request use of the school facilities. Rent is charged for organizations not related to the school. All groups must yield their time to school-sponsored activities. Please contact the school office for more details and rates.

### **Withdrawing from School**

Parents must notify the school in writing if they withdraw their children from IAS, providing forwarding information for school records. All fees, fines and tuition must be paid before any records or report cards will be released. Students who withdraw early will not receive credit for the year and

teachers are not expected to make-up class work for the time that will be missed. No refund of tuition fees will be given for the Quarter in which a withdrawal occurs.

## What is the IAS PTA?

The PTA is a non-profit organization made up of IAS parents, guardians, and faculty whose purpose is:

- To provide support to parents and faculty members
- To support school goals through volunteer service, fund-raising activities, and enhanced educational and extracurricular opportunities for students
- To be a part of the school improvement process by soliciting parents'/guardians' views on school programs and policies through surveys and follow-up discussions

### How does it work?

The association is run by the PTA executive committee, which is comprised of the following elected officers:

- President
- Vice president
- Treasurer
- Secretary
- Committees Coordinator
- Liaison Officer

A class coordinator is chosen for each classroom to assist in running the activities of the Association. The executive committee is responsible for the administration of the PTA and its activities and funds. It meets every month to discuss and organize projects and events.

Parents will receive a PTA Newsletter periodically during the school year.

There will be a general meeting of the Association once per term. All parents are members of the PTA once they have children attending the school. Fully paid up members will receive all materials prepared, published, and distributed by the PTA automatically. At the beginning of each school year, parents will receive a PTA registration form. Remember that the PTA can thrive only through the active participation of each and every parent.

## Child Abuse Policy

We have a corporate, ethical, and Biblical obligation to do all we can to ensure that children under our care live in an environment in which they can feel safe from behavior that intentionally violates their trust or compromises the rightful and appropriate innocence of childhood. Everyone at IAS can expect to be treated with dignity, care and respect. Abuse of any sort is clearly unacceptable and will not be tolerated by staff, students, or parents. Every staff member has the responsibility to report any suspected child abuse, whether verbal or written, to the Director/Principal.

IAS also seeks to protect the students, parent volunteers, and staff from unfounded allegations of abuse. The school is committed to maintaining an environment in which all individuals treat each other with dignity and respect, and which is free from all forms of intimidation, exploitation,

harassment and abuse. All forms of abuse and harassment including staff to student, student to student, non-staff adult to student, parent to child, and adult to adult are prohibited and will be investigated and appropriately addressed.

**More detailed information is available in the Appendix.**

## **Accidental Injury at School**

Students must report injuries to their classroom teacher, to the teacher on recess duty, or to the PE teacher. Students may report their injury to the school office. While several of our faculty members have been trained in first aid or CPR, school employees do not offer medical care. School employees will not check or assess injuries that do not call for immediate first aid. Band aids and cold packs are available, but pain medication is not given to students. Parents will be called if there appears to be any need for medical care.

**The need to contact parents in the event of an emergency makes it imperative that current contact information be on file in the school office. The school needs to know who to contact if you are unavailable.**

The school does not provide any type of insurance for injuries incurred by students at school. We encourage all families to have accident coverage on their children.

# Appendix

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## Appendix A

## International Academy of Suriname Discipline Code Summary

Infraction Class	First Offense	Second Offense	Third Offense or More
<p><b><u>I. Class one infraction</u></b> Includes: nuisance objects, inappropriate behavior, disrespectful behavior (see note next page), causing a classroom disturbance, minor horseplay, teasing/name calling, cutting class, lunch/break misbehavior, public displays of affection, driving without permission, Minor Technology Misuse, Unauthorized school facility access.</p>	<p>Verbal warning and/or (1) Loss of privilege, or (2) 1 Detention or (3) Help the student correct the problem</p>	<p>Verbal warning and (1) Loss of privilege, or (2) 1 Detention or (3) Help the student correct the problem. (4) <b>Inform parents</b></p>	<p>Work with parents to correct the problem as needed. If it is determined that progress is not being made, move to class two responses on the fourth offense.</p>
<p><b><u>II. Class two infraction</u></b> Includes: disregard for rules/insubordination, verbal threats, cheating, plagiarism, hazing/ bullying, harassment, tobacco use/possession, setting up fights, theft of minor property, minor vandalism, aggressive pushing, destructive/excessive horseplay, cutting detention, falsifying school records</p>	<p>Apologies, Restorations, Restitution, Correction of records, Relationship repair and/or (1) Loss of privileges, and/or (2) 1-5 Detentions (3) <b>Inform parents</b></p>	<p>Apologies, Restorations, Restitution, Correction of records, Relationship repair and/or (1) Loss of privileges, and (2) Suspension from school for 1 to 3 days (3) <b>Inform parents</b></p>	<p>Work with parents to correct the problem as needed. If it is determined that progress is not being made, move to class three responses on the fourth offense.</p>
<p><b><u>III. Class three infraction</u></b> Includes: physical threats, fighting, blatant insubordination, setting a false fire alarm, fraudulent reporting of theft/loss of school property, theft or destruction of felony rated property, major vandalism, disruption of school. Major technology misuse.</p>	<p>(1) Loss of privileges, and (2) Suspension from school 3 to 4 days (3) Restore property and pay expenses (4) <b>Inform parents</b></p>	<p>(1) Suspension from school 5 to 10 days (2) Restore property and pay expenses (3) <b>Inform parents</b></p>	<p>(1) Suspension from school 10 days (2) Restore property &amp; pay expenses (3) <b>Write letter to the Board recommending expulsion</b> (4) <b>Inform parents</b></p>
<p><b><u>IV. Class four infraction</u></b> Includes: Possession or use of alcohol or drugs on campus or at school functions. Smell, behavior, and physical possession of drugs or alcohol will determine reasonable suspicion. School does not need drug tests or breathalyzer tests to suspend. Evidence relating to reasonable suspicion of probable use or possession must be reported immediately and investigated in a timely manner.</p>	<p>(1) Suspension from school 3 to 10 days for possession or consumption of drugs or alcohol. (2) Suspension from school 3 to 10 days for distribution of drugs or alcohol. (3) Parent support required for shortened suspension. (4) <b>Inform parents</b></p>	<p>(1) Suspension from school 5 to 10 days for possession or consumption of drugs or alcohol. (2) OSS for 10 days for distribution of drugs or alcohol <b>pending a Board expulsion hearing.</b> (3) <b>Write letter to the Board recommending expulsion</b> (4) <b>Inform parents</b></p>	<p>(1) Suspension from school for 10 days for possession of drugs or alcohol <b>pending a Board expulsion hearing.</b> (2) Restore property and pay expenses (3) <b>Inform parents</b></p>
<p><b><u>V. Class five infraction</u></b> Includes: acts or reasonable suspicion of intent to endanger or threaten the lives and health of others with weapons, and or bomb threats. Refer to SDCL 13-37-7</p>	<p>(1) OSS for 10 days <b>pending a Board expulsion hearing.</b> (2) <b>Write letter to the Board recommending expulsion</b> (3) <b>Inform parents</b></p>		

- The suspension mentioned in the matrix is In School Suspension (ISS) or Out of School Suspension (OSS). When suspensions are not specified in the matrix the school Director/ Principal will determine which suspension is appropriate on an individual basis.
- If an offense does not clearly apply to a specific infraction class the Director/Principal will determine the appropriate infraction class for the offense.
- If any laws are violated by students while in school, on school property, or at school functions appropriate law enforcement officials will be notified.

## Appendix A (continued)

### Cursing, Profanity, and Obscene Gestures

The use of cursing, profane language, and obscene gestures has become a major problem at IAS, and is not acceptable behavior. Since habits of this nature, once thoroughly ingrained, are extremely difficult to break, it is necessary that more stringent measures be undertaken to alleviate this concern. Therefore, if a student is reported for cursing, profanity, or obscene gestures the following procedure will be enforced:

- First Offense: 5 Detentions
- Second Offense: Suspension for three days
- Third Offense: Suspension for five days
- Any Additional Offense: Suspension for ten days  
Write letter to the School Board recommending expulsion.

**\*\*Any form of disrespect, aggression, or threats toward a faculty or staff member will result in immediate expulsion.**

## Appendix B

### **Rules for Detention**

1. Detention starts at the beginning of lunch on Monday, Tuesday, Thursday, and Friday (10:55am except on Thursdays-11:13am). Detention lasts for 40 minutes and will be split into two days of back-to-back lunches, 20 minutes each. Being late will result in one additional 20-minute detention being assigned. Failure to attend a detention, will result in a parent conference.
2. No food or drink is permitted.
3. Cell phones or other electronic devices (i.e. iPod, psp) are not permitted.
4. Talking is not permitted.
5. Sleeping is not permitted.
6. Washroom breaks are not permitted.

## Appendix C

### Communicable Disease/Health Risk Guidelines for Employees and Students

The Communicable Disease/Health Risks Guidelines apply to both employees and students. Those sections designated specifically for student and parent consumption will be communicated to the students and parents’ community through the Student/Parent Handbook. All school employees are required to be familiar with the following guidelines and information.

#### I. General Guidelines and Information

- a. The Communicable Disease/Health Risks Policy of the International Academy of Suriname is to ensure the health and safety of all students and employees.
- b. Communicable disease shall be defined as an illness due to an infectious agent or its toxic products which is transmitted directly or indirectly to a person from an infected person or animal. This is done through the agency of an intermediate animal, host or vector (*an agent, person or animal or microorganism, that carries and transmits a disease*), or through the inanimate environment. Communicable disease shall include, but not be limited to:

COVID -19	Tuberculosis	Sexually Transmitted Disease
Influenza	Conjunctivitis	Sexually Transmitted Diseases
Meningitis	Whooping Cough	Positive HIV antibody status
Chicken Pox	Pertussis	Acquired Immune Deficiency Syndrome (AIDS) and AIDS related complex (ARC)
Mumps	Measles	

- c. Employees and students who know or who have reason to believe that they are infected with a communicable disease or know or who have reason to believe they have other health related risks (e.g. Epilepsy) have an ethical obligation to conduct themselves in accordance with such knowledge in order to protect themselves and others. They also must share that information with the school office so the school may respond appropriately to their needs. Medical information relating to the communicable diseases or other health issues of a student or employee will be disclosed only on a limited need-to-know basis.
- d. If an employee or student has a disease or other medical problem which does not pose a health risk to others, they may work/attend class if they are physically able. A doctor's statement to this effect may be required.
- e. Employees or students who are infected with a communicable disease are expected to promptly seek expert medical advice.
- f. When appropriate, students’ parent(s)/guardian(s), and physician, and/or the local Health Department will also be consulted.
- g. A physician's evaluation may be required for a definitive diagnosis to assure that the student or employee is no longer infectious.
- h. In the event that a student has had a significant exposure to blood, the parent(s)/guardian(s) will be notified immediately and advised to consult the child's physician at once.
- i. Students will not be permitted to clean up blood or potentially infectious materials of others.
- j. The privacy of any student or employee must be respected and any records of communicable diseases of students or employees kept shall be strictly confidential except when such

information must be communicated to necessary school personnel in the performance of their duties.

- k. An employee who is diagnosed as having a communicable disease or other health risks and who becomes too ill to continue at work, shall have full access to sick leave and medical benefits (*health insurance exclusions excluded*) as provided for the employee by school guidelines and through the procedures of any relevant benefit plans.
- l. The school shall facilitate access to and delivery of education programs designed to inform employees about communicable disease transmission and prevention in a school environment.

## II. Information Regarding Employee or Student Attendance/Activity Restrictions as Pertaining to Specific Communicable Diseases:

- a. An employee or student with an **elevated temperature and/or other signs of illness** will be excluded from school. An employee or student should be fever free for 24 hours before returning to school. If a student or employee is put on medication (e.g. antibiotic), they must be on the medication at least 24 hours before returning to school. Any employees or students who have been identified as immuno-suppressed (*persons whose immune response is inadequate*) will be notified of the occurrence of a high-risk disease (e.g. chicken pox).
- b. **AIDS / HIV – Exposure to Blood borne Pathogens and Universal Precautions --** In the event that school personnel determine that a student has had a significant exposure to blood the parent(s)/guardian(s) will be notified immediately and advised to consult the child's physician at once.
- c. Additional information regarding AIDS/HIV is contained in Section III.
- d. **Chicken Pox --** The employee or student will be excluded from school until all lesions are dry and crusted (approximately 6-8 days following eruption.)
- e. **Cold Sore (fever blister, Herpes simplex) --** The employee or student may attend school if feeling well and fever free. Individuals should avoid direct contact with a lesion.
- f. **Conjunctivitis (Pink Eye) --** If suspected, the employee or student will be excluded from school until the drainage is clear.
- g. **Corona Virus -** If a person has symptoms of Covid-19, they should STAY HOME and call their doctor (DO NOT go to the clinic) or call 178 to be evaluated for the virus. The medical personnel will give further instructions. The employee or student must provide doctor's note or negative test result before returning to school.
- h. **Diarrhea -** The employee or student with diarrhea will be excluded from school. He/she may return to school when the diarrhea has stopped for the last 12 hours.
- i. **Fifth Disease --** The student diagnosed with "fifth disease" may return to school when fever free and feeling well. The rash may still be present.
- j. **Head Lice –** A student who has been treated for head lice may return to school. The school does not screen for head lice.
- k. **Hepatitis A --** The employee or student may return with a release signed by a physician after a minimum of one week following onset of jaundice.
- l. **Hepatitis B -- Active Disease --** The employee or student may return to school when released by his/her physician.
- m. **Impetigo, Draining Boils, Skin Infections --** The employee or student will be excluded from school until the employee or student is under a physician's care and there is no longer any sign of drainage. Open and/or draining wounds must be covered to prevent spread of infection. It may be necessary to exclude an employee or student from school until a medical evaluation is done.

- n. **Measles** -- The school nurse or designee **MUST** be notified if an employee or student is diagnosed with measles. The employee or student may return to school when they are released by the physician and are able to tolerate the school day's activities.
- o. **Meningitis -- Bacterial** -- The student or employee may return with a doctor's release and when able to tolerate the school day's activities.
- p. **Meningitis -- Viral** -- The employee or student may return to school when fever free for twenty-four hours, with a physician's release, and when able to tolerate the school day's activities.
- q. **Mononucleosis** -- The employee or student may return to school with a physician's release and when able to tolerate the school day's activities.
- r. **Mumps** -- The employee or student may return to school ten days following the onset of swelling. The employee or student must be fever free and able to tolerate the school day's activities.
- s. **Pertussis (Whooping Cough)** -- The employee or student may return to school with a signed physician's release verifying appropriate treatment.
- t. **Pneumonia** -- The employee or student may return to school when able to tolerate the school day's activities.
- u. **Ringworm** -- The employee or student may attend school while being effectively treated by a physician.
- v. **Rubella (German Measles)** -- The employee or student may return to school 7 days after rash appears.
- w. **Scabies** -- The employee or student suspected of having scabies may return to school after diagnosis by a physician and appropriate treatment is completed.
- x. **Shingles (Herpes Zoster)** -- The employee or student may return to school if released by a physician and if the lesions are covered. If lesion/s cannot be covered, refer to the policy for chickenpox.
- y. **Strep Throat, Scarletina, Scarlet Fever** -- The employee or student may return to school when fever free, has been taking the prescribed antibiotic for twenty- four to forty-eight hours, and is able to tolerate the school day's activities.
- z. **Sties** -- The employee or student may return to school if there is no drainage from the sty.
- aa. **Upper Respiratory Infection (common cold, Flu, etc.)** -- The employee or student may return to school after symptoms have subsided and when able to tolerate the school day's activities.
- bb. **Vomiting** -- The employee may return to school after vomiting has stopped for 12 hours and when able to tolerate the school day's activities.
- cc. **Worms -- Pinworms -- Enterobiasis** -- The employee or employee may return to school after effective treatment.
- dd. **Other communicable diseases** and health risks issues not covered above will be handled on a case by case basis by the administration.

**III. Corona Virus (COVID-19)** As most people know due to the wide-spread information campaigns about it, Covid-19 is a serious illness caused by a virus that has affected most of the nations of the world. Although the majority of people who contract it are not very sick and might even not have any symptoms, about 20% of those affected do need medical care, about 5% become seriously ill, and some of those also die. Older people and people with health issues are at higher risk of bad outcomes.

You may have heard that children are not as badly affected by Covid-19. Statistically this is true. An otherwise healthy child is likely to have mild or no symptoms if they catch this disease. **HOWEVER**, they can infect others who may get very ill, for example, older people such as grandparents or older caregivers, or classmates who have such things as asthma or diabetes. In fact, studies demonstrate that children can transmit the virus to any other person. And there have been some cases of

apparently healthy children who got very sick. Thus, it is very important that we do all we can to protect your child and others from getting Covid-19.

Possible symptoms of Covid-19 include but are not limited to:

- Cough
- Fever
- Body aches
- Shortness of breath
- Chest pain

Not all of these may be present, and other symptoms are also possible, but these are the most common.

If a person has symptoms of Covid-19, they should STAY HOME and call their doctor (DO NOT go to the clinic) or call 178 to be evaluated for the virus. The medical personnel will give further instructions. The ill person should wear a mask to protect others from catching the virus from them. In case of an emergency, however, please call the emergency room and receive instructions from them.

Covid-19 is passed from one person to another mainly by the infected particles given out via the respirations of someone who has the disease. That is, via coughing, yelling, singing, and even talking for a period of time. Although it is not the main way, Covid-19 can also be caught by coming into contact with saliva or mucous from an infected person. For example, if a child coughs into his/her hand and then uses a doorknob to open a door, and another person soon afterwards uses the same doorknob and then wipes his/her nose or mouth, the second person can catch the disease.

During any outbreak, or risk of outbreak, of COVID-19, IAS will notify and employ protocols appropriate for the situation.

It is required from the families that:

1. Parents MUST NOT send their child to school if he/she is ill or not feeling well, even if they don't have a fever yet. Wait to see what the illness turns out to be.
2. Parents will under no circumstances send their child to school if he/she has a fever. A "fever" would be 99.5 F or 37.5 C (using a non-contact thermometer) or 100.0 F or 37.8 C (using an oral thermometer).

#### **IV. Issues Specific to Human Immunodeficiency Virus (HIV)**

- a. The Human Immunodeficiency Virus (HIV) is not transmitted through casual contact and, therefore, is not reason in itself to treat individuals having or perceived as having HIV differently from other members of the school community. Accordingly, with respect to HIV disease, including acquired immune deficiency syndrome (AIDS), the school recognizes:
  1. the rights of students and employees with HIV,
  2. the importance of maintaining confidentiality regarding the medical condition of any individual,
  3. the importance of an educational environment free of significant risks to health, and
  4. the necessity for HIV education and training for students and employees.
- b. Education and Instruction:**  
HIV is not, in itself, a disabling condition, but it may result in conditions that are disabling.
- c. Exposure to Blood borne Pathogens and Universal Precautions:**

In the event that school personnel determine that a student has had a significant exposure to blood the parent(s)/guardian(s) will be notified immediately and advised to consult the child's physician at once.

d. **Procedures for Maintaining Confidentiality for Persons with HIV:**

To maintain an atmosphere of trust with staff members, students, families, and the community, a policy that encourages confidentiality is essential. It is important that students and employees who have the Human Immunodeficiency Virus (HIV) feel certain that their names will not be released against their wishes to others without a need to know.

To protect the confidentiality of medical records of students and employees, the following procedures shall be followed:

1. All medical information in any way relating to the HIV status of any member of the school community, including written documentation of discussions, telephone conversations, proceedings, and meetings shall be kept in a secured file. Access to this file shall be granted only to those persons identified in writing by the student's parent(s)/guardian(s). In the case of employees as those individuals with a direct need to know as deemed necessary by the school's senior administrator in consultation with the employee. Filing and photocopying of student related documents may be performed only by persons named in the written consent and for employees those persons in positions with a direct need to know as identified by the senior administrator.
2. No record referring to HIV status medical information shall ever be faxed.
3. Medically related documents that are to be mailed shall be marked "Confidential." Names of persons mailing documents and those receiving the documents shall be identified on the written consent form by the student **or** student's parent(s)/guardian(s), or the employee.

## V. Definitions/Descriptions

- **FIFTH'S DISEASE**: Especially common in children between the ages of 5 and 15, fifth disease typically produces a distinctive red rash on the face that makes the child appear to have a slapped cheek. The rash then spreads to the trunk, arms, and legs. Despite being called a "disease," fifth disease is actually just a viral illness that the majority of children will recover from - with no complications - in a short period. Fifth disease (also called erythema infectiosum) is caused by parvovirus B19. A human virus, parvovirus B19 is **not** the same parvovirus that veterinarians may be concerned about in pets, especially dogs, and it **cannot** be passed from humans to animals or vice versa.

Fifth disease begins with a low-grade fever, headache, and mild cold-like symptoms (a stuffy or runny nose). These symptoms pass, and the illness seems to be gone until a rash appears a few days later. The bright red rash typically begins on the face. Several days later, the rash spreads and red blotches (usually lighter in color) extend down to the trunk, arms, and legs. The rash usually spares the palms of the hands and soles of the feet. As the centers of the blotches begin to clear, the rash takes on a lacy net-like appearance. Children younger than 10 years of age are most likely to get the rash.

Older children and adults sometimes complain that the rash itches, but most children with a rash caused by fifth disease do not look sick and no longer have fever. It may take 1 to 3 weeks for the rash to completely clear, and during that time it may seem to worsen until it finally fades away entirely.

Certain stimuli (including sunlight, heat, exercise, and stress) may reactivate the rash until it completely fades. Other symptoms that sometimes occur with fifth disease include swollen glands, red eyes, sore throat, diarrhea, and unusual rashes that look like blisters or bruises.

In some cases, especially in adults and older teens, an attack of fifth disease may be followed by joint swelling or pain, often in the hands, wrists, knees, or ankles.

#### Contagiousness of Fifth's Disease

A person with parvovirus infection is most contagious before the rash appears - either during the incubation period (the time between infection and the onset of symptoms) or during the time when he or she has only mild respiratory symptoms. Because the rash of fifth disease is an immune reaction (a defense response launched by the body against foreign substances like germs) that occurs after the infection has passed, a child is usually not contagious once the rash appears.

Parvovirus B19 spreads easily from person to person in fluids from the nose, mouth, and throat of someone with the infection, especially through large droplets from coughs and sneezes. It can also be spread through shared drinking glasses and utensils.

In households where a child has fifth disease, another family member who hasn't previously had parvovirus B19 has about a 50% chance of also getting the infection. Classmates of children with fifth disease have about a 60% chance of getting the virus. Once someone is infected with parvovirus B19, they develop immunity to it and won't usually become infected again.

- **SHINGLES (Herpes Zoster):** Shingles is a disease caused by the varicella-zoster virus, the same virus that causes chickenpox. After an attack of chickenpox, the virus lies dormant in the nerve tissue. As we get older, it is possible for the virus to reappear in the form of shingles. Shingles is estimated to affect two in every 10 people in their lifetime. This year, more than 500,000 people will develop shingles. Fortunately, scientists are doing research to find a vaccine to prevent the disease.

#### Who is at risk for developing Shingles?

Although it is most common in people over age 50, if you have had chickenpox, you are at risk for developing shingles. Shingles is also more common in people with weakened immune systems from HIV infection, chemotherapy or radiation treatment, transplant operations, and stress.

#### What are the symptoms of Shingles?

Early signs of shingles include burning or shooting pain and tingling or itching generally located on one side of the body or face. The pain can be severe. Rash or blisters are present anywhere from one to 14 days.

### Are other complications associated with Shingles?

Yes. If shingles appears on your face, it can lead to complications in your hearing and vision. For instance, if shingles affects your eye, the cornea can become infected and lead to temporary or permanent blindness. Another complication of the virus is postherpetic neuralgia (PHN), a condition where the pain from shingles persists for months, sometimes years, after the shingles rash has healed.

### Is there a cure or treatment for Shingles?

There is no cure for shingles, but the severity and duration of an attack of shingles can be significantly reduced if you are treated immediately with antiviral drugs, which include acyclovir, valacyclovir, or famcyclovir. Antiviral drugs may also help stave off the painful after-effects of PHN. Other treatments for PHN include painkillers, steroids, antidepressants, and antiseizure medicine.

- **Chicken Pox:** Chickenpox is caused by a virus called **varicella zoster**. People who get the virus often develop a rash of spots that look like blisters all over their bodies. The blisters are small and sit on an area of red skin that can be anywhere from the size of a pencil eraser to the size of a dime.

Chickenpox may start out seeming like a cold: You might have a runny or stuffy nose, sneezing, and a cough. But 1 to 2 days later, the rash begins, often in bunches of spots on the chest and face. From there it can spread out quickly over the entire body - sometimes the rash is even in a person's ears and mouth. The number of pox is different for everyone. Some people get just a few bumps; others are covered from head to toe.

### How Does Chickenpox Spread?

Chickenpox is contagious, meaning that someone who has it can easily spread it to someone else. Someone who has chickenpox is most contagious during the first 2 to 5 days that he or she is sick. That's usually about 1 to 2 days before the rash shows up. A person who has chickenpox can pass it to someone else by coughing or sneezing. When he or she coughs, sneezes, laughs, and even talks, tiny drops come out of the mouth and nose. These drops are full of the chickenpox virus. It's easy for someone else to breathe in these drops or get them on his or her hands. Before you know it, the chickenpox virus has infected someone new.

- **Conjunctivitis (Pink Eye):** Commonly known as pinkeye, conjunctivitis is an inflammation of the conjunctiva, the clear membrane that covers the white part of the eye and lines the inner surface of the eyelids. It is a fairly common condition and usually causes no danger to the eye or your child's vision. The inflammation can have many causes, the most common of which are infectious, allergic, and irritant. Infectious conjunctivitis is usually caused by either bacteria or viruses. Allergic conjunctivitis occurs more frequently among children with allergic conditions such as hay fever. It is often seen only at certain times of the year, especially when caused by allergens such as grass or ragweed pollen. Other allergy-causing substances like animal dander or dust mites can cause year-round symptoms of conjunctivitis. Although other forms of conjunctivitis often start in one eye, allergic conjunctivitis typically affects both eyes at the same time. Irritant conjunctivitis can be caused by chemicals such as those in chlorine and soaps or air pollutants such as smoke and fumes.

### What are the signs and symptoms of Pink Eye?

The different types of conjunctivitis can have different symptoms. In addition, symptoms may vary from child to child. One of the most common symptoms is discomfort or pain in the eye, which may feel like having sand in the eye. Many children have redness of the eye and inner eyelid as well; this redness led people to call conjunctivitis by its other common name, pinkeye. The child may also have swollen eyelids and be sensitive to bright light. Itchiness and tearing are common with allergic conjunctivitis. Discharge from the eyes may accompany the other symptoms. In bacterial conjunctivitis, the discharge will be somewhat thick and colored white, yellow, or green. Sometimes the discharge will cause the eyelids to stick together when the child awakens in the morning. In viral or allergic conjunctivitis, the discharge may be thinner and may be clear.

### Is Pink Eye contagious?

All types of infectious conjunctivitis are contagious and can spread from one eye to the other by touching the eyes. A child can first become infected from direct contact with someone who has the infection or something that person has touched, such as a used tissue. The infectious organisms can also spread through coughing and sneezing. In addition, certain viruses spread in the summertime when children swim in contaminated water or share contaminated towels. Allergic and irritant conjunctivitis are *not* contagious.

### Can Pink Eye be prevented?

To prevent infectious conjunctivitis, teach children to wash their hands often with warm water and soap. Children also should not share eye-drops, tissues, eye makeup, washcloths, towels, or pillowcases with other people.

- **Hepatitis:** The word *hepatitis* simply means an inflammation of the liver without pinpointing a specific cause. Hepatitis is most commonly caused by one of three viruses: the **hepatitis A** virus, the **hepatitis B** virus, the **hepatitis C** virus.

What Is Hepatitis A? In children, the most common form of hepatitis is hepatitis A (also called infectious hepatitis). This form is caused by the hepatitis A virus (HAV), which lives in the stools (feces or poop) of infected individuals. Infected stool can be present in small amounts in food and on objects (from doorknobs to diapers). The hepatitis A virus is spread when someone ingests anything that's contaminated with HAV-infected or in water, milk, and foods, especially in shellfish.

Because hepatitis A can be a mild infection, particularly in children, it's possible for some people to be unaware that they have had the illness. Although the hepatitis A virus can cause prolonged illness up to 6 months, it typically only causes short-lived illnesses.

What Is Hepatitis B? Hepatitis B (also called serum hepatitis) is caused by the hepatitis B virus (HBV). HBV can cause a wide spectrum of symptoms ranging from general malaise to chronic liver disease that can lead to liver cancer.

The hepatitis B virus spreads through:

1. infected body fluids, such as blood, saliva, semen, vaginal fluids, tears, breast milk, and urine
2. a contaminated blood transfusion

3. shared contaminated needles or syringes for injecting drugs
4. sexual activity with an HBV-infected person
5. transmission from HBV-infected mothers to their newborn babies

What Is Hepatitis C? The hepatitis C virus (HCV) is spread by direct contact with an infected person's blood. The symptoms of the hepatitis C virus can be very similar to those of the hepatitis A and B viruses.

The hepatitis C virus can be spread by:

1. sharing drug needles
2. getting a tattoo or body piercing with unsterilized tools
3. blood transfusions (especially ones that occurred before 1992; since then the U.S. blood supply has been routinely screened for the disease)
4. transmission from mother to newborn
5. sexual contact (although this is less common)

What Are the Signs and Symptoms of Hepatitis?

Hepatitis, in its early stages, may cause flu-like symptoms, including:

1. malaise (a general ill feeling)
2. fever
3. muscle aches
4. loss of appetite
5. nausea
6. vomiting
7. diarrhea
8. jaundice (a yellowing of the skin and whites of the eyes)

But some people with hepatitis may have no symptoms at all and may not even know they're infected. Children with hepatitis A, for example, usually have mild symptoms or have no symptoms.

Is Hepatitis Contagious?

Hepatitis A, hepatitis B, and hepatitis C are *all* contagious.

The hepatitis A virus can be spread in contaminated food or water, as well as in unsanitary conditions in child-care facilities or schools. Toilets and sinks used by an infected person should be cleaned with antiseptic cleansers.

The hepatitis B virus can be found in virtually all body fluids, though its main routes of infection are through sexual contact, contaminated blood transfusions, and shared needles for drug injections. Household contact with adults with hepatitis B can put people at risk for contracting hepatitis. But frequent hand washing and good hygiene practices can reduce this risk. All children in the United States are routinely vaccinated against hepatitis B at birth and use of the hepatitis B vaccine can greatly decrease the incidence of this infection.

The hepatitis C virus can be spread through shared drug needles, contaminated blood products, and, less commonly, through sexual contact.

- **Scabies** Scabies (pronounced: **skay-beez**) is an infection that affects the skin. The infection is caused by tiny mites (they need a microscope to be seen) called *Sarcoptes scabiei*. These mites burrow into the top layer of human skin to lay their eggs. The burrows sometimes appear as short, wavy, reddish, or darkened lines on the skin's surface, especially around the wrists and between the fingers. A person with scabies can also develop a bumpy red rash.

#### What Are the Signs and Symptoms?

The most common symptom of scabies is severe itching. A scabies infection begins as small, itchy bumps, blisters, or pus-filled bumps that break when you scratch them. Itchy skin may become thick, scaly, scabbed, and crisscrossed with scratch marks.

The areas of the body most commonly affected by scabies are the hands and feet (especially the webs of skin between the fingers and toes), the inner part of the wrists, and the folds under the arms. It may also affect other areas of the body, particularly the elbows and the areas around the breasts, genitals, navel, and buttocks.

If a person with scabies scratches the itchy areas of skin, it increases the chance that the injured skin will also be infected by bacteria. Impetigo, a bacterial skin infection, may occur in skin that is already infected with scabies.

#### How Does a Person Get Scabies?

Scabies is contagious from person to person. Scabies mites are usually transmitted by skin-to-skin contact (especially among family members). Some doctors believe that mites can live as long as 2 to 3 days in clothing, bedding, or dust, making it possible to catch scabies from people who share the same infected bed, linens, or towels. Scabies spreads more easily in crowded conditions - like child-care centers and college dorms - where people tend to be in close contact with each other.

Practicing good hygiene is the best way to prevent getting scabies. Take showers or baths daily; wash your hands frequently, especially before eating; and wear clean clothing. Do not share clothing with friends.

If someone in your family is being treated for scabies, all other household members should be treated, too. Clothing, sheets, and towels should be washed in hot water. Each room in the house should be vacuumed, and the vacuum cleaner bag should then be thrown away.

Treating Scabies: Scabies infections need to be treated by a doctor. Call your doctor or dermatologist any time you have a skin itch that will not go away, especially if the itch is worse at night and seems to center around the wrists or the webbed part of the fingers. Doctors treat scabies by prescribing a medicated cream or lotion.

- **Mononucleosis:**

Signs and Symptoms: When people think of infectious mononucleosis, or "mono," they often think of extreme tiredness as one of the major symptoms associated with this illness. Other typical symptoms of infectious mononucleosis in children are:

1. Fever
2. Sore throat
3. Enlargement of lymph nodes
4. Sore muscles
5. enlarged spleen (the organ - located under the ribcage on the left side - that functions as a blood filter and antibody producer)

6. Loss of appetite and generalized weakness also may be present, especially in adolescents. Nausea, hepatitis, jaundice, severe headache, stiffness, chest pain, and difficulty breathing can occur in some cases. A pink rash can occur all over the body in children who have been treated with ampicillin or amoxicillin.
7. Younger children may have few or none of these symptoms. Instead, they may have nonspecific symptoms like fever, slight malaise, and loss of appetite. Adolescents are more likely to exhibit the classic symptoms described above. Some may experience extreme fatigue, staying in bed for more than a week because they feel too weak even to walk around the house.

Infectious mononucleosis is generally a self-limiting disease, which means it goes away on its own in most cases. Occasionally mono can cause complications.

Mononucleosis is an illness caused by the Epstein-Barr virus (EBV), a member of the herpesvirus family. EBV is contagious - it is transmitted through the saliva of an infected person by coughing, sneezing, and kissing. Young children can be infected from the saliva of playmates or family members. Adolescents with the virus can spread EBV through kissing (hence its once popular name, "the kissing disease"). Susceptible people should avoid contact with those known to have active mononucleosis; the virus can continue to be excreted in saliva and respiratory secretions for months. In general, strict isolation procedures or special precautions are not needed.

Most people who have infectious mononucleosis recover completely with no problem, but sometimes complications from EBV infection can occur. Epstein-Barr virus is usually diagnosed with blood tests.

Prevention: There is no vaccine for EBV, but prior infection with the virus usually provides long-lasting immunity. Avoiding contact with the saliva or respiratory secretions of people known to have EBV is advisable. The incubation period is 10-60 days; 7 to 14 days is common for children and adolescents.

## Appendix D

Child Abuse/Suicide/Physical Harm/Bullying/Harassment

### CHILD ABUSE

## International Academy of Suriname Child Protection Policy

IAS takes its responsibility to protect and nurture children seriously, creating a safe and positive environment in which to grow. We believe it is never acceptable for any child to experience abuse of any kind. Each child's protection is the responsibility of every adult at IAS. We expect staff to conduct themselves with utmost integrity and professionalism at all times. Working together, we can create a safe, positive and nurturing environment for children, protecting and safeguarding them to the highest standards possible. Supportive nurture is always to be guided by biblical standards of morality, ethics, and prudence.

IAS responds to allegations of abuse seriously and competently. Any proven abuse will be dealt with promptly and appropriately.

Every individual at the International Academy of Suriname can expect to be treated with dignity, care and respect. Student abuse of any sort is clearly unacceptable and will not be tolerated by staff, students, or parents.

### CHILD ABUSE DEFINITION

- Abuse is the non-accidental infliction or threat of infliction of physical injury, emotional, mental or spiritual damage to a child. Abuse can also involve withholding needed care for the child.
- Neglect is intentionally depriving a child of living conditions which (according to local standards) provide the minimally needed physical and emotional requirements for life, growth and development by a person responsible for the child's health and welfare, e.g., inadequate food, inadequate housing and clothing, lack of needed medical attention, abandonment, lack of supervision or guidance, unmet developmental/educational needs, etc.
- Sexual abuse is any sexual contact or activity with a child that is undertaken solely for the sexual gratification of the perpetrator. It includes, but is not limited to, behavior such as genital fondling, indecent exposure, sexual intercourse, the use of pornographic materials, etc.

The behaviors described above are considered abusive and are not tolerated at the International Academy of Suriname. Beyond definitions, we have a corporate, ethical and Biblical obligation to do all we can to ensure that children under our care are in an environment in which they can feel safe from behavior that intentionally violates their trust or compromises the rightful and appropriate innocence of childhood, whether 8 or 18.

### Procedure

- In all cases of reported or suspected child abuse at the International Academy of Suriname, an oral report will be made immediately to the Director/Principal.
- The person reporting will immediately thereafter follow-up with a written report on the established reporting form (*See office staff for a copy.*).
- In all cases of suspected abuse, the following procedure will apply. The report will be referred to the Director/Principal. The Director/Principal will immediately evaluate the report. If it is decided that the substance of the report warrants, the Director/Principal will take steps to:
  1. Protect the victim named in the report
  2. Inform the parents of the abuse or, where applicable, the appropriate authority.
  3. Seek the advice of appropriate counseling services and respected religious leaders with all due discretion to protecting the name of the injured student.
  4. Refer the accused offender to a “qualified” counselor as deemed appropriate.
  5. Contact appropriate legal authorities and initiate legal action as may be required by Suriname law.
- The Director/Principal will keep written records of the action taken. Such records will be confidential and only shared on a need-to-know basis.
- At the conclusion of the situation, the Director/Principal will make a written report of what action was taken and shall determine the extent to which that report will be distributed. Such reports will be available to appropriately constituted supervising authorities or entities.
- The Director/Principal will be guided in his/her actions by:
  1. Local law.
  2. School policies.
  3. Cultural practices of both victim and accused, except where there is conflict with local laws and where doing so would continue to endanger the safety of the victim.
  4. Available resources such as counseling services or religious leaders known to be effective in such cases.
  5. The severity of the situation, especially where medical attention or professional counseling appears to be needed.
  6. Repeated reports regarding the victim or accused.
  7. An assumption that all accused persons are innocent until it is established otherwise.
- If the Director/Principal is the accused, any faculty member, staff member, parent or student should immediately contact the Board of the IAS.

## Supervision and Conduct

It is the intention of the administration to do nothing that will in any way conflict with our primary responsibilities of educating and nurturing students. We want all staff members to feel free to express compassion and to interact naturally with students. These guidelines are not intended to stifle wholesome interactions in any way. The increased incidents of child abuse are a sad reality. This document is intended to protect both staff and students.

Though impossible to list all areas and/or activities that may need to be considered, the following document serves as a guideline, and is not intended to be all-inclusive. We must be wise and careful that our actions are not wrongly interpreted by avoiding any situation which can be construed as having immoral implications.

- Staff should respect the privacy of students.
- Staff members should avoid situations where they are isolated with a single student, especially one of the opposite sex.
  1. As a general guideline, if alone in a room with a student, the door should be left ajar unless there is a window in the door.
  2. Discretion should be used in giving a single student a lift in a car.
  3. One-to-one staff tutoring or mentoring of students should occur in an open setting.
- Both men and women must be careful not to be seen spending excessive time with an individual student or staff member of the opposite sex.
- There shall be no intimate sexual activity between staff members and students.
- Staff must exercise great caution in comments made even with the closest of student relationships.
  1. Commenting about a student's relationships, physical features, or any sexual innuendos or suggestive comments are inappropriate.
  2. Flirting with students is forbidden.
  3. Romantic involvement of a staff member with a student is grounds for dismissal.
- Caution must be exercised with physical contact with students.
  1. Great care should be given to any touch, realizing that certain students may perceive an innocuous touch as sensuous or inappropriate.
  2. Tickling is inappropriate.
  3. Side-to-side hugs are appropriate between students and staff of the opposite sex.
  4. Prolonged physical contact of any kind should be avoided.
  5. Massages should not be given.

- Students should not sense that a staff member of the opposite sex is scrutinizing them inappropriately.
- Jokes that focus on race or gender, sarcastic remarks and comments which put anyone down are inappropriate.
- Should there be concerns or cause to suspect that inappropriate behavior has or is taking place, the Director/Principal is to be notified immediately and confidentially. The Director/Principal is responsible for the implementation of the IAS Child Protection Policy.

## Reporting abuse

### Abuse defined

Abuse is generally subdivided into the areas of verbal, physical, sexual, and emotional and spiritual. The term **abuse** is usually applied when dealing with situations involving dependent and developmentally immature children (minors under the age of 18 years). Abuse occurring between minors is defined by there being an age difference of 4 or more years of age difference between the individuals.

- Acts, which are obviously unacceptable and clearly abusive in the physical area, would include violent attacks resulting in injuries. In the sexual abuse area, it would include inappropriate touching, tapping on the rear, brushing-up close, genital fondling, molestation, exhibitionism, rape, incest, and/or sexual exploitation or involvement of children in pornography or prostitution. In the emotional area, although harder to evaluate, verbal attacks resulting in diagnosed emotional trauma are classified as abuse.
- Acts, which are obviously unacceptable but not clearly abusive, may be classified as either abusive, harassment or may just reflect indiscretion or insensitivity.
  1. A listing of behaviours that may be considered in the sexual harassment area is included in the **International Academy of Suriname sexual harassment policy**. In the emotional area, extreme and or habitual sarcasm, racial slurs, verbal attacks or destructive criticism could qualify as harassment.
  2. Bullying is any action which hurts or threatens another person, either physically or mentally. Bullying can be the use of position to dominate, intimidate, or harass another person or group. Bullying may include any hostile or offensive word or action against another person because of their skin color, cultural or religious background, or ethnic origin. The school has an **Anti-Bullying Policy**.

### Procedure for Reporting

The Director/Principal of the International Academy of Suriname is ultimately responsible to ensure that all complaints are fully and promptly investigated, that appropriate remediation procedures are instituted when necessary, that impartial procedures are followed, that those who are falsely accused are protected, and that all matters related to the abuse cases are kept strictly confidential.

- Suspicion or Complaint of abuse or sexual harassment should be made directly, or forwarded immediately to the IAS Director/Principal. (In cases where the Director/Principal is the

alleged abuser or victim, the Board shall take the role of the Director/Principal in these procedures.)

- The Director/Principal will immediately assemble any of the details of the complaint, weigh the severity of the complaint and decide whether the substance of it warrants further action.
- Confidentiality shall be maintained.
- Individuals will always be assumed innocent until proven guilty.
- Within 24 hours of receiving the complaint, the Director/Principal will interview the complainant and the accused separately. The Director/Principal will also interview any individuals who may be able to give corroborative statements. Under no circumstances will the Director/Principal interview the complainant, the accused or the third parties without at least one other responsible person, preferably the Director/Principal or an IAS Board Member, being present. It is the right of both the accused and the complainant to bring another individual of their choosing along with them during the interview.
- Detailed notes will be kept of all interviews. No informal discussions should be held with either party.
- As soon as possible after the completion of the interviews, the Director/Principal will decide whether circumstances warrant the following actions:
  1. contacting the appropriate authorities of the complainant and the accused
  2. contacting the appropriate legal authorities.
- If the complaint is judged to be justified, the Director/Principal will expeditiously arrange for the following:
  1. Reporting the accused to the parents if the accused is a student.
  2. Arranging counselling for the complainant, or removal of the complainant, with consideration of the wishes of the family of the complainant.
- If the complainant or the complainant's family is dissatisfied with the decision, a complaint may be taken to the Board, who will give the matter further consideration. The accused has similar rights to appeal a decision to the IAS Board.
- The complainant will be protected from further contact with the accused. This may involve the removal of the accused or the accuser.
- Any further action will be taken pending the completion of a thorough investigation. This investigation is NOT to be done by the IAS Director/Principal, or any school staff, or family connected to the school in any way. An independent investigator shall be brought in as quickly as possible.
- The Director/Principal will work in conjunction with the appropriate legal authorities and their respective policies and procedures or laws.

## **Discipline**

- If substantiated, abuse will be dealt with and discipline handled by the appropriate authorities (IAS, and/or local legal counsel) in accordance with their respective policies and procedures. Depending on the judgement and recommendations regarding the severity of the abuse, discipline may include, but not be limited to: Students - Informal/formal apology, suspension and expulsion. Staff – Informal/formal apology, termination of service or employment, and pursuit of legal proceedings.
- If it is determined that there is apparently no substance to the complaint, no records shall be maintained except those needed to determine whether there is a pattern of complaints by or against one person. The accused, along with the Director/Principal, shall seek the Lord's guidance as to whether or not the accused can return to the ministry, he/she had before the allegations were made, realising the possible difficult nature of the situation. An apology in writing will be made to the accused person for the distress caused by the unfounded accusation, as well as assisting the accused person's name to be cleared, if necessary.
- If it is determined that the complaint was made out of malice and with no substance, appropriate disciplinary measures will be taken against the complainant.
- All information pertaining to an abuse case will be kept in a confidential file.

## **ADMINISTRATIVE PRACTICE CONCERNING EXPRESSION OF SUICIDE**

Every expression of suicide, whether seemingly casual or serious, written or oral, with or without associated action, will be considered serious at the International Academy of Suriname. The school assumes the authority to act in the best interest of protecting the student while at the International Academy of Suriname or an International Academy of Suriname related activity, but does not assume the full responsibility, authority, or liability of a parent.

1. Staff members are required to report all expressions of suicide or actions associated with suicide. An oral report must be made immediately to Director/Principal.
2. The person reporting will immediately thereafter follow-up with a written report on the established reporting form (See office staff for a copy.).
3. If the life of a student appears to be in imminent danger, the staff member or administrator will take immediate action to protect the life of the student. All staff members are authorized to take reasonable and prudent action.
4. The written report will be referred to the Director/Principal. The Director/Principal will form a team involving at least one other school faculty or staff member and will immediately evaluate the report. If it is decided that the substance of the report warrants, the Director/Principal will take steps to: form a team involving at least one other IAS faculty or staff member and will contact the parents or guardian. If the substance of the report warrants, the Director/Principal will see that steps are taken to:
  - a. Protect the student beyond the immediate incident.
  - b. Seek professional guidance.

- c. Refer the student for professional counseling in consultation with the parents.
- d. Refer the incident to the parents for action.
- e. Pursue further investigation as necessary.

The Director/Principal will be responsible to see that written records are kept of the action, including a written summary. Furthermore, the Director/Principal will also be responsible to ensure that all records are kept confidential and shared only on a need-to-know basis.

## **Suicide Referral Procedures**

### **1. Suicide Ideation**

Research shows that most teens thinking about suicide give warning signs. Teachers are often the first to recognize the warning symptoms – through students’ writing, art, drama, academic performance or conversation. When suicidal tendencies are suspected, ask questions, do not be judgmental, listen, buy time and get help.

#### **A. If you find yourself in the presence of a student that you think may be considering suicide:**

The immediate objective is preventing danger. The goal of intervention is to stop the young person from killing him/herself to make sure there is time for long-term strategies to assist the student to cope with his problems.

- ◆ Listen to what the student is saying and take his/her threat seriously. Do not give false assurances that “everything will be okay.”
- ◆ Do not underestimate or brush aside a suicide threat. The student may already feel rejected and unnoticed and you should not add to that burden.
- ◆ In private, ask the student what he/she is really thinking. Begin with a statement such as: “You haven’t seemed to be yourself lately. You appear to be discouraged. Is something bothering you?”
- ◆ If the student is thinking about suicide, ask how he/she plans to do it and what steps have already been taken. This will convince the student of your attention and give an assessment of the suicide risk. To assess risk, determine: **SAL** (Specificity, Availability, Lethality)
  1. How specific is the person’s suicide plan?
  2. How available is the method chosen to commit suicide?  
If they have decided to use a gun, for example, and they are from a family that hunts, the risk is high.
  3. How lethal is the method chosen?  
If they plan to use a gun or hang themselves, for example, the risk is very high.
- ◆ Determine if there have been any prior attempts and the duration of time that a student has held suicidal ideations.
- ◆ Always inform the Director/Principal. Be sure to document your conversation and observations including date, time, situation and mood.
- ◆ If the student is assessed as high risk for suicide, the Director/Principal, parents and dorm parents (if applicable) must be informed. High priority will always be given for the safety of the student.

**OR**

**B. If you believe there is a suicide threat through discovery of a poem, letter, essay, etc.**

Though idle and exaggerated speech, especially concerning subjects such as suicide, should not occur; it is often common place among adolescents. In order to protect against overreaction and unnecessary concern by the student's parents, a method should be in place for staff members to follow under the direction of the Director/Principal to ascertain as quickly as possible the sincerity of such threats. Such methods would include:

- 1) A contextual examination of the statement.
- 2) Specific statements and questions for a follow-up conversation initiated by the staff member with the student.
- 3) A means to determine the suicidal potential or risk to lethal harm to another.
- 4) Determining if there have been any prior suicide attempts.

**All threats of suicide will be taken seriously. The following steps will help ensure the student's safety:**

- ◆ Always inform the Director/Principal. They will then intervene (directly or indirectly).
- ◆ Never act solely on the basis of your own assessment.
- ◆ Use questions to understand the situation. Listen carefully.
- ◆ The 3 Basic Assessment Questions are:
  1. "Are you thinking about killing yourself?" ("Have you thought about harming yourself or someone else?" OR "Have you thought about taking your own life?")
  2. "Do you have a plan?"
  3. "Do you have the means?"
- ◆ Make yourself available to the student. Show them you care.
- ◆ Keep track of the student's whereabouts.
- ◆ Never promise secrecy.
- ◆ If the student is assessed as high risk for suicide, the Director/Principal and the parents must be informed.

**2. Suicide Attempt**

School staff who have reason to believe, either through direct knowledge or through a report from another person, that a student is in danger of attempting suicide or has actually attempted suicide must report this information immediately.

**A. The procedure for reporting an attempt is as follows:**

- 1) Contact the Director/Principal immediately (through a phone call or messenger). Do not leave the student alone. The person making the referral should remain with the student until qualified personnel arrive to provide appropriate treatment.
- 2) The Director/Principal should inform the parents and request that they meet with the school staff as soon as possible.
- 3) The Director/Principal (whichever was the first to respond) should maintain a written record of all actions taken by the school.

- 4) The Director/Principal shall monitor and provide follow-up support to the student and his/her family for at least six months. This includes updates to parents through personal visits, phone calls or e-mails.
- 5) In situations where school personnel cannot provide adequate care for the safety needs of the student, the Director/Principal will release the student to the parents with referral for professional mental and/or emotional health care.

**B. The procedure in the event of a suicide attempt:**

- 1) Do not leave the student alone unless it is absolutely necessary.
- 2) Secure the help of another staff member.
- 3) Determine the method used in the suicide attempt.
- 4) If the student is conscious, ask questions.
- 5) Determine if there have been any prior attempts.

**Overdose:**

- ◆ What kind of drugs did you take? How much? How long ago?
- ◆ Have you vomited? If so, how many times? When?
- ◆ **\*\*\*Keep the student talking\*\*\*** until qualified medical help arrives.

**Self-Mutilation:**

- ◆ Stop the bleeding and any further damage by applying pressure to the wound.
- ◆ Check for any implements usable for self-mutilation and remove them.
- ◆ If the student resists, restrain or disable the student quickly and forcefully if necessary.

Signs that may alert a parent, teacher or friend to a possible suicide attempt:

Previous suicide attempt, threats of suicide, talking about death, preparation for death (cleaning out locker, giving away possessions, etc.), depression, sudden change in behavior (acting out, violent behavior, etc.), moodiness, withdrawal, somatic complaints (sleeplessness, sleeping all the time, etc.), fatigue, increased risk taking, drafting a suicide note

Proactive steps:

Work on relationships, build self-worth, instill hope, foster communication, teach coping skills, focus on available resources

## **Signs and Signals of Stress**

We recognize that living on earth is going to be tough! Difficult situations will arise that are not out of God's knowledge. We desire to come alongside those in pain in a wise and supportive manner. Communities and individuals in communities are affected by crisis. The emotional and psychological trauma that inevitably attends a crisis can have powerful repercussions within the immediate and extended school community.

The Director/Principal is to be notified and take responsibility of passing on accurate information to the community. The Director/Principal will make a decision regarding outside resources needed.

## Signs and Signals of Stress:

### Physical

- Muscular Tension
- Rapid Heart Rate / Chest Pain
- Shortness of Breath
- Elevated Blood Pressure
- Headaches
- Nausea and/or Vomiting
- Diarrhea
- Dizziness
- Sleeplessness or Sleepiness
- Increased Vulnerability to Injury & Disease

- Antisocial Acts
- Eating More or Less
- Startle Reflex Intensified
- Obsessive Preoccupation with Media Coverage
- Hyper-Alertness
- Attention-Seeking Behavior

### Cognitive

- Poor Attention Span or Shortened Attention Span
- Poor Concentration
- Confusion
- Poor Abstract Thinking
- Nightmares
- Flashbacks
- Poor Decision Making
- Disturbed Thinking
- Excessive Preoccupation
- Memory Problems
- **Emotional**
- Grief
- Fear
- Intense Anger
- Numbness / Unusual Apathy
- Agitation
- Uncertainty
- Depression
- Shock
- Denial
- Anxiety

### Behavioral

- Changes in Activity
- Withdrawal from Friends and Family
- Inability to Rest, Relax or Sit Still

## Signs of Emotional Breakdown

### Emotional Breakdown

The Director/Principal will be consulted. The family will be contacted by the Director/Principal. The family shall assume responsibility for care of the individual as soon as possible.

#### Signs of Emotional Breakdown:

- Dramatic Change in Moods
- Hallucinations or Delusions
- Changes in Sleep Patterns
- Statements of Hopelessness
- Unusual Physical Symptoms
- Over Nervousness / Distress
- Sudden Over-Activity
- Sudden Withdrawal from Activity or Communication
- Dramatic Changes in Academic Performance
- Unusual Acting Out (Odd Behavior for Social Setting: Tantrums)

## Physical Harm/Bullying/Harassment

IAS believes that every student has the right to be treated with respect and to feel safe within the learning environment. Students who are free from bullying or harassment of any kind are able to give their education the full attention and effort needed for success. Research indicates that bullying behavior negatively impacts not only the learning environment of a school but can lead to long-term social and emotional problems for all involved. At IAS, bullying will not be tolerated and we believe that it is everyone's responsibility to be educated on the facts and report bullying behavior that happens within the school community.

Bullying includes, but is not limited to: repeated harassing, intimidating, teasing, or threatening. Cyber-bullying is bullying using e-mail, instant messages, text messages, or other internet media. In school-related cases, the school will examine the facts, interview the necessary persons, and work with all parties to provide a safe and secure environment to learn.

Engaging in such activities **may** result in permanent expulsion from IAS and/or police action. It is highly recommended that parents' model and monitor appropriate behaviors and actions in dealing with issues of bullying and harassment. Following is the International Academy of Suriname's Anti-Bullying Policy:

## **The International Academy of Suriname Anti-Bullying Policy**

### **Preamble**

In light of God's word, we are all members of one body, one family in Christ. As such we will care for, support, encourage and nurture each other in love. Respect, kindness, compassion, understanding and friendship are expected at the International Academy of Suriname. We will uphold the Biblical command to reflect God's love in our relationships. It is our intent to uphold the principle of 1 John 4:12 "No one has ever seen God, but if we love one another, God lives in us and his love is made complete in us."

### **Statement of Intent**

We are committed to providing a caring, respectful, friendly, and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

### **What is Bullying?**

Bullying is any action which hurts or threatens another person, either physically or mentally. Bullying can be the use of position to dominate, intimidate, or harass another person or group. Bullying may include any hostile or offensive word or action against another person because of their skin color, cultural or religious background, or ethnic origin. Bullying results in pain and distress to the victim.

Bullying can be:

1. Emotional: being unfriendly, excluding, tormenting (e.g. bossing, hiding books, threatening gestures, misuse of power over others)
2. Physical: pushing, kicking, hitting, punching or any use of violence, extortion, oppression, taking a child's possessions.
3. Racist: racist taunts, graffiti, gestures.
4. Sexual: unwanted physical contact or sexually abusive comments.
5. Homophobic: because of, or focusing on the issue of sexuality.
6. Verbal: name calling, sarcasm, spreading rumors, teasing, ridiculing, making threats.
7. Academic: negative comparisons of academic achievement or ability, name calling.
8. Athletic: criticisms or negative comparisons of performance.

### **Why is it important to respond to bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to recognize their behavior and learn different ways of relating.

Schools have a responsibility to respond promptly and effectively to issues of bullying. Pupils need to recognize and accept consequences related to bullying.

### **Objectives of this policy**

- All administrators, teaching and non-teaching staff, pupils, and parents should have an understanding of what bullying is.
- All administrators and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
- As a school, we take bullying seriously. Pupils and parents will be listened to and supported when bullying is confirmed.
- Bullying will not be tolerated.

### **Signs and symptoms**

A child may indicate by signs or behavior that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

1. Is frightened of walking to or from school
2. Changes his/her usual routine
3. Is unwilling to go to school (school phobic)
4. Becomes withdrawn, anxious, or lacking in confidence
5. Starts stammering
6. Attempts or threatens suicide or runs away
7. Cries himself to sleep at night or has nightmares
8. Feels ill in the morning
9. Begins to do poorly in school work
10. Comes home with clothes torn or books damaged
11. Has possessions go "missing"
12. Asks for money or starts stealing money (to pay bully)
13. Has dinner or other monies continually "lost"
14. Has unexplained cuts or bruises
15. Comes home starving (money/lunch has been stolen)
16. Becomes aggressive, disruptive, or unreasonable
17. Is bullying other children or siblings
18. Stops eating
19. Is frightened to say what's wrong
20. Gives improbable excuses for any of the above

These signs and behaviors could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **Policy Guidelines**

1. At the International Academy of Suriname, bullying will not be tolerated. It is considered a 'Class two infraction'.
2. Every member of the International Academy of Suriname community is responsible to report bullying.
3. In cases of serious bullying, the incidents will be recorded.
4. The first offense will result in a warning and timeout in elementary school and a warning and detention in middle school and high school.
5. The second offense will result in further detention[s] and a meeting with parents/guardians and the principal for elementary. For middle and high school, the second offense will result in a loss of privileges and suspension from school for 1 to 3 days.
6. The third offense on the elementary level will result in another meeting with parents to discuss subsequent consequences. On the middle school and high school level it will result in suspension from school for 3+ days (length determined by the severity of the offense).
7. Discretion is advised in the investigative process and the distribution of consequences.
8. All reports of bullying, no matter how trivial, will be investigated and dealt with.
9. The International Academy of Suriname will seek to help students who bully, change their behavior.

## **Procedures**

1. Homeroom or first period teachers will ensure that policy, guidelines and consequences are clearly presented to students. The school will post this manual on the school website.
2. Regular orientation process with new teachers and part time staff.
3. Curriculum writing within Bible classes to include character development and anti-bullying awareness.

## **Outcomes**

The staff member or mediator will guide the bully through a four- step process:

1. Acknowledgement of injustices: The bully will take ownership of the offense.
2. Making things right: Bully will be encouraged to follow appropriate procedures to restore equity to the situation. Reparations to the victim, apologies and other consequences may be considered. Wherever possible the consequence will fit the offense. In serious cases, suspension or even expulsion will be considered.
3. Exploration of feelings and reasons for the misbehavior: Teacher/administrator will guide the student to examine the motives behind his or her behavior.
4. Clarifying future intentions: Students will develop an action plan or write a contract so that offending behavior does not reoccur. Students will be encouraged to sign a commitment agreement to follow this action plan.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **Prevention- suggestions for teaching staff**

Methods to prevent bullying include the following:

1. Writing a set of school rules- classroom respect agreement
2. Signing a behavior contract
3. Writing stories or poems or drawing pictures about bullying
4. Reading stories about bullying or having them read to a class or assembly
5. Making up role-plays
6. Having discussions about bullying and why it matters
7. Demonstrating dual responsibility by respecting students
8. Being positive towards students so they don't seek attention by bullying
9. Talking with students early when you begin to see problems brewing
10. Wandering around hallways, playgrounds, and the lunch area to observe behavior

IAS prohibits reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstance of the act.

**Awareness is the key to stopping bullying. IAS will talk about the issues of bullying in the classroom and one-on-one with students. Everyone deserves to be safe and successful at school.**

## **International Academy of Suriname Sexual Harassment Policy**

The International Academy of Suriname has adopted the following definition of sexual harassment:

Sexual Harassment means any conduct, comment, gesture or contact of a sexual nature, whether on a one-time basis or in a continuous series of incidents, that might reasonably:

- be expected to cause offence or humiliation to any individual
- be perceived by the individual as placing a condition of a sexual nature on employment or on any opportunity for training or promotion, academic status or academic accreditation;
- interfere with an individual's work or academic performance or create an intimidating, hostile or offensive working or academic environment.

### **POLICY**

1. The administration and staff of the International Academy of Suriname will make every reasonable effort to create a supportive, non-coercive school environment, reflective of the Body of Christ.
2. All complaints received by staff members will be dealt with according to the Child Protection Policy & Procedure.
3. Persons involved in counselling and interviews are to guard confidentiality and discuss the incident only with the responsible administrator.

4. The Director/Principal of the International Academy of Suriname will make every reasonable effort to protect the complainant and accused from retaliation. Any retaliation against the victim or accused, from any source, or any attempt to interfere with the investigation, may be grounds for dismissal from the student body or from the staff of the International Academy of Suriname.
5. A person accused of harassment is innocent until proven otherwise and shall be afforded the protection of this assumption until convicted otherwise.
6. For harassment complaints, the Director/Principal of the International Academy of Suriname will do the initial investigations and may resolve the situation informally. A report will be filed in all such cases.
7. If the situation cannot be resolved informally, then the Director/Principal will need to implement the procedures as outlined below.

### **RIGHTS OF ALLEGED VICTIMS**

Alleged victims have a right to:

1. make requests of an alleged harasser, either in person, by letter, or through another, that offensive behaviour cease
2. ask the International Academy of Suriname Director/Principal to intervene and to discuss the matter with the alleged harasser
3. promptly report complaints to the International Academy of Suriname Director/Principal without fear of embarrassment or reprisal
4. bring another individual of his/her choosing along when complaints are registered to the International Academy of Suriname Director/Principal
5. be kept informed by the Director/Principal throughout the entire investigation process until cases are resolved
6. take their complaints to the IAS Board if they feel the Director/Principal has failed to satisfactorily resolve the issue.

### **RESPONSIBILITIES OF ALLEGED VICTIMS**

It is the responsibility of alleged victims:

1. to let harassers, know that their advances or comments are unwanted and that they want them stopped. (If they are uncomfortable speaking directly to the alleged harasser, they may write a letter, ask another to speak to the alleged harasser on their behalf, or report the incident to the Director/Principal of the International Academy of Suriname.)  
**Note:** If harassment ceases at this point, then no further action may be necessary.
2. to report the harassment to the Director/Principal of the International Academy of Suriname, who, in turn, will report to the IAS Board.
3. to co-operate throughout the investigation with the Director/Principal and with other involved authorities.

### **RIGHTS OF ALLEGED HARASSERS**

Alleged harassers have a right to be:

1. treated as innocent until proven guilty

2. informed immediately that a complaint has been filed and to have their identity kept confidential
3. presented with a written statement of allegations against them
4. accompanied by a person of his/her choosing when interviewed by the Director/Principal. (In such cases, the Director/Principal may also choose to have someone of his/her choice be present in the interview)
5. treated fairly throughout the investigation
6. kept informed by the Director/Principal of the International Academy of Suriname throughout the entire investigation process until the case is resolved
7. made aware that information will be kept in a confidential file so that there will be a record of the occurrence should other incidents be reported at a later date.

### **PROCEDURE FOR MAKING A SEXUAL HARASSMENT COMPLAINT:**

1. Complainants will make complaint to the offender first. The complainant could be a staff member or student. The issue may be resolved at this point and no further steps may be necessary.
2. Complainants should report incidents to the Director/Principal of the International Academy of Suriname if harassment continues or if the complainant feels uncomfortable speaking directly to the alleged harasser(s).
3. The Director/Principal will immediately ensure that the alleged harasser has no further opportunity to harass or be accused of harassment. This may involve physical separation. The alleged harasser shall be informed of his/her rights.
4. The Director/Principal will inform alleged victims of their rights and responsibilities. In some cases, it may be possible for the Director/Principal to resolve the grievance informally. If the grievance appears to be at all serious, at least one other staff member shall be included in the decision. Both sexes should be represented.
5. If the grievance cannot be resolved informally or if the alleged victims choose not to attempt to resolve the grievance informally, then the following procedures should be instituted.
  - a. The Director/Principal of the International Academy of Suriname will ask the alleged victim to submit a detailed statement of the offensive behaviour: mention any witness, describe the effect which the alleged harassment has had on them, and state a specific request for behaviour change in alleged harassers.
  - b. The Director/Principal of the International Academy of Suriname will inform alleged harassers, as soon as possible, that a complaint has been filed against them and will inform them of their rights and responsibilities.
  - c. In cases where the Director/Principal, or a family member related to the Director/Principal, is the alleged harasser or victim, the IAS Board shall take the role of the Director/Principal in these procedures.
  - d. The Director/Principal will immediately assemble a fact-finding committee consisting of him/herself and three neutral individuals. Both sexes should be represented on the Committee. A report will be written by the Director/Principal of the International Academy of Suriname and presented to the Committee. The purpose of the Committee is, as soon as possible, to assemble any of the details of the complaint, weigh the severity of the complaint and decide whether the substance of it warrants further action.

- e. The committee will review the report, gain necessary input and make a consensus decision.
- f. Immediately following the decision, action will be taken to remedy the infraction that has occurred. These remedies range from informal/formal apology to a recommendation to the IAS School Board for expulsion or termination of service. Discipline would be based upon the determined seriousness of the infraction. This would depend on the frequency and nature of harassment, the effect on the victim, the age and vulnerability of the victim and other factors.
- g. Both parties and their families will be informed of the administrative decision in writing.
- h. If it is determined that there is apparently no substance to the complaint, the only records to be maintained are those needed to determine whether there is a pattern of complaints by or against one person. Every effort will be made by the Director/Principal of the International Academy of Suriname to restore respect for the accused.
- i. If it is determined that the complaint was made out of malice and with no substance, discipline may be affected against the complainant.
- j. The Director/Principal of the International Academy of Suriname is ultimately responsible to ensure that
  1. all complaints are fully and promptly investigated
  2. appropriate remediation procedures are instituted when necessary
  3. impartial procedures are followed
  4. those who are falsely accused are protected
  5. all matters related to the harassment cases are kept strictly confidential

## Appendix E

### Acceptable Use of Computers

#### ACCEPTABLE USE POLICY FOR THE USE OF COMPUTERS, THE SCHOOL NETWORK, AND THE INTERNET

##### **Our Mission for Technology and Learning**

Our mission is to improve student achievement by encouraging wise, discerning use of technology. It is our desire that our students become lifelong learners who are spiritually strong, technologically literate, globally aware, and able to pursue further education or employment with a reasonable knowledge base and experience in the use of technology.

### Introduction

These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. If an IAS user violates any of these provisions, his or her computer use may be suspended and future access may be denied.

Internet access is available to students and teachers at IAS. We are very fortunate to have this access at IAS and believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in our school by facilitating resource sharing, innovation, and communication. Teachers and parents are justifiably concerned about the appropriateness of some of the material available to students on-line, and how Internet connections are actually being put to use in schools. On a global Network, it is impossible to control all materials and an industrious user may discover controversial information. The staff of IAS believes the valuable information and interaction available on this worldwide network outweighs the possibility that users may procure material that is not consistent with our Biblical values and educational goals.

### Policy for use of computers

IAS computers are intended for the educational use of all students. The following policy has been set to maximize this objective. The use of computers and access to the Internet at IAS is a privilege, not a right, and inappropriate use may result in suspension or cancellation of these privileges. Underlying our policy are the following basic premises:

- priority use for computer time is for instructional purposes
  - the school will not permit illegal activities
1. No software of any kind will be installed on the computers at IAS other than software designated by the System Administrator. This includes any software that

falls within the category of shareware, freeware, public domain, or commercial software.

2. All printing must have the prior approval of the supervising teacher and must be for school related work. There is to be no personal printing.
3. Students are not to be in the computer lab without an adult supervisor. Students working on school work have priority over casual users. Students are not to tamper with computer hardware or software configuration. [e.g. unplugging mouse, keyboards, network cables, resetting desktops, backgrounds, screensavers, etc.] Computer desks must remain free of clutter; do not leave books, papers, pens, or other materials when you leave. Failure to comply with computer lab rules and regulations will result in loss of computer privileges.

**Absolutely no candy, gum, food or drink of any type is to be brought into the computer lab.**

### **Other Areas for Concern**

#### **1. Security**

Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you **must** notify the System Administrator. Do not demonstrate the problem to other users. Attempts to log on to the network as the System Administrator will result in suspension of user privileges. Vandalism will result in cancellation of privileges.

#### **2. Legal Concerns**

The purpose of the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of Internet must be in support of education and research and consistent with the educational objectives of IAS.

#### **3. Ethics**

You may not use the Internet to view sites, that are racist, inflammatory, sexist, degrade or make fun of other people, or contain obscenities. Students' will view only appropriate sites and information to improve student achievement. You must not use copyrighted material in reports without permission and you must properly cite the resource. You must not attempt to use the school network or the Internet using another person's name.

**Under no circumstances are you to release personal information (name, address, phone number, age or school) to anyone on the Internet. The use of personal e-mail or online chat is not permitted at any time.**

### **Consequences for Inappropriate Internet Use**

All users should be aware that the inappropriate use of electronic information resources may be a violation of IAS regulations, as well as Suriname laws.

The use of the IAS Network and the Internet is a privilege, not a right, and inappropriate use may result in a suspension or cancellation of these privileges.

#### **Specific consequences for improper use of the IAS Network:**

- On first occasion, students will lose their computer privileges for a period of two weeks.
- On second occasion, students will lose their computer privileges for the remainder of the school term.

Comments or suggestions regarding the IAS “**Acceptable Use Policy for the Use of Computers, the School Network, and the Internet**” should be directed to the school administration [ 499806 ] or [business@iasuriname.org or [academicdean@iasuriname.org].

If you have not already done so, please sign and return the attached consent form to your child’s teacher.

**ACCEPTABLE USE POLICY FOR THE USE OF COMPUTERS,  
THE SCHOOL NETWORK, AND THE INTERNET**

**Parent Permission Form**

As a parent or guardian of a student at IAS, I have read the Acceptable Use Policy governing the use of computer technology at the school. I understand this agreement will be kept on file at the school.

- My child may use computer technology while at school under the conditions of this Acceptable Use Policy
- My child may use the Internet while at school under the conditions of this Acceptable Use Policy
- Failure to comply with the conditions of this Acceptable Use Policy will result in my child losing computer and Internet privileges

Parent Name (print): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Dated: \_\_\_\_\_

**Student Agreement**

As a student at IAS, I have read the Acceptable Use Policy. I agree to comply with the terms and conditions of this Acceptable Use Policy and to use computer technology in a responsible manner for educational purposes only.

Student Name (print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Dated: \_\_\_\_\_

## **Appendix F**

### **English Only Policy**

It is the goal of IAS to provide an educational environment based on the proper use of the English language. We wish to see every child increase in use and proficiency of English and so wish to provide the optimal amount of time for practice. It is also our goal to avoid situations that would isolate individuals based on languages that they have or have not acquired. Therefore, all students are to only speak English while on school grounds or at school functions (including field trips, fundraisers, missions and sports activities) unless given permission by IAS teachers or staff.

## Appendix G

### Student Advocacy Program (SAP)

Each student is assigned a faculty or staff advocate who supports the student in all areas of student life. Each advocate meets regularly with assigned students to discuss issues of concern and interest.

#### IAS Plan:

- Each teacher will be assigned random students that are not in any of the teacher's classes.
- A teacher will meet with each student in his/her assigned advocacy group individually at least once per semester.
- Lunch with your Advocate: Advocacy meetings will take place during the student and teacher's assigned lunch period. These meetings will be one-on-one sessions. The teacher will extend a written invitation to each student, inviting the student to bring his/her lunch to a designated location on a specified date. During each session, the teacher will ask pertinent questions about the student. Students should also be allowed to express concerns to their adult advocate and be assured that there will be no repercussions. The adult advocate should maintain a file on each student which contains verification of the session, as well as a record of student concerns/needs.
- Any concerns/needs noted during advocacy sessions should be brought to the attention of the Director/Principal. Any concerns that are shared in confidence shall remain confidential unless abuse or endangerment to the student or another person is involved. We can never knowingly allow abuse to continue.
- If the case involves the Director/Principal the Chairman of the IAS Board must be informed.