

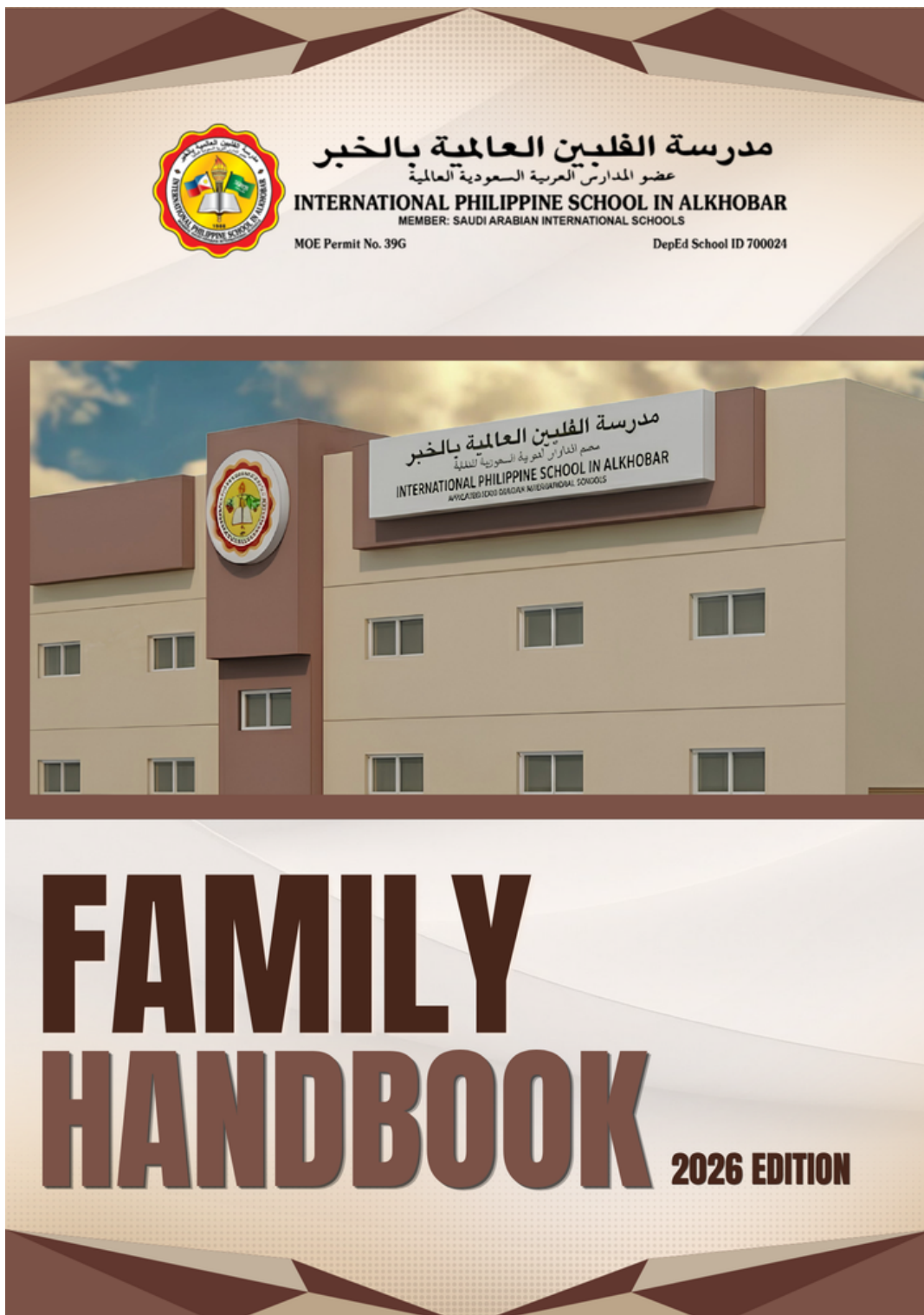


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CHAPTER I: GENERAL INFORMATION

A. SCHOOL HISTORY

The School was founded in September 1988 by a group of Filipino parents. The founders named it as the Philippine Embassy School in Al Khobar (PESA). PESA formally started its academic operation in June 1989 with a Temporary Permit No. 001 s. 1989 issued by the Philippine Department of Education, Culture and Sports (DECS) signed by Secretary Lourdes Quisumbing.

On July 25, 1989, the Chief of the Philippine Mission in Riyadh, Dr. Mauyag Moh'd. Tamano sent a letter to the Saudi Government Officials assigned in the Eastern Province to inform them of the intent to put up a Philippine Embassy School in Al Khobar under the auspices of the Philippine Embassy in Riyadh. The School would follow the standard Philippine Education Curriculum. PESA was formally recognized by the Philippine Government after granting its Temporary Permit under DECS Recognition No. 01 s. 1995, "stipulating that the school shall operate in accordance with the laws of the Republic of the Philippines, maintain the prescribed standards of instruction and comply with the rules and regulations pertaining to the organization, administration, and supervision of private educational institutions in the Philippines". The Ministry of Education (MOE) of the Kingdom of Saudi Arabia formally recognized PESA as a Filipino Community School by granting its License No. 2/1937 dated 1415/12/29 (May 8, 1995).

On July 15, 1995 (17/2/1416-H) the Ministry of Foreign Affairs of the Kingdom of Saudi Arabia in response to its request No. RME-349/95 dated 18 February 1995, informed the Embassy of the Republic of the Philippines (Riyadh) that the requested license to operate a Philippine School in Al Khobar has been granted and approved to operate under the provisions and directives that governed the International Schools in the Kingdom, in accordance with the rules and conditions agreed by the Filipino community.

In compliance with the permit issued by the Ministry of Education (MOE), where foreign schools should be named as International Schools in addition to the country of nationals served by the school, PESA was renamed in SY 1995-1996 to "International Philippine School in Al Khobar (originally acronym "IPS Al Khobar") and currently known to the Filipino Community in the Kingdom as "IPSA" (Member: Saudi Arabian International Schools).

In April 2012, IPSA renewed its Government Recognition No. SP – 002, Series 2012, signed by Bro. Armin A. Luistro – FSC, Secretary of the Department of Education, Philippines.

On May 3, 2016, the Department of Education issued SHS Provisional Permit No.6, s. 2016, signed by Bro. Armin A. Luistro FSC, Secretary of the Department of Education, Philippines.

On February 13, 2019, the Department of Education issued Government Permit No. 001, s. 2019, signed by Leonor Magtolis Briones, Secretary of the Department of Education, Philippines.

On October 17, 2019, a team from the Department of Education and Commission on Filipinos Overseas conducted an on-site inspection as a requirement for the issuance of Government Recognition. The Government Recognition No. 003, S. 2020 was granted on November 27, 2020, signed by Leonor Magtolis Briones, Secretary of the Department of Education, Philippines.

B. SCHOOL SEAL

The seal of IPSA carries with it:



Logo changed from 1989 to 1988

The Philippine Flag stands for the Filipino community: administration, faculty, staff, parents and students of which the School belongs. **The Flag of the Kingdom of Saudi Arabia** stands for the host Country where the School is established to show respect to its geographical location. **The Open Book** symbolizes knowledge craved by all men which contains food and fire for the mind as well as the body. It gives all the facts and events that happened since its founding in 1988 as the "First Filipino Community School" in the Eastern Province of the Kingdom of Saudi Arabia. **The Torch** symbolizes enlightenment to its students through quality education. **The Scalloped Border** represents the different regions of our country. **The Red and Yellow Backdrops: Red** suggests love for truth, knowledge and people. **Yellow** symbolizes optimism and the promise of a bright future for the children.

The Arabic Transcription is the Arabic translation of the International Philippine School in Al Khobar and Member: Saudi Arabian International Schools.

C. PHILOSOPHY

IPSA is committed to the philosophy of molding students' personality and character to become responsible citizens of the country.

D. VISION

International Philippine School in Al Khobar (IPSA) is a leading Filipino community school: pro-God, dynamic and responsive to the needs of the learners and the community.

E. MISSION

International Philippine School in Al Khobar (IPSA) is committed to provide value-focused, research-based, service-driven and innovative education.

F. GOALS

To nurture and empower learners to become value-driven, academically excellent, and community-oriented individuals by providing a holistic, innovative, and service-focused education that strengthens Filipino identity, cultivates character and competence, and prepares students to contribute meaningfully to society as responsible, pro-God, and collaborative leaders.

G. OBJECTIVES

IPSA specifically aims the following:

1. Develop the students' abilities, skills, interests, attitudes, and values through meaningful learning experiences and holistic education.
2. Contribute to shaping the Filipino identity and character of students and equip them for integration/re-integration in the Philippine educational system.
3. Prepare the students to take their place in society as productive citizens, service-driven leaders, and life-long learners.

H. CORE VALUES

Integrity

Integrity as a core value of IPSA represents the fundamental commitment to upholding honesty, ethical behavior, and strong moral principles within and outside the school community.

Perseverance

Perseverance as a core value of IPSA reflects the school's commitment to instilling in its students the resilience and determination to overcome challenges and achieve their goals.

Synergy

Synergy as a core value of IPSA represents the belief that the combined efforts and collaboration of students, educators, parents, and the community create a powerful and positive impact on the educational experience.

Adaptability

Adaptability as a core value of IPSA signifies the school's commitment to preparing students to thrive in a rapidly changing world. It emphasizes the importance of flexibility, resilience, and the ability to embrace new ideas and challenges.

I. DISTINCTIVES

IPSA is notable for:

Committed leaders and volunteers

Roster of successful students and alumni

Empowered teachers and staff

Academic excellence

Teamwork

Equipped learning environment

J. GRADUATE ATTRIBUTES

IPSAns are distinctive and exceptional individuals who exemplify:

Character: IPSAns adhere to the values of integrity, excellence, and service.

Competence: IPSAns are skillful and equipped for college and beyond.

Cooperation: IPSAns recognize the good in others and work for the common good.

CHAPTER II: ORGANIZATIONAL STRUCTURE

A. SCHOOL GOVERNING BOARD

The School Governing Board (SGB) primarily serves as the policy-making body of the School. The SGB determines the general policies of the school, provides direction through long-term strategic planning, ensures that the school complies with statutory laws and requirements, and fosters harmonious and coordinated efforts towards the attainment of school goals. It is composed of seven (7) members elected by their fellow IPSA parents and appointed/approved by the Saudi Ministry of Education.

The representative from the Saudi Ministry of Education has a supervisory function over the SGB while the Philippine Ambassador to Saudi Arabia has an advisory function to the SGB.

(References: Article 08, Sections 1-4 of the MOE Rules of the Board of Directors of Foreign Community Schools of 2006 (1427H). Article V, Section 32 of the Manual of Policies, Standards, and Procedures for Philippine Schools Overseas, Third Edition)

B. SCHOOL PRINCIPAL

The School Principal (SP) is the Chief Executive Officer of the School and the Educational Manager responsible for the efficient and effective management of the School and for achieving its goals and objectives. In relation to this, the SP implements plans, policies, and procedures and oversees the day-to-day operations of the school. The SP reports to the SGB and serves as rapporteur during SGB meetings.

C. VICE PRINCIPAL FOR ADMINISTRATION (VPA)

The Vice Principal for Administration (VPA) reports directly to the School Principal and supports the implementation of school plans, policies, and procedures as outlined in the IPSA Family Handbook. The VPA provides administrative leadership and assumes supervisory responsibilities on behalf of, or in the absence of, the School Principal.

D. OFFICE HEADS

The Office Heads who comprise the School Management Team report to the School Principal. Below are their main functions:

1. **Academic Supervisor** is primarily responsible for the planning, control, organization, supervision, and evaluation of the teaching-learning process in a particular program area.
2. **Assistant Academic Supervisor** assists the Academic Supervisor in planning, coordinating, supervising and/or the work and activities of teachers.
3. **School Registrar for Kindergarten and Elementary** is primarily responsible for student admission and registration, safekeeping and administration of student records of the Kindergarten and Elementary students and submission of reportorial requirements to CFO-DepEd.
4. **School Registrar for High School** is primarily responsible for student admission and registration, safekeeping and administration of student records of the high school students and submission of reportorial requirements to CFO-DepEd.
5. **Student and Community Affairs Head** is primarily responsible in planning, directing, controlling, and evaluating the student development programs of the School particularly in learning resource provision, talent, and skill development, character building, behavior management and career path. He is also responsible for dealing with the community, parents, alumni, and other stakeholders.
6. **Student Activity Coordinator** is responsible for the organization, coordination, evaluation, and implementation of co-curricular and extra-curricular activities of the School.
7. **Finance Officer** is primarily responsible for administering the financial affairs of the School and for the accurate and timely statements; takes custody of all monies, securities, checks, financial records and documents; and ensures that internal controls are in place, policies and procedures are adhered to, for the safeguarding of School assets and operational efficiency.

8. **Senior Accountant** is primarily responsible in preparing financial reports, performing research and analysis, maintaining the general ledger, performing account reconciliations, assisting with audit preparations, and carrying out other accounting duties as may be required.
9. **Human Resource Officer** is primarily responsible for administering/ coordinating personnel recruitment, induction, training, development, and appraisal.
10. **Personnel In-Charge** is responsible for safekeeping personnel records, reviews monthly payroll, and ensures compliance to labor laws and Personnel Handbook.

E. ACADEMIC STAFF

1. **Guidance Counselor** provides guidance and counseling to students to promote better understanding of one's self, of other people and of social norms in general.
2. **School Librarian** is responsible for the management of the School Library and Learning Resource Centers. He or she ensures that instructional materials are available and accessible to students and teachers in order to complement teaching-learning.
3. **NOOR Coordinator** is responsible for encoding the data of students, teachers and employees in the MOE Noor System. Monitors daily attendance of students and fill-out forms for Noor System coming from MOE.
4. **Class Adviser** provides counsel, guidance, and leadership to members of a particular class. He or she implements academic and discipline policies; and renders regular reports on performance of students to their parents.
5. **Subject Teacher** designs and implements lessons based on the prescribed curriculum and students' needs and interests; evaluates learning outcomes.
6. **School Nurse** is responsible for administering first aid measures to students, teachers and admin staff in cases of illness, accident or in emergency cases. He or she monitors daily sanitation and hygiene of the School and its facilities.
7. **Club Moderator** is responsible in the formulation, implementation, and evaluation of the program of action of a particular club.

F. ADMINISTRATIVE STAFF

1. **Property and Procurement In-Charge** is responsible for record maintenance and inventory of school-purchased properties and donated assets as well as procurement of school supplies, school textbooks, uniforms, yearbook, saleable and non- saleable items, and handling and issuance of office supplies, janitorial supplies, and other non-saleable items.
2. **Cashier** is responsible for the appropriate collection of all school fees and issuance of official receipts for all the funds collected.
3. **Bookstore in-Charge** is responsible for the proper issuance and inventory of school supplies, uniforms, school textbooks and other saleable items in the Store.
4. **Accounting Assistant** is responsible for preparing inventory reconciliation reports, financial reconciliations and other analyses as required by the School Management.
5. **Payroll in-Charge** is responsible for preparing data needed for salary payment/monthly payroll of employees. Assist the Personnel In-Charge in updating employee files and the HR system.
6. **School Secretary** performs administrative work and any other duties and responsibilities as may be assigned by the School Principal.
7. **Government Relations Officer** serves as the school authorized representative to facilitate, with appropriate Saudi Government Agencies, the processing of official documents to satisfy the requirements of the host government pertaining to the operation of the school.
8. **IT Support** is responsible for providing technical support to students, teachers and staff and providing a strong technology infrastructure (network, hardware and software) for others to connect, interact and perform their daily functions.
9. **Maintenance Personnel** is responsible for the upkeep and maintenance of school facilities and equipment.

CHAPTER III: CURRICULUM

A. ACADEMIC HIERARCHY, OBJECTIVE & DESCRIPTION

The academic hierarchy corresponds to the following levels:

1. Kindergarten Education. The program of the Kindergarten Education includes Kindergarten 1 for 3 years old, Kindergarten 2 for 4 years old and Kindergarten 3 for 5 years old children. As defined in the Enhanced Basic Education Act of 2013, Kindergarten 3 is the stage for compulsory and mandatory formal education and a prerequisite for Grade 1. (Ref. DepEd Order No. 021 s. 2019)

The objectives of the Kindergarten Education are:

The Kindergarten curriculum aims to produce active young Filipino learners who are holistically developed and equipped with 21st century skills. Hence, the Curriculum is designed to:

- foster development of learners' identity, social and emotional development, cognitive ability, physical health, and positive attitudes;
- Develop learners' 21st century skills.
- Provide learners with experiences that are actively engaging in meaning-making through hands-on activities.
- Provide learners with varied opportunities to enjoy activities that are developmentally appropriate.
- Stimulate learners' intellectual ability, creativity, communication skills, and critical thinking.
- Enhance learners' spirit of teamwork through collaborative activities.
- Foster learning experiences and content that are nationalistic and culturally responsive, compatible, and relevant to the learner.

Kindergarten Education espouses a learner-centered curriculum that aims to develop holistic learners equipped with foundational skills imbued with physical, social, emotional, cognitive, and values development. This is attained through play-based learning which is anchored on the developmentally - appropriate practices and theories with consideration of learners' expanding environment toward life-long learning. (Ref. Kindergarten MATATAG Curriculum p.2)

The Early Childhood or Kindergarten Education Program provides the early childhood stimulation needed by children during their formative years. Its learning

Its learning areas include activities that develop in each child communication skills in English and Filipino, numeracy skills, socio-emotional skills, motor and creative skills.

2. Elementary Education. The programs of Elementary Education provide the early childhood stimulation needed by the children during their formative years. The program includes Grade 1 – 6 Levels. The objectives of the Elementary education are:

- a. to provide the basic knowledge and to develop the foundation skills, attitudes, and values, including moral and spiritual dimensions essential to personal development;
- b. to provide learning experiences which increase the learner's awareness of, and responsive to the changes and demands of society and prepare him/her for constructive and effective involvement;
- c. to promote and intensify the learner's knowledge of, identification with, and love for the nation and the people to which he/she belongs; and
- d. to promote experiences which develop the learner's orientation to the world of work and creativity and prepare himself/herself to engage in honest and gainful work.

Pursuant to Department of Education Order No. 31 s. 2012, there are eight (8) learning areas comprising the core curriculum of the basic elementary education from grades 1 to 6 each of which is described in the following matrix:

a. Integrated Language Arts

Develop learners' oral and visual language in interacting with others, developing and expressing ideas; engage with and respond to various texts based on real life experiences; use high frequency and content-specific words; and understand how languages and culture are related. Understand how words are used in simple sentences to get and express meaning; and comprehend, respond to, and create narrative and informational texts based on real-life experiences.

b. Science

Science education aims to develop scientifically, environmentally, and technology literate learners who are productive members of society and who are critical problem solvers, responsible stewards of nature, innovative and creative citizens, informed decision makers, and collaborative and effective communicators. A central feature of the Science curriculum is the balanced integration of three interrelated content strands: Performing scientific inquiry skills, Understanding and applying scientific knowledge, and Developing and demonstrating scientific attitudes and values.

c. Mathematics

Mathematics develops the learners the proficiency in solving mathematical problems critically, grounded on a strong conceptual knowledge, strategic use of mathematical skills and processes, desirable values and a proper disposition in mathematics, thus enabling them to become productive and successful 21st century citizens. Equip the learners with the necessary tools to navigate and succeed in a rapidly evolving, technology-driven world.

d. Araling Panlipunan (AP)

Araling Panlipunan develops the learners' socio-civic competencies i.e. cultural tolerance, respect for diversity, upholding human dignity and rights among others which are significant in developing patriotic, nationalistic, and global-oriented Filipinos who are capable and committed in serving the nation. It seeks learners critical understanding on historical, geographical, socio-political, and economic issues of the Philippines, taking into account the international and global contexts, allowing them to become productive citizens of the country and of the world.

e. Edukasyong Pantahanan at Pangkabuhayan (EPP)

EPP is a learning area that provides learners with basic home skills that will enable them to be productive in life. The learners in Grades 4 to 6 will explore the fundamental home skills of the four components of EPP (Information and Communications Technology [ICT], Agriculture and Fishery Arts [AFA], Family and Consumer Science [FCS], and Industrial Arts [IA]). Its curriculum goal is to equip learners with life-long learning skills that enable them to be productive individuals, ready for the world of work, and contribute to achieving national goals.

f. Music, Art, Physical Education and Health (MAPEH)

MAPEH develops the learners' multicultural literacy, artistic and creative expression, and holistic national identity as Filipinos through engaging in, creating, and producing different art forms and creative and innovative expressions. Physical Education and Health curriculum is geared towards the development and attainment of physical and health literacy as well as 21st century skills that contribute to the well-being of the individual, family, and community, improve the quality of life in society, and motivate the learners to take responsibility for their lifelong holistic health and well-being in a varied and rapidly changing society.

g. Edukasyon sa Pagpapakatao (EsP)

The Good Manners and Right Conduct subject aims to produce Filipino youth who decide with responsibility and accountability, act with right conduct and the inclination to do good, and live their daily lives with love for God, people, environment, country, and the world, habitually mindful of the common good.

h. MAKABANSA

Ang Makabansa ay isang transdisiplinaryong kurikulum na naglalayong makahubog ng isang aktibong mag-aaral sa pamamagitan ng paglinang ng mahahalagang kasanayang hango sa Malalim na Kaisipan (Big Ideas) ng Sibika, Sining at Kultura, Kasaysayan, at Kagalingang Pangkalusugan na nagpapamalas ng pagkakakilanlan, pagkamalikhain, pagkamalusog at pakikipag-ugnayan sa kapwa at sa iba pang aspekto ng lipunan tungo sa pagiging holistikong Pilipinong taglay ang ika-21 siglong kasanayan.

i. Arabic Language, Saudi History, and Islamic Culture

Arabic Language and Saudi History form part of the curriculum as mandated by the Saudi Ministry of Education.

3. **High School Education.** The program of High School Education is concerned primarily with continuing basic education and expanding it to include the learning of employable gainful skills. The program includes Junior High School (Grades 7 – 10) and Senior High School (Grades 11 – 12) levels.

The objectives of the High School education are:

- a. to continue to promote the objectives of elementary education;
- b. to discover and enhance the different aptitudes and interests of the Student so as to equip him/her with skills for productive endeavor and/or prepare him/her for tertiary schooling.
- c. to prepare the students for their entry to higher education; and
- d. to equip them with relevant and globally competitive skills which will foster employability and entrepreneurship or technopreneurship.

Pursuant to Department of Education Order No. 31 s. 2012, there are eight (8) learning areas comprising the core curriculum of the secondary education from Grades 7 to 10 each of which is described in the following matrix:

a. Integrated Language Arts

Ang Filipino ay naglalayong malinang ang(1) kakayahang komunikatibo at (2) kahusayan sa pag-unawa at pagpapahalagang pangpanitikan ng mga mag-aaral. Lilinangin ang makrong kasanayan (pakikinig, pagsasalita, pagbasa, pagsulat at panonood) sa tulong ng iba't ibang dulong at pamamaraan tulad ng Komunikatibong Pagtuturong Wika (KPW), Pagtuturong Batay sa Nilalaman (PBL) ng iba't ibang akdang pangpanitikan at Pagsasanib ng Gramatika sa Tulong ng iba't ibang Teksto (PGRT), at isinasaalang-alang din ang pagsasanib ng mga papahalagang pangkatauhan sa pag-aaral at pagsusuri ng iba't ibang pangpanitikan.

b. Science

This course deals with the basic concepts in Biology, Chemistry, Physics and Earth/Space Science. Every quarter presents the different science disciplines across grade levels in increasing complexity. The course is focused on the development of awareness and understanding of practical everyday problems that affect the learners' lives and those around them.

c. Mathematics

It includes key concepts and principles of number sense, measurement, algebra, geometry, probability and statistics as applied, using appropriate technology, in critical thinking, problem solving, reasoning, communicating, making connections, representations and decisions in real life.

d. Araling Panlipunan (AP)

Ang asignaturang ito ay naglalayong tumalakay sa kasaysayan ng Pilipinas gamit ang sipi ng mga piling primaryang sanggunian mula sa iba't ibang panahon at uri; at magpamalas ng malalim na pang-unawa sa mga pangunahing kaisipan at mga napapanahong isyu sa pag-aaral ng kasaysayan, pamahalaan, kultura at lipunan ng mga rehiyong Asyano; kasaysayang pandaigdig at napapanahong isyu; at ang kaisipan at napapanahong isyu sa ekonomiks at pambansang pag-unlad.

e. Technology and Livelihood Education (TLE)

Technology and Livelihood Education (TLE) provides an enriched general education that will prepare our graduates for higher education, world of work and lifelong learning. The integration of Entrepreneurship concepts such as Personal Entrepreneurial Competencies (PECS), Environmental and Market (E & M), and Process and Delivery prepares the students for gainful employment and to set up their own business in the areas of Agri-Fishery Arts, Industrial Arts, Home Economics, and Information and Communication Technology.

f. Music, Art, Physical Education and Health (MAPEH)

Music and Arts deal with the study of man's aesthetic expression through sounds (music) and visuals (art) mirroring the sentiments and ideas of society and culture, and contributing to the development of

Physical Education promotes the development of an active and healthy lifestyle. Physical Education focuses on five (5) strands namely: body management, movement skills, games and sports, rhythm and dance and physical fitness. Each strand is sequentially developed across grade levels including activities that are varied and age-appropriate to address the needs and interest of learners.

The Health program deals with physical, mental, emotional, social, moral and spiritual dimensions of health that enable learners to acquire essential knowledge, attitudes and skills necessary to promote good nutrition, prevent and control diseases, substance abuse, and reduce health-related risk behaviors and injuries with the view to maintaining and improving personal, family, community, national and global health.

g. Edukasyon sa Pagpapakatao (EsP)

Ang Edukasyon sa Pagpapakatao ay naglalayong malinang at mapaunlad ang kakayahan ng mga mag-aaral sa moral na pagpapasya at paggawa ng mga pasyang batay sa idinidikta ng tamang konsensya.

Apat na tema ng nililintang sa paraang expanding spiral mula Nursery /Kindergarten hanggang Grade 10: (a) Pananagutang Pansarili at Pagiging Kasapi sa Pamilya, (b) Pakikipagkapwa at Katatagan ng Pamilya, (c) Paggawa Tungo sa Pambansang Pag-unlad at Pakikibahagi sa Pandaigdigang Pagkakaisa, at (d) Pagkamaka-Diyos at Preperensya sa Kabutihan.

Ang nilalaman at istrakturang Edukasyon sa Pagpapakatao at nakaangkla sa dalawang disiplina: Ethics at Career Guidance. Ang Etika ay ang siyensyang moralidad ng kilos ng tao. Ang Career Guidance ay ang paggabay sa mag-aaral namagpasyang kursong akademiko o teknikal-bokasyonal na tugma sa kanyang mga talento, kakayahan at aptitude at mga trabahong kailangan sa ekonomiya.

h. Computer Education

Computer Education aims to bring quality computer education to students so that they can gain an academic edge by developing proficiency in using computers as tools for learning, productivity, creativity, and entertainment. It helps students build a solid foundation of fundamental learning and computer skills and understand the technology as a tool for School's organization, communication research and problem solving.

i. Arabic Language, Saudi History, and Islamic Culture

Arabic Language and Saudi History form part of the curriculum as mandated by the Saudi Ministry of Education

Junior High School Education	DepEd Order No. 010, s. 2024 mandates the phased implementation of the MATATAG Curriculum, starting with Grade 7 in SY 2024-2025, to decongest content and focus on foundational skills. The curriculum emphasizes foundational literacy, numeracy, and strengthening of values, with full implementation for all JHS grades (7-10) by SY 2027-2028.
Junior High School and Senior High School Education	Any issuance from the department of Education (DepEd) pertaining to new curriculum standards, class schedules, grading systems, awards and recognition guidelines, or any related academic or operational policy that the school is mandated to implement shall be accessed from the official DepEd website.

B. ACADEMIC STANDARDS, POLICIES, & PROCEDURES

1. Admission

For admission, a student seeking for enrolment shall fill-out an Online Admission Form, submit the following documents to email to gc@ipsa.edu.sa and shall pass the admission test/assessment:

a. Filipino New Enrollees/Transferees

1. scanned copy of latest Report Card/ SF9 (Issued by a Government Recognized School);
2. scanned copy of Certificate of Good Moral Character;
3. scanned copy of Passport (student, father & mother);
4. digital Iqama from Absher Account of the head of the Family and scanned copy of physical Iqama (student, father & mother);
5. scanned copy of PSA Birth Certificate;
6. copy of Vaccination Certificate/ Record (From KG 1- Grade 1) and
7. digital ID picture 2x2; Original documents shall be presented to the School Registrar for verification

b. Non-Filipino New Enrollees(KG 1- KG 3)

1. scanned copy of latest Report Card/ SF9 (Issued by a Government Recognized School) approved by Saudi Embassy/ Apostille;
2. scanned copy of Certificate of Good Moral Character
3. scanned copy of Passport (student, father & mother);
4. digital Iqama from Absher Account of the head of the Family and scanned copy of physical Iqama (student, father & mother);
5. scanned copy of House Rental Contract;
6. Scanned copy of Birth Certificate (with English Translation);
7. Copy of Vaccination Certificate/ Record (From KG1- KG 3) and
8. Digital ID picture 2x2 Original documents shall be presented to the School Registrar for verification upon request.

Notes:

1. *Arab children of Filipina mother shall be enrolled only after securing an approval from the Saudi Ministry of Education (MOE).*
2. *The assessment result is indicated as passed/failed only.*

c. Continuing Students

1. Duly accomplished Registration Form
2. Submit the following requirements through email to registrar@ipsa.edu.sa:
 - a. Scanned copy of Passport (student, father & mother);
 - b. Digital Iqama from Absher Account of the head of the Family and scanned copy of physical Iqama (student, father & mother)

Note: The School reserves the right to assign Students (continuing & new) to a particular class section upon enrolment.

d. Age Requirements for Kindergarten and Grade I (KG age requirements depends on the opening of classes)

On or before the last day of the first quarter period of the School year, if the child is at the following School level:

1	Kindergarten 1 (KG1)	At least 3 years old, 2 months after the opening of the current school year.
2	Kindergarten 2 Level (KG2)	At least 4 years old, 2 months after the opening of the current school year.
3	Kindergarten 3 Level (KG3)	At least 5 years old, 2 months after the opening of the current school year.
4	Grade One	At least 6-years old, 2 months after the opening of the current school year and completed one year of Kindergarten.

e. Withdrawal of Enrollment and Tuition

In case of withdrawal it is understood that admission fee, miscellaneous fees and book reservation fees are non-refundable.

A student who transfers or otherwise withdraws, in writing, and who has already paid enrollment fees, the refund of tuition fee is computed as follows:

A. For those who paid one (1) month tuition fee only, refund can be availed only if the student withdraws before the start of classes and will be charged a cancellation fee of SR 100 plus 15% VAT.

B. For those who paid two (2) months and full tuition fees:

1. **Before the start of classes:** Refund of tuition fee with cancellation fee of SR 100 plus 15% VAT.
2. **Within two (2) weeks after the beginning of classes:** Ten percent (10%) will be charged for the amount due
3. **Within the third week of classes:** Thirty percent (30%) will be charged for the amount due

4. **Within one month:** Fifty percent (50%) will be charged for the amount due.

Reference: IACPSO Manual of Policies, Standards and Regulations for Philippine Schools Overseas (Third Edition) Article VIII, Section 46.

f. Policy Guidelines and Procedures on Absences Incurred by A Student

Class attendance is considered very important in IPSA. Students are expected to attend all scheduled class days in which they are enrolled. Attendance is monitored on a daily basis and recorded in the SF-2 and NOOR System by the Class Adviser.

1. Absences

For an absence of less than five (5) days, an excuse letter or email from the parent/guardian with pertinent proof must be submitted to the Class Adviser for information and reference by all concerned subject teachers. The Class Advisers shall be responsible for excuse letter filing and safe keeping.

Absences of five (5) or more consecutive days to be considered excused, parents must submit an excuse letter or send an email with attached pertinent documents (medical certificate, travel documents, etc.) to the Academic Supervisor for approval. The AS shall issue the approved request.

2. Reasons considered to be excused as follows:

- a. Sickness
- b. Emergency Leave with justifiable reasons
- c. Scheduled Vacation – maximum of 30 calendar days
- d. College Entrance Exams in the Philippines – maximum of 10 calendar days.
- e. Other analogous cases as determined by the School Principal.

3. Absences will be recorded in the SF-2 based on the actual number of days of absence whether excused or unexcused.

When the absence is unexcused, the absent student shall be given the lowest

possible grade in all his/her graded work during his/her absence from class. If the absence is excused, the student will be given make-up tests/quizzes.

4. Procedures for Planned Absence of five (5) or more days which may be due to scheduled vacation, college entrance test, etc:

- a. Submit an excuse letter or email a request for leave of absence to the AS for approval.
- b. AS shall inform the Class Advisers or forward the email to Subject Teachers of the student's absence.
- c. Study lessons missed using the subject scope and sequence (given at the start of each quarter) as a guide.

Report to the AS on the first day of arrival from an absence for make-up test schedule. Failure to do this means receiving a failing grade for missed graded works.

Note: Special Tests and Quizzes are administered within ten (10) school days upon the first day of arrival from an absence.

C. GRADING SYSTEM

1. REVISED GUIDELINES ON CLASSROOM ASSESSMENT, GRADING SYSTEM, AND AWARDS FOR THE K TO 12 BASIC EDUCATION PROGRAM (DepEd Order No. 015, s. 2026 - 04 June 2026)

The implementation of the Revised Kindergarten to Grade 10 (K to 10) Curriculum and the Strengthened Senior High School (SHS) Curriculum necessitates corresponding improvements in classroom assessment, grading, and recognition practices. As the curriculum prioritizes essential learning competencies, foundational skills, and 21st-century competencies, assessment must be fully integrated into daily teaching and learning as a continuous process that supports competency development, guides instructional decisions, and ensures inclusive and equitable learner progression.

I. Classroom-based Assessment

Classroom-based assessment shall be an integral part of teaching and learning, consisting of formative and summative components that support learner progress, guide instruction, and evaluate the achievement of learning standards. It shall align with curriculum standards and essential learning competencies and generate valid evidence of what learners know and are able to do.

A. FORMATIVE ASSESSMENT

Formative assessment shall be embedded in daily instruction.

Teachers shall integrate assessment before, during , and after instruction, making it a natural and continuous part of every lesson rather than a separate activity.

Teachers shall facilitate learners’ active participation in the formative assessment process by integrating strategies such as goal-setting, self and peer assessment, reflection, and progress tracking. These practices, which reflect assessment as learning, develop metacognition, self-awareness, and learner agency, and shall be applied in developmentally appropriate manner across Key Stages.

Table 3.1. Developmentally Appropriate Formative Practices Across Key Stages

Key Stage	Developmental Principle	Samples of Formative Tasks/Practices
KS 1 (Kindergarten - Grade 3)	Developmentally appropriate, play-based, experiential and progressively structured child -centered learning	Observation-based practices (e.g., anecdotal notes, narrative documentation); dramatic play and manipulative tasks; oral interactions (e.g., show-and-tell); drawing, labeling, sorting and role-play; guided demonstrations; feedback through modeling and prompts
KS 2 (Grades 4 - 6)	Gradual introduction of structure and learner agency	Learning logs and journals; simple rubrics with success criteria; guided peer and self-assessment; reflection prompts; exit tickets, quick quizzes, scaffolding and timely feedback
KS 3 (Grades 7 -10)	Emphasis on critical thinking and reasoning	Analytical writing, debates, problem-solving tasks, formative checkpoints, and structured peer feedback

KS 4 (Grades 11 - 12)	Real- world application and disciplinary rigor	Authentic tasks (e.g., draft proposals, critiques); portfolios and project drafts; feedback and revision cycle, peer review and self-assessment; research reflections
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B. Summative Assessment

Summative assessment shall evaluate learner achievement at defined points in the curriculum, such as the end of a lesson sequence or term. Below are the types of summative assessments.

Table 3.2. Types of Summative Assessments

Summative Assessment	Description
WWs (Written/ Oral Works)	Tasks that require learners to demonstrate understanding through written and spoken responses (e.g., essays, journals, written reports, structured presentations, etc). These cover a range of cognitive processes and serve as foundational tasks that scaffold and contribute to PTs.
PTs (Performance Tasks)	Tasks that measure learners’ ability to apply knowledge and skills in authentic contexts (e.g., projects, portfolios, investigations, culminating presentations, etc.). These emphasize integration of concepts and higher-order thinking.
EXs (Examinations)	Assessments administered at key points within the term namely, STs (Summative Tests) and TE (Term Examination), with coverage distributed progressively to support the cumulative evaluation of learning. These shall not be used as the sole basis for determining learner achievement.

Table 3.3. Term Examination Provision for Key Stage

Key Stage	Term Examination Provision	Number of Items
KS 1 (Kindergarten)	No TE	Not applicable
KS 1 (Grades 1 - 3)	May be administered for a selected learning area, if developmentally appropriate	Minimal and teacher-determined
KS 2 (Grades 4 - 6)	Required; cumulative assessment aligned with competencies	40 items
KS 3 (Grades 7- 10)	Required; includes higher order thinking skills	50 items
KS 4 (Grades 11 -12)	Required; competency-based and discipline specific	60 items

GRADING SYSTEM

The revised grading system introduces differentiated approaches across the four Key Stages of basic education, aligned with the pedagogical intent and developmental benchmarks of the revised K to 10 and Strengthened SHS Curricula. These adjustments ensure that grading serves as a meaningful tool for supporting learning rather than merely a measure of academic ranking.

A. Grading System for Key Stage 1

1. For KS1 (Kindergarten to Grade 3), a descriptive grading system shall be used to reflect learners' developmental progress and support foundational learning. Descriptive (non-numeric) grades shall be used in reporting learner performance through the Progress Report.

RATING SCALE

Table 3.4. Kindergarten Descriptive Grading

LETTER GRADE	DESCRIPTOR	INDICATORS
BG	Beginning (Nagsisimula)	Rarely demonstrates the expected competency; participates with close supervision; requires sustained guidance and support
DV	Developing (Umuusbong)	Demonstrate the competency inconsistently; participates with minimal supervision; showed progresses with continuous practice
CO	Consistent (Palagiang Naipapakita)	Consistently demonstrates the expected competency; actively participates in the different activities; works independently; may exceed expectations in some areas

2. Teachers shall use a range of evidence, including observations, anecdotal records, learner outputs, and rubric-based assessments, to evaluate learner growth across domains, with narrative summaries, emphasizing learner strengths and emerging competencies, and clear next steps for improvement

Table 3.5. Grade 1 to 3 Descriptive Grading

Letter Grade	Descriptor	General Descriptor
A	Advancing (Namumukod-tangi)	Consistently demonstrates advanced skills, understanding, and values beyond expectations; performs with confidence, accuracy, and independence

B	Benchmarking (Napamamalas)	Demonstrate expected skills, understanding, and values at grade level with consistency; performs tasks accurately and independently
C	Connecting (Natutungo)	Demonstrate foundational skills, understanding, and values; applies learning in familiar tasks with minimal guidance
D	Developing (Napauunlad)	Demonstrates partial understanding and inconsistent application of skills and values; requires targeted support and regular practice to improve performance
E	Emerging (Nagsisismula)	Beginning to demonstrate basic skills, understanding, and values; requires intensive support and close guidance

The descriptive grading system shall be progressively implemented beginning SY 2026-2027 for Kindergarten to Grade 1, SY 2027-2028 for Kindergarten to Grade 2, and fully adopted by 2028-2029 for Kindergarten to Grade 3.

Table 3.6. KS1 Transition to Descriptive Grading and Transmutation

School Year	Grade 1	Grade 2	Grade 3
2026-2027	Descriptive	Numerical (adjusted transmutation)	Numerical (adjusted transmutation)
2027-2028	Descriptive	Descriptive	Numerical (zero-based)
2028-2029	Descriptive	Descriptive	Descriptive

Note: In SY 2026-2027, Grades 2 and 3 shall continue to use the numerical grading system and the adjusted transmutation table.

B. Grading System for Key Stages 2 to 4

1. For KS2 to KS4, the numerical grading system shall remain in place, with grades computed from WWs, PTs and EXs, using assigned weights specific to each learning area. Greater emphasis is given to PTs as primary evidence of learners' understanding, application, and higher order thinking skills.

Table 3.7 . Weight of the components for Each Learning Areas in KS2 to KS3

Learning Area/Subject Group	WWs	PTs	EXs
English, Filipino, Mathematics, Science, Araling Panlipunan (AP), good Manners and Right Conduct (GMRC)/Values Education (VE), and Arabic	20%	50%	30%
Edukasyong Pantahanan at Pangkabuhayan (EPP)/ Technology and Livelihood Education (TLE), and Music, Arts, Physical Education and Health (MAPEH)	20%	60%	20%

Note: In SY 2026-2027, Grades 2 and 3 shall continue to use the numerical grading system and the adjusted transmutation table.

2. Grade Components and Steps in Computing Grades

Step 1 – Determine the Total Raw Score (RS) for each component.

All raw scores from the different student outputs-WWs, PTs, and EXs are summed up. This produces the total RS per component.

Step 2 – Convert RS to Percentage Score (PS)

To make the component scores comparable and aligned in scale, the total raw scores are converted into PS using the formula below:

$$\text{Percentage Score (PS)} = (\text{RS}/\text{Highest Possible Score}) \times 100$$

Step 3 – Compute the Weighted Score(WS)

Each component's PS is then multiplied by its assigned weight based on the subject area guidelines. The formula is

$$WS = PS \times \text{Weight (\%)}$$

Step 4 – All all Ws to Get the Initial Grade(IG)

The sum of the WSs across all components becomes the learner's IG for the term.

Step 5 – Apply the Transmutation Table (if applicable)

For Key Stages using a transmuted grading system (e.g., SY 2026-2027 transition to for KS2 to KS4), the IG is then transmuted to a TG using the prescribed Adjusted Transmutation Table, where an IG of 70.00 corresponds to a TG of 75, and so on. The TG shall be written as a whole number.

For SY 2026-2027, an adjusted transmutation table shall be applied as a transition toward a zero-based grading system. Initial Grades (IGs) shall be computed based on the weighted summative components, where a raw grade of 70 corresponds to a transmuted passing grade of 75, and the table shall be applied uniformly across applicable grade levels.

Table 3.8. Adjusted Transmutation Table SY 2026-2027

Initial Grade	Transmuted Grade	Initial Grade	Transmuted Grade
99.50 – 100	100	74.72 – 75.89	79
98.32 – 99.49	99	73.54 – 74.71	78
97.14 – 98.31	98	72.36 – 73.53	77
95.96 – 97.13	97	71.18 – 72.35	76
94.78 – 95.95	96	70.00 – 71.17	75

93.60 – 94.77	95	65.34 – 69.99	74
92.42 – 93.59	94	60.67 – 65.33	73
91.24 – 92.41	93	56.01 – 60.66	72
90.06 – 91.23	92	51.34 – 56.00	71
88.88 – 90.05	91	46.67 – 51.33	70
87.70 – 88.87	90	42.01–46.66	69
86.52 – 87.69	89	37.34 – 42.00	68
85.34 – 86.51	88	32.68 – 37.33	67
84.16 – 85.33	87	28.01 – 32.67	66
82.98 – 84.15	86	23.35 – 28.00	65
81.80 – 82.97	85	18.68 – 23.34	64
80.62 – 81.79	84	14.01 – 18.67	63
79.44 – 80.61	83	9.35 – 14.00	62
78.26 – 79.43	82	4.68 – 9.34	61
77.08 – 78.25	81	0.00 – 4.67	60
75.90 – 77.07	80		

Table 3.9. Sample Grade Computation for ENGLISH, MATH, SCIENCE, FILIPINO, ARLING PANLIPUNAN, GMRC/VALUES EDUCATION and ARABIC

	Written/Oral Works (20%)						Performance Task (50%)						Term Exam (30%)			IG	Term Grade
	1	2	3	TOTAL	PS	WS	1	2	3	TOTAL	PS	WS	TOTAL	PS	WS		
Highest Possible Score	20	25	20	65	100	20%	25	25	25	75	100	50%	50	100	30%	100	100
Learner A	15	22	20	57	87.7	17.5%	20	23	20	63	84	42%	42	84	25.2%	84.7	87

Table 3.10. Sample Grade Computation for EPP/TLE and MAPEH

	Written/Oral Works (20%)						Performance Task (60%)						Term Exam (20%)			IG	Term Grade
	1	2	3	TOTAL	PS	WS	1	2	3	TOTAL	PS	WS	TOTAL	PS	WS		
Highest Possible Score	20	25	20	65	100	20%	25	25	25	75	100	60%	50	100	20%	100	100
Learner A	15	22	20	57	87.7	17.5%	20	23	20	63	84	50.4%	42	84	16.8%	84.7	87

3. The learner's IG is computed by combining the WSs from the three components: **WWs** (20%), **PTs** (60%), and **TE** (20%). Each component is first converted to a PS and then multiplied by its assigned weight to obtain the **WS**. The sum of all the **WSs** yields the **IG**, which is then transmuted using the adjusted transmutation table to determine the final **TG**. **The TG shall be written as a whole number.**

4. **The Final Grade (FG)** in each learning area shall be computed as the average of the Term Grades (TGs), rounded to the nearest **whole number**. An **FG of 75 or higher** indicates that the learner has met the minimum standards, while learners with an FG below 75 shall receive appropriate remedial intervention or academic support in accordance with this Order.

5. The **General Average (GA)** shall be computed by averaging the FGs in all learning areas taken throughout the SY and shall likewise be expressed as a **whole number**. For KS4, the GA shall be computed using the equivalent units of each subject.

6. **Numerical grades shall be accompanied by qualitative descriptors** aligned with learning standards to clarify learners' level of proficiency and inform

instructional decisions and learner support

7. **Beginning SY 2027-2028, a zero-based grading system** shall be implemented for **KS2 to KS4**. Term Grades (TGs) shall be based directly on computed IGs (Initial Grades) **without transmutation**, with **75 as the minimum passing grade**.

8. The assessment and grading system for GMRC (KS2) and VE (KS3) shall be divided into three main components: WWs, PTs and EXs with inclusion of the Cognitive, Affective and Behavioral domains ensuring a holistic evaluation of the learners' knowledge, attitude, and actions.

Table 3.11. Weight of the Components weighted for GMRC and VE

Component	Weight	Domain	Percent
WWs	20%	Cognitive	10%
		Affective	10%
PTs	50%	Cognitive	10%
		Affective	10%
EXs	30%	Behavioral	30%
		---	30%

9. For Strengthened SHS subjects, assessment components shall be adjusted as follows:

- For SHS Research Electives and Work Immersion, there shall be no EXs (Exams) components. WWs (40%) shall serve as progressive summative evidence (e.g., quizzes, documentation, matrices, tools, portfolios), while PTs (60%) shall focus on major outputs (e.g., research proposals, manuscripts, oral presentations).

Table 3.12. Weight of the Components for Each Learning Area in KS4

Learning Area / Subject Group	WWs	PTs	Exs
SHS Core Subjects, Other SHS Academic Electives	20%	50%	30%
SHS Research Electives and Design and Innovation	40%	60%	

Weight of the Components for Grades 11 and 12

		Academic Track		Technical-Vocational and Livelihood(TVL)/ Sports/Arts and Design Track	
		All Other Subjects	Work Immersion/. Research/ Business Enterprise/ Simulation/ Exhibit/ Performance	All Other Subjects	Work Immersion/ Research/ Exhibit/ Performance
GRADE 11 TO 12	Written Task	25%	25%	35%	20%
	Performance Tasks	50%	45%	40%	60%
	Quarterly Assessment	25%	30%	25%	20%

Note: The above percentage weight for SHS subjects covers only the old K-12 Curriculum. This shall be superseded by the newly released DO 017 s. 2026 or likewise known as the Implementation of the Strengthened Senior High School Curriculum

Grades 4-10:Final Grades and General Average

Learning Area	Quarter				Final Grade
	1	2	3	4	
Filipino	80	89	86	84	85
English	89	90	92	87	90
Mathematics	82	85	83	83	83
Science	86	87	85	84	86
Araling Panlipunan / Social Studies	90	92	91	89	91
Edukasyon sa Pagpapakatao / GMRC (GS) / Values Education (HS)	89	93	90	88	90
Edukasyong Pantahanan at Pangkabuhayan - EPP (GS) / TLE - Computer (HS)	80	81	84	79	81
MAPEH	85	86	85	84	85
General Average					86

PERFORMANCE DESCRIPTORS

Grading Scale	Description	Remarks
90-100	Advancing	Passed
80-89	Benchmarking	Passed
75-79	Connecting	Passed
65-74	Developing	Failed
0-64	Emerging	Failed

Learner Promotion and Retention

Grade Levels	Requirements	Decision
For Grades 1 to 3 Learners	1. Final Grade of at least 75 in all learning areas	Promoted to the next grade level
	2. Did Not Meet Expectations in not more than two learning areas	Must pass remedial classes for learning areas with failing marks to be promoted to the next level. Otherwise the learner is retained in the same grade level.
	3. Did Not Meet Expectations in three or more learning areas.	Retained in the same grade level

For Grades 4 to 10 Learners	1. Final Grade of at least 75 in all learning areas	Promoted to the next grade level
	2. Did Not Meet Expectations in not more than two learning areas	Must pass remedial classes for learning areas with failing marks to be promoted to the next level. Otherwise the learner is retained in the same grade level.
	3. Did not Meet Expectations in three or more learning areas.	Retained in the same grade level
	4. Must pass all learning areas in the elementary	1. Earn the Elementary Certificate 2. Promoted to Junior High School
	5. Must pass all learning areas in the Junior High School	1. Earn the Junior High School Certificate 2. Promoted to Senior High School

For Grades 11 and 12 Learners	1. Final Grade of at least 75 in all learning areas in a semester	Can proceed to the next semester
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	2. Did Not Meet Expectations in a prerequisite subject in a learning area	Must pass remedial classes for failed competencies in the subjects or learning areas to be allowed to enroll in the next semester. Otherwise the learner must retake the subjects failed.
	3. Did Not Meet Expectations in any subject or learning area at the end of the semester	Must pass remedial classes for failed competencies in the subjects or learning areas to be allowed to enroll in the next semester. Otherwise the learner must retake the subjects failed.
	4. Must pass all subjects or learning areas in Senior High School	Earn the Senior High School Certificate

1. THE CORE VALUES OF THE STUDENT REFLECTED IN THE REPORT CARD (Conduct Grade)

A non-numerical rating scale will be used to report on learners' behavior demonstrating the Core Values.

Core Values	Behavior Statements	Indicators
Maka-Diyos	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others	1. Engages oneself in worthwhile spiritual activities 2. Respects sacred places 3. Respects religious beliefs of others 4. Demonstrates to learn curiosity and willingness to learn about other ways to express spiritual life

	Shows adherence to ethical principles by upholding truth	1. Tells the truth 2. Returns borrowed things in good condition 3. Demonstrates intellectual honesty 4. Expects honesty from others 5. Aspires to be kind and fair to all 6. Identifies personal biases 7. Recognizes and respects one's feelings and those of others
Makatao	Is insensitive to individual, social, and cultural differences	1. Shows respect for all 2. Waits for one's turn 3. Takes good care of borrowed things 4. Views mistakes as learning opportunities 5. Upholds and respects the dignity and equality of all including those with special needs 6. Volunteers to assist others in times of need 7. Recognizes and respects people from different economic, social, and cultural backgrounds
	Demonstrates contributions toward solidarity	1. Shows respect for all 2. Waits for one's turn 3. Takes good care of borrowed things 4. Views mistakes as learning opportunities

		5. Upholds and respects the dignity and equality of all including those with special needs 6. Volunteers to assist others in times of need 7. Recognizes and respects people from different economic, social, and cultural backgrounds
Makakalikasan	Cares for the environment and utilizes resources wisely, judiciously, and economically	1. Shows a caring attitude toward the environment 2. Practices waste management 3. Conserve energy and resources 4. Takes care of school materials, facilities, and equipment 5. Keeps work area in order during and after work 6. Keeps one's work neat and orderly

Makabansa	Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen	1. Identifies oneself as a Filipino 2. respects the flag and national anthem 3. Takes pride in diverse Filipino cultural expressions, practices, and traditions 4. Promotes the appreciation and enhancement of Filipino languages 5. Abides by the rules of the school, community, and country 6. Enables others to develop interest and pride in being a Filipino
	Demonstrates appropriate behavior in carrying out activities in the school, community, and country	1. Manages time and personal resources efficiently and effectively 2. Preserves to achieve goals despite difficult circumstances 3. Conducts oneself appropriately in various situations

Marking for the Observed Values

Marking	Non-Numerical Rating
AO	Always Observed
SO	Sometimes Observed
RO	Rarely Observed
NO	Not Observed

Reference: Department of Education Order No. 08 s. 2015, 01 April 2015
 POLICY GUIDELINES ON CLASSROOM ASSESSMENT FOR THE K TO 12
 BASIC EDUCATION PROGRAM).

2. STUDENT PROGRESS REPORT

- Parents may inquire regularly about their child’s progress in School.
- a. Parents who wish to inquire about their child’s progress should request for appointments with the Subject Teachers concerned through the Office of the Academic Supervisor.
 - b. The Progress Report Card is issued to parents/guardians on the scheduled date through IPSA Mobile App after the quarterly test. The Class Adviser confers with the parent/guardians regarding the progress of their child both in academic subjects and conduct during the scheduled Parent-Teacher Conference.
 - c. Written notices are sent by the class advisers or subject teachers to parents/guardians of students with failing grades and/or behavioral problems requiring them to come for a conference with the Class Adviser or the Subject Teacher concerned. The School will not be held responsible for future complaints of parents/guardians who do not come for a conference regarding their child’s failing grades or deficiencies on the appointed date.

3. POLICY GUIDELINES FOR THE DETERMINATION OF (HONORS AND) AWARDS AND RECOGNITION

- a. Awards and recognition in basic education shall affirm learner growth, integrity, and sustained effort. This Order (DO No.05 s.2026) recalibrates recognition practices to ensure they are developmentally appropriate, aligned with curriculum intent, and supportive of intrinsic motivation, with emphasis on meaningful feedback, equity, and lifelong learning.
- b. In **KS1**, no academic awards shall be conferred in line with the **descriptive grading system**. Learning progress shall be communicated through **descriptive assessments and narrative feedback**. Avoiding competition and labeling. Non-academic recognition, including Character Traits Awards may be given to acknowledge effort, participation, positive behavior, and other developmentally appropriate learner attributes with emphasis on growth, socio-emotional development, and continuous improvement.

- c. During the transition period of Grades 2 and 3, while they are still implementing the numerical grading system, schools may choose to give Academic Excellence Awards and other applicable grade-level awards in accordance with these guidelines.
- d. Learners in **KS2 to KS4** who obtain a **General Average of 93 or higher, with no Final Grade of below 85** in any learning area, shall receive the **Academic Excellence Award**. Awardees shall be listed **alphabetically** to promote fairness and minimize competition and **must have no derogatory records or disciplinary cases within the School Year**. This recognition affirms consistent performance, responsibility, and balanced achievement.

Academic Awards from Grade 4 to Grade 12 shall be designated as follows:

General Average	Designation
93 – Above	Academic Excellence Award

Note: Grade 2 and Grade 3 follow the Gradual and Annual Transition Stage of KS1. Hence, this is still applicable for both grades for SY 2026-2027. See Table No.

Table 3.13. List of Grade-Level Awards and Recognition

AWARD/RECOGNITION	DESCRIPTION
Leadership Excellence Award	Granted to learner leaders or officers in KS2 to KS4 who demonstrate exemplary leadership qualities such as initiative, responsibility, cooperation, and positive influence in school or community activities. To qualify, the learner must have no failing grades in any learning area , no derogatory records or disciplinary cases within the SY and must be a class officer, or an active member or officer of a recognized school club, team, or organization.

Excellence in a Specific Learning Area	Conferred on learners who obtain a FG of 93 or higher and the highest in the batch in a particular learning area. For KS2 and KS3, this applies to each learning area. For KS4, to each Core Subject and each elective cluster (minimum of three electives or all available electives in the cluster.) In cases of identical highest grades, all qualified learners shall be recognized.
Excellence in Research	Granted to Grade 12 learners (individuals, pairs, or groups of up to four) who demonstrate excellence in planning and conducting research with practical applications that contribute to innovation, efficiency, or community improvement.
Excellence in Design and Innovation	Granted to Grade 12 learners (individuals, pairs, or groups of up to four) who demonstrate excellence in designing and implementing innovative solutions that contribute to technological advancement, efficiency, or community improvement.
Special Recognition Awards	Granted to learners who bring honor to the school through distinction in recognized competitions, contests, exhibitions, or similar endeavors at the division, regional, national, or international levels in academic, technical-professional, cultural or athletic fields.

The Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program articulates the recognition given to learners who have shown exemplary performance in specific areas of their school life. These guidelines are anchored in the Classroom Assessment for the K to 12 Basic Education Program (DepEd Order No. 8 s. 2015), which supports learner's holistic development in order for them to become effective lifelong learners with 21st century skills. This policy aims to give all learners equal opportunity to excel in relation to the standard set by the curriculum and focus on their own performance rather than to compete with one another. It recognizes that all students have their unique strengths that need to be identified, strengthened, and publicly acknowledged.

ACADEMIC HONORS

- a. Candidates for honors shall be drawn based on their general average. They must not have a grade lower than 85% in any subject and have not been subjected to disciplinary action due to major offense within the current School Year.
- b. To determine the honor students, students shall meet the required general average.

b.1. Academic Performance

Academic Awards shall be based on the general average of all K to 12 learning areas in the curriculum year. The procedure is as follows:

- b.1.1. Compute the final grade of each learning area up to two (2) decimal places;
- b.1.2. Get the general average of the final grades of all learning areas up to three (3) decimal places;

Academic Awards from Grade1 to Grade 12 shall be designated as follows:

General Average	Designation
97.000 – Above	Highest Honors
95.000 – 96.999	High Honors
93.000 – 94.999	With Honors

Note: Descriptive Method shall be used for Kindergarten students.

BEST IN CO-CURRICULAR (for Grades 6, 10, and 12 only)

Co-Curricular Awards cover the achievement of the candidates in five (5) areas namely: a) Contests and Competitions (CC) b) Student Leadership (SL), c) Campus Journalism (CJ), d) Officership and membership (OM), and e) Participation and Attendance (PA). The procedure for ranking based on the co-curricular is as follows:

a. Validate each co-curricular achievement of each candidate;

b. Classify all valid co-curricular achievements of each candidate and get their corresponding points assigned to them as indicated below;

List of activities authorized by the School and corresponding points:

b.1. Supreme Student Government

President.....8
Vice President.....6
Secretary/Treasurer.....4
Auditor/PRO/Sgt. at Arms/
Level Representative..... 2

b.2. Student Publication – IPSA GAZETTE Editorial Staff

Editor-in-Chief..... 5
Associate/Managing Editor..... 4
Section Editor.....3
Contributors.....2
Others.....1

b.3. Class Officers

Class President.....1
Class Vice President.....0.75
Class Treasurer/Secretary.....0.75
Other Class Officers.....0.5

b.4. Officership/Membership in School-Sponsored Clubs

President..... 2
Vice President.....1.5
Treas/Sec/Other Officers.....1
Members.....0.75

b.6. Participation or Attendance Inside and Outside the School

(student should be officially representing the School)

Leadership Training/Seminar..... 0.75
Speaker (with audition)..... 0.75
Emcee (with audition)..... 0.75
Participant..... 0.75
Emcee/Speaker (w/out audition)..... 0.50

b.7. Official Contests and Competitions

	1st	2nd	3rd	Participant
International	8	7	6	5
National	7	6	5	4
Regional (Eastern Province)	6	5	4	3
School	3	2	1	0.5

Note: For School category - only academic contest.

b.8. Programs and Other Related Activities/ Organizations

COMELEC Chairman..... 0.75
Vice Chair..... 0.5
COMELEC Members.....0.25

b.9. Sports Activities/Mini Olympics

**Recommended points for each player. (Revised Aug. 22, 2026)*

Level	Category	1st	2nd	3rd	Participant
School	Individual/Dual	1	0.8	0.6	0.4
	Group	0.75	0.65	0.45	0.3
Cluster Meet (within Eastern Region) Phil.Schools &Invitational (school-sanctions sports event.)	Individual/Dual	2	1.5	1	0.5
	Group	1.5	1.2	0.7	0.4
Regional (PISAM)	Individual/Dual	3	2	1.5	0.75
	Group	2.25	1.5	1	0.5
National (Palarong Pambansa)	Individual/Dual	4	3	2	1
	Group	3	2.25	1.25	0.75
International (SEA Games, Asian Games etc.)	Individual/Dual	5	4	3	2
	Group	3.5	3	2	1

- For school Level maximum of 2 sports events only can be played by student-athlete.
- For Regional Level such as PISAM specifically for Lawn Tennis, the highest points/award gained by the player (either Singles, Doubles and Mixed Doubles) will be credited.

***Proposed Point System for Special Awards (Sports)**

Level	MVP	Mythical Member	Special Awards (Skill-based)
1.School-Based (Intrams/Mini-Olympics)	0.25	0.15	0.15
2.Invitational Tournament (School sanctions)	0.5	0.3	0.3
3.Regional	0.75	0.5	0.5
4. National	1	0.75	0.75
5. International	1.5	1	1

Note: Highest point earned by each player will be considered for computation.

- b.9.1. Get the total points of each candidate by adding all points garnered regardless of the number of co-curricular achievements in one activity;
- b.9.2. Rank the candidates from highest to lowest based on their sum/total points;
- b.9.3. The candidate with the highest rank will be awarded Best in Co-curricular

- c. The student's grade in the previous curriculum year shall not be considered in the determination of honors.

- a. Only the grade in the current curriculum year shall be considered in the determination of students. All learners, including transferees, who have met the standards, criteria, and guidelines set by the policy shall be recognized (DepEd Order No. 36, s.2016)
- b. All candidates for honors and awards (academic and co-curricular) must be of good moral character and have not been subjected to disciplinary action of suspension due to a major offense within the current School Year.
- c. The Academic Supervisor shall be the chairman of the Honors and Awards Committee composed of the following members: Class Advisers, Student and Community Affairs Head, Student Activity Coordinator and the Registrar.

Member of the committee must not be related within the second degree of consanguinity or affinity to any of the candidates for honors. The Committee with the approval of the school Principal reserves the right to decide on matters not covered by this policy.

- d. The Honors and Awards Committee shall make the announcement of honor students and awardees not later than ten (10) days before the recognition/commencement rites. Parents of the Candidates for honors shall be informed through a letter from the office of the School Principal
- e. Protest, if any, shall be filed in writing by the candidate with his/her parent or guardian to the School Principal within three (3) working days from the announcement and shall be settled by the School Management within three (3) working days from the filing of protest.

5. SPECIAL AWARDS

In Kindergarten, no academic awards shall be conferred in line with the descriptive grading system.

Character traits may be given to acknowledge effort, participation, positive behavior, and other developmentally appropriate learner attributes, with emphasis on growth, socio-emotional development, and continuous improvement.

Since the learners are given equal opportunity to excel and demonstrate their strengths, an award may be given to more than one learner. Awards Given: One (1) Award only per student

CHARACTER TRAITS	Includes but not limited to the following:
1. Active (Participation)	Eager Beaver Award
2. Cheerfulness	Exuberant Heart Award, Cheerful Soul Award, Sunshine Award
3. Cooperation/ Team Player	Collaborative Kid Award ,Contributor Award, Team Player Award
4. Friendliness	Friendly Neighbor Award, Miss/ Mister Congeniality, Kinder Buddy Award
5. Gentleness	Peacemaker Award , Ambassador Award, Peacekeeper Award
6.Hardworking	Extra Miler Award ,Task Champ Award, Busy Bee Award
7.Helpfulness	Happy Helper Award
8. Honesty	Honest Kid Award , Matapat Award
9. Initiative	Enthusiastic Learner Award, Sparkle Award
10. Kindness	Golden Heart Award
11. Leadership	Mr. /Ms. Motivator, Little Teacher Award
12. Motivation/Enthusiasm	Eager Beaver Award
13. Patience	Ms./Mr. Patience, Patience Advocate Award
14. Perseverance	Out-of-Your-Shell Award, Extra Miler Award, Determined Kid Award
15. Persistence	Tenacious Striver Award, Batang Masigasig Award

Character Traits Awards shall be granted at the end of each academic term to Kindergarten to grade 1 learners based on the descriptive grading. These awards shall recognize learners' demonstrated values, positive learning behaviors, participation, and growth, aligned with developmentally appropriate standards and the DepEd core values.

Character Traits Awards for Grade 1

Character Trait Award	IPSA Core Value Alignment	Criteria
Bright Truth Award	Integrity (Honesty, moral character, and doing the right thing)	Tell the truth consistently to teachers and peers.
		Admit mistakes gently without blaming others.
		Returns lost-and-found items or class materials to their rightful owners.
Shining Determination Award	Perseverance (Grit, patience, and effort through challenges)	Continue trying difficult tasks (e.g., reading, writing, math) without giving up.
		Shows enthusiasm to retry work after receiving teacher feedback.
		Maintains a positive attitude when learning new, challenging concepts.
Synergistic Friend Award	Synergy (Working together seamlessly to achieve shared success)	Shares classroom supplies and play areas willingly during group activities.
		Listen to classmates during pair work and offers help when a peer struggles.
		Works politely with any assigned partner without complaints
Resilient & Ready Learner Award	Adaptability (Resilience and openness to changing environments)	Transitions smoothly between different lessons, activities, or schedule changes
		Embraces new seats, different partners, or modified games with a smile.
		Stay calm and cooperative when things do not go as originally planned.

Character Trait Award	DepEd Core Value Alignment	Criteria
Faithful Friend Award	Maka -Diyos Demonstrates devotion to God, respects spiritual and religious beliefs, and upholds ethical principles and truth	Expresses one's spiritual beliefs while respecting the spiritual beliefs of others. (Respects religious beliefs of others)
		Shows adherence to ethical principles by upholding truth. (Tells the truth)
		Recognizes and respects one's feelings and those of others
Golden Heart Award	Maka-Tao Shows compassion, respect for human dignity, and sensitivity to individual, social, and cultural differences	Is sensitive to individual, social, and cultural differences. (shows respect for all, communicates respectfully)
		Demonstrates contributions toward solidarity (cooperates during activities, accepts defeat and celebrates others' success
		Volunteers to assist others in times of need.

Clean and Orderly Award	Makakalikasan - Advocates for the care, protection, and stewardship of the natural environment	Shows a caring attitude toward the environment/ Takes care of school materials, facilities, and equipment
		Practices waste management/ Conserves energy and resources
		Keeps work area in order during and after work / Keeps one's work neat and orderly
Good Citizen Award	Maka-Bansa Exhibits love of country, civic responsibility, and national pride	Demonstrates pride in being a Filipino; exercises the rights and responsibilities of a Filipino citizen. (Promotes the appreciation and enhancement of Filipino languages/)
		Abides by the rules of the school, community, and country
		Demonstrates appropriate behavior in carrying out activities in the school, community, and country. (Respects the flag and national anthem)

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		Demonstrates appropriate behavior in carrying out activities in the school, community, and country. (Respects the flag and national anthem)

Grades 2 to 5	Best in English Best in Filipino Best in Mathematics Best in Science Best in Araling Panlipunan Best in MAPEH Best in GMRC Best in Arabic Best in Conduct Boy & Girl Scout of the Year (if applicable)	Based on the highest Final Average Grade in Conduct and not subjected to any disciplinary action or referral. Based on the highest Final Average Grade in the subjects. Based on the highest point garnered in BSP/GSP membership and activities.
Grade 6	Best in Co-Curricular Best in English Best in Filipino Best in Mathematics Best in Science Best in Araling Panlipunan Best in EPP Best in MAPEH Best in GMRC Best in Arabic Best in Conduct	Based on the highest rank garnered in Co-Curricular activities. Based on the highest Final Average Grade in the subject. Based on the highest Final Average Grade in Conduct and not subjected to any disciplinary action or referral.

	Best in Academics (Automatic recipient of external organization award of the same category) Boy & Girl Scout of the Year (if applicable) Male & Female Athletes of the Year (Automatic recipient of external organization award of the same category) School Sponsored Clubs Service Award (e.g. Basketball Varsity, Dance Troupe, etc.	Based on the highest rank garnered in Co-Curricular activities Based on highest Final Average grade in all subjects Based on the highest point garnered in BSP/GSP membership and activities. Based on the highest points garnered by the student in athletic performances. Given to members of the said team and clubs for three (3) consecutive years of membership.
Grade 7 to 9	Best in English Best in Filipino Best in Mathematics Best in Science Best in Soc. Studies / Araling Panlipunan Best in TLE Best in Computer Best in MAPEH Best in Conduct	Based on the highest Final Average Grade in the subject and not subjected to any disciplinary action or referral. Based on the highest Final Average Grade in the subject and not subjected to any disciplinary action or referral.

	Best in Arabic Boy/Girl Scout of the Year (if applicable) Leadership Award	Based on the highest Final Average Grade in Arabic subject. Based on the highest point garnered in BSP/GSP membership and activities.
Grade 10	Best in Co-Curricular Best in English Best in Filipino Best in Mathematics Best in Science Best in Soc. Studies / Araling Panlipunan Best in TLE Best in Computer Best in MAPEH Best in Conduct Best in Academics Best in Arabic Boy & Girl Scout of the Year (if applicable) Medal of Recognition	Based on the highest Final Average Grade in the subject. Based on the highest Final Average Grade in Conduct and not subjected to any disciplinary action or referral. Based on highest Final Average grade in all subjects Based on the highest Final Average Grade in Arabic subject. Based on the highest point garnered in BSP / GSP membership and activities. Given to IPSA Gazette Staff and SSG President.

	Male & Female Athletes of the Year School-Sponsored Clubs Service Award (e.g. Basketball Varsity, Dance Troupe, etc.) Certificate of Appreciation Leadership Award	Based on the highest points garnered by the student in athletic performances Given to members of the said team and clubs for four (4) consecutive years of membership Given to school-sponsored Club members whose membership is less than four years
Grade 12	Best in Co-Curricular Leadership Award Athletics Arts Communication Arts Science Mathematics Social Sciences	Based on the highest total points garnered in Co-Curricular activities Given to learners in Grade 12 who have demonstrated exemplary skills in motivating others and organizing projects that have significantly contributed to the betterment of the school and/or community. Given to recognize learners in Grade 12 who have exhibited exemplary skills and achievement in specific disciplines. (All Core subjects from Grades 11 and 12 are used as basis for computing and determining the recipients of the award)

Grade 12	Award for Work Immersion Award for Research or Innovation Best in Academic and AD Track (STEM, ABM, HUMSS & AD)	Given to Grade 12 graduating students who have exemplified outstanding performance based on the terms of reference or engagement set by the school and evaluation of the direct supervisor and subject teacher. Given to Grade 12 graduating students (individuals, pairs, or groups of not more than four (4) members) must have led the planning and execution of a research or innovation to advance the potential applications of technology, or research whose findings can be used to drive better. This award is given to a senior high school student who has exceptional academic achievement, dedication, and performance in his/her chosen academic strand. He/she has demonstrated a consistent commitment to excellence in his/her studies, displaying outstanding grades and a strong work ethic. All specialized subjects from Grades 11 and 12 are used for computing and determining the recipient of the award
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Criteria for Leadership Award (Grade 12)

Criteria	Weight	
	Advisers	Peers
Motivational Skills (40%)	24%	16%
a. Communicates effectively		
b. Shows initiative and responsibility		
c. Engages group and/or class mates to participate actively		
d. Establishes collaborative relationships		
e. Resolves conflicts		
Planning and Organizational Skills (40%)	24%	16%
a. Plans and designs relevant activities for the class, club and/or school		
b. Implements planned activities effectively and efficiently		
c. Monitors implementation of plans and tasks		
d. Manages and/or uses resources wisely		

Contribution to the School and/or community	12%	8%
Renders service and/or implements activities relevant to the school population and/or community		
	60%	40%

6. LOYALTY AWARD

Loyalty Award is given to graduating students of Grade 6 and Grade 12 and to Grade 10 completers based on the following:

- a. Grade 6 – Silver Loyalty – Continuous (Grade 1 to Grade 6)
- b. Grade 12:
Gold Loyalty – Continuous (Grade 1 to Grade 12)
Bronze Loyalty – Ten (10) Cumulative years in IPSA
- c. Grade 10:
Gold Loyalty - Continuous (Grade 1 to Grade 10)
Bronze Loyalty – Ten (10) Cumulative years in IPSA

7. GRADE 12 GRADUATES RECOGNITION

The official IPSA Gazette FB Page recognition post or digital publication features Senior High School graduates who completed their tertiary level courses or post-graduate studies upon graduation and re-features them when they passed their respective Philippine Regulatory Commission (PRC) Licensure Examination.

The “Dreams Do Come True” post or digital publication features Senior High School graduates whose tertiary level courses coincides or matches their “ambition” written in the Spectrum or IPSA Year Book.

CHAPTER IV: CO-CURRICULAR OFFERINGS

IPSA students are encouraged to join the activities listed below. However, use of facilities to conduct the affairs is subject for approval. Classroom use is for academic purposes only. Group actions like boycott of classes, demonstrations against any issue, person or teacher are strictly prohibited, pursuant to local laws and regulations.

The curricular program is enriched by various co-curricular programs which aim to foster students' holistic development.

A. SCHOOL-SPONSORED CLUBS

The following are the School-sponsored clubs:

1. Supreme Student Government (SSG) is the highest student governing body of the School constituted by officers duly elected by the student body. It aims to provide learning opportunities and first-hand experience in leadership and exercise of democratic procedures, concepts and principles
2. School Publication – IPSA Gazette is the School's Official Publication that is issued twice a year. It acts as the communication medium to update the IPSA community of important news, activities, developments and other issues concerning the School.
3. Dance Troupe - to encourage and develop the skills of dancing among students and to promote a sense of community and make dancing a part of a national or regional group and help them establish ties with heritage.
4. Sports (Varsity) Club (Basketball, Volleyball, Table Tennis, Badminton, Lawn Tennis, Chess) - It aims to develop strong and sound bodies and acquire sportsmanship, teamwork and spirit of loyalty through inter-school competitions, friendship and intramural games.

5. Scouting (BSP/GSP) – Scouting enables the students to have the greatest opportunity to display their skills, and meet challenges that will help them become disciplined, self-reliant, responsible and God-fearing leaders of tomorrow.
6. Rondalla - It aims to develop musical proficiency among its members through regular practice and ensemble training. It seeks to preserve Filipino cultural heritage by performing traditional and contemporary Filipino music.
7. Drum and Lyre - It aims to facilitate the development of students' potential in music and acquire musical instruments and uniforms to create a complete Drum and Lyre Corps (DLC) to perform at school events and competitions.
8. IPSA Choir - It aims to develop performance confidence, poise and music literacy skills through the study of sight singing, music theory and aural skills.
9. Alumni Association - A graduate of IPSA or former student who attended at least three (3) years of schooling in IPSA is qualified to join this Association which aims to: (Ref. IAC Manual 3rd Edition)
 - a. attain and enhance the character, competence and cooperation of its members;
 - b. encourage interest and good fellowship;
 - c. work for the members' spiritual and temporal needs, and promote the welfare of the School, its students, faculty, the management and the community.

B. POLICY FOR SCHOOL - SPONSORED CLUBS

Section:

1. All students/aspirants for membership in any sports varsity team or school-sponsored clubs must be officially enrolled Grades 4 to 6 (Elementary) and Grades 7 to 12 (High School) students of IPSA.
2. Try-outs to select players and club members in any sports varsity teams and clubs shall be conducted on the third week of the month of opening of classes. Team Coaches with the approval of the Student & Community Affairs Head are tasked to determine and announce the mode of try-out. Team Coaches shall submit their respective official line-up one (1) day after the culmination of the try-outs.

3. Varsity players and club members in the previous school years shall undergo the selection process/try-outs.
4. Membership of Varsity players shall be of good moral and exemplary behavior with no derogatory record on file.
5. Selection of varsity players shall be based on their skills, performance and try-outs attendance in the sports discipline of their choice. Players are selected by at least three (3) member panels of judges. Judges should not be in any way related to any aspirant.
6. All participants in the scheduled selection try-out shall submit a Parental Waiver of Consent inclusive of try-out session calendar duly signed by the parents to the Team Coach at least two (2) school days before the selection try-out.
7. All participants shall comply with the age limit and other requirements in terms of tournament rules, regulations and eligibility.
8. Parents, teachers, and students are welcome to witness the try-outs but they should stay only in a designated place to maintain order and focus in the try-out area. Camera flash is not allowed where the try-out is being conducted.

MEMBERSHIP

1. A student is allowed to have one (1) School Sponsored Sports Club and one (1) non-sports club (cultural/school organization), provided that there is no conflict or overlapping of training session schedules.
2. A student is allowed to have two (2) non-sports clubs (cultural/school organization), provided that there is no conflict or overlapping of training/rehearsal session schedules.
3. A student occupying a major position in the Supreme Student Government (President, Vice President, Secretary, Treasurer, Auditor, Peace officer and PROs) and IPSA Gazette Editorial Staff (Editor-in-Chief, Associate Editor, News Editor, Literary Editor, Picture Editor, Artistic Team Head) are considered one (1) School-sponsored membership. The SSG officers are not allowed to assume any position

4. The following are the School-sponsored clubs:

Sports Club/Varsities:

1. Basketball
2. Volleyball
3. Table Tennis
4. Badminton
5. Chess
6. Lawn Tennis
7. Others

Non-Sports/Cultural Clubs:

- a. Supreme Student Government
- b. IPSA Gazette
- c. Scouting
- d. Dance Troupe
- e. Drum & Lyre
- f. Rondalla
- g. IPSA Choir

5. Senior High School student membership to the Supreme Student Government and IPSA Gazette shall be limited only to Grade Level Representative and Contributor respectively.
6. Members/players must attend the training sessions, official games and performances on a regular basis. A member/player with three (3) consecutive absences without valid reason will be subjected to disqualification.
7. Members/players will be provided with uniforms and equipment at the expense of the School. However, members/players who quit the varsity team or are disqualified from his/her membership at the middle of the year shall monetarily compensate the School equivalent to the cost of the uniform issued for the whole year.
8. BSP and GSP uniform shall be provided by the member. BSP and GSP members may be required to contribute to defray expenses incurred during camping, out-door and in-campus related activities to augment the School's partial subsidy.
9. Drum and Lyre Corps uniform shall be provided by the member, while the School will provide the instruments.
10. A member/player with failing grades in major examinations, or not doing his/her assigned tasks in class shall be restrained from participating indefinitely until said tasks are complied with in full.
11. A member/player who is subjected to disciplinary action or continuously disobeys School rules and regulations will be indefinitely restrained from participation.

12. Parental Waiver of Consent and Medical Clearance shall be submitted by a member or player prior to active participation to the Moderator or Team Coach.

13. The School reserves the right to formulate and implement additional provisions in this Implementing Guidelines as it deemed necessary to the best interest of students in particular and the School in general.

C. ACADEMIC CLUBS

1. Science Club –To arouse and cultivate the members’ interest in learning Science and develop awareness of and concern for scientific issues in personal, social, environmental and technological contexts.

2. Math Club – It aims to foster a community of students around a common interest in Mathematics and finding paths to introduce Mathematics in creative and innovative ways.

D. INTEREST CLUBS

1. Performing Arts/Music Club (Music, Theater, Dance) It aims to develop the students’ potentials in performing arts and to entertain an audience through a live performance, and a way of conveying social, cultural, or political messages, expressing emotions, or telling a story.

2. Chess / Badminton / Table Tennis Club / Lawn Tennis Club / Boys & Girls Basketball Club/Volleyball Club - It aims to develop and equip students with the skills and knowledge needed to be competitive in the sport.

3. Gavel Club – It aims to improve and enhance the students’ skills, knowledge and eloquence in public speaking and develop self-confidence.

4. Robotics Club – It aims to develop educational experiences among students through practical application of science, technology, engineering, math and other concepts.

5. Gymnastics Club – It aims to develop students’ gymnastics skills through various levels of training corresponding levels of ability, commitment and potential with the opportunity to perform, compete, and emphasize fun and physical fitness.

6. Hip-Hop Club - It aims to develop a strong understanding of Hip-Hop vocabulary and technique, demonstrating comprehension of major principles through in-class practice, and self-evaluations.

7. Ballet Club - It aims to develop the students’ artistic expression, cultural significance, physical discipline, educational value, entertainment, and therapeutic benefits. It is a multifaceted art form that plays a significant role in personal development and cultural heritage.

8. Taekwondo - It aims to develop the students’ martial arts self-defense techniques, good behavior, self-control and sense of humility.

E. POLICY FOR INTEREST CLUBS

1. All officially enrolled students may apply for membership not more than two (2) clubs/organizations of his/her choice at the same time. However, students with two (2) club/organization membership are allowed only to assume one (1) official position/function (officer) in clubs/organizations to avoid conflict in schedules with other clubs/ organizations.

2. A first come, first served policy shall be strictly observed in applying for club/organization membership.

3. All club members shall pay a membership fee (full payment) to the Finance Office to cover the moderator’s honorarium, materials and other operational expenses upon enlistment or registration. No refund policy is implemented once the student enrolled in a particular club.

4. Transfer of club membership is allowed only within two (2) weeks after registration. Transfer of club membership is allowed only once and subject to availability of membership slots.

5. Club/organization meetings/assemblies shall be scheduled outside class hours.

6. Students through the Club Moderator are encouraged to propose an activity subject to the evaluation and recommendation of the Student Activity Coordinator, and endorsement of the Student and Community Affairs Head and approval of the School Principal.

7. Students are prohibited to organize any organization or club without official authorization and recognition.
8. All posters or any information for posting or dissemination are required to secure prior approval from the Office of the School Principal.
9. All activities shall be officially transmitted to the Student and Community Affairs Office for screening.
10. Any request or referral from other community organization involving IPSA students for certain activities shall be officially communicated to the Office of the School Principal
11. The use of IPSA facilities for any activity requires an official permit from the Office of the School Principal.
12. Application for a permit to use School Facilities shall be submitted or filed ten (10) days before the conduct of an activity.
13. All activities are deemed suspended or postponed the entire week preceding the examination week and when in conflict with other official school activity.

F. REQUIREMENTS/REPORTS

1. Club Moderators/Advisers shall formulate and submit the following to SCAO before the opening of classes:
 - a. Action Plan
 - b. Calendar of Activities
 - c. Constitution & By-Laws
2. Club Moderator/Advisers shall submit a Year-End Report at the end of the school year:
 - a. Club Activities & Accomplishments (*with pictures*)
 - b. Problems Met, Action Taken & Recommendations
 - c. Financial Report
 - d. Future Plans

G. OTHER PROGRAMS

The curricular program of IPSA is expected to produce well rounded students who have a deep appreciation for a variety of things.

1. Remedial Program

These classes are offered to students who are identified as needing follow-up lessons under the tutelage of their subject teachers.

2. Modular Program

This program is offered to students who transferred in and lack the required units of his/her grade/year level based on DepEd guidelines. Students who fall within this category are required to subscribe to this program under a teacher who has expertise in the particular subject.

3. Flexible Learning Program (FLP)

Refers to the nontraditional education program recognized by the DepEd which applies a flexible learning philosophy and curricular delivery program that includes non-formal and informal sources of knowledge and skills. An alternative delivery mode may include the use of facilitator-aided and interactive self-instructional print and audio-based learning materials, video tapes, face-to-face structured learning groups, semi-structured and unstructured discussions, one-on-one tutorials, study groups and self-learning groups, demonstration sessions, home visits, mentoring, and remediation.

Reference: DepEd Memorandum No. 47, s. 2024 - August 22, 2024

CHAPTER V: OTHER SCHOOL POLICIES

A. Class Sectioning

1. Students are grouped (assigned into a section) heterogeneously by the teachers and Academic Supervisor and approved by the School Principal.
2. No request for student change or transfer of section shall be entertained.

B. Parent-Teacher Conference

1. A parent-teacher conference is regularly called at the end of each quarter.
2. Parents may come and visit the school during regular school days after school hours to know how their children are getting along. However, they need to secure an appointment with the Academic Supervisor who will arrange the PTC one (1) or (2) two days before the scheduled date.
3. Parents with an appointment will present appointment slip to the guard at the main gate.

C. Clearance

1. A duly accomplished clearance form is required of each student at the end of every school year.
2. No scholastic records will be released at the end of the school year without accomplishing the clearance.
3. Signing of clearance shall be done two (2) weeks before the final examination. The class adviser shall collect the signed clearance form.

D. Student's Record

1. Request form must be duly accomplished and submitted to the School Registrar. Release of Records is done 5 to 10 working days after filing of request.
2. Generally, IPSA sends the Official Transcript of Record to the school that requested for it unless the bearer has a written authorization to bring it personally to the said school.
3. The School will only release requested records/certificates if all the obligations of the student to the school have been satisfactorily settled.

E. Recess and Lunch

1. Recess and lunch should be taken inside the school premises by all students.

2. Lunch break should be observed by every student. No activity at the basketball covered court and the quadrangle is permitted.
3. Every student is expected to observe good table manners during meals. Observe the "Clean as You Go " (CLAYGO) policy after meals.
4. Students should wash their hands before and after eating. Proper hygiene should be observed before and after meals.

F. Dismissal

1. If the student has to leave earlier than the regular dismissal schedule, a Permit to Leave Form must be secured from the Class Adviser to be approved by the Academic Supervisor. The parent/guardian should fetch the student.
2. If a student is to be sent home due to illness, the School Nurse calls up the parents to fetch the student. Parents are responsible to update/inform the School of any change in contact numbers.

G. Health Precaution

Students who are sick or ill with contagious disease (e.g. chicken pox, measles, flu, etc.) or who have not sufficiently recovered from an illness are advised to go/stay at home. A medical clearance certificate (from a doctor) shall be presented to the School Nurse before returning to class.

H. Assignment Notebook (only for Kindergarten and Grade School students)

1. The Assignment Notebook is a notebook all students should have. The notebook is used for copying assignments, reminders, circulars, letters to parents, and announcements.
2. Teachers and parents may also use this notebook for communicating with each other.
3. A student is expected to have the Assignment Notebook at all times. A student is expected to use this notebook in all subjects.

4. Google/virtual classroom is created by all class advisers and subject teachers which complement teachers' physical classrooms. It is in here where lessons and tasks are uploaded for students' use, reference and compliance.

I. School Materials

Every student is expected to come to class with the necessary school materials. The class schedule is a guide in determining these things that must be brought to school.

1. School materials needed should bear the student's name and section to prevent losses.
2. Students are not allowed to retrieve required school materials left at home.
3. A student is not allowed to bring materials that are not essential in any of the classes during the day. The teacher may confiscate such items. Confiscated materials are returned to the parents of a student with a warning.
4. The school provides lockers to students for their use with a corresponding rental fee in order to provide a safe and healthy educational physical resource to students.
5. Confiscation is necessary if the material:
 - a. is a distraction;
 - b. encourages theft;
 - c. causes an unnecessary need among others;
 - d. may harm or injure.
6. In particular, the following are not allowed in school:
 - a. pets
 - b. toys of all sorts
 - c. magazines and comic books
 - d. playing cards and game boards
 - e. skateboard, e-scooter, roller blade, bicycle
 - f. audio/video equipment and accessories and other electronic devices (e.g. tablet, headset, ear pod, etc.)

In the event that any of the above-mentioned items are essential to a class activity and has to be brought to school, a Permit to Bring shall be secured from the Class Adviser approved by the Academic Supervisor.

7. Students and teachers may turn over Lost and Found items to the authorized person/office.
 - a. Claiming of lost items shall be made during breaks only.
 - b. Students may also report lost/missing personal belongings.
 - c. At the end of each month, unclaimed Lost and Found items are considered for donations to the school's outreach program.
8. All requests for CCTV review concerning lost items shall be submitted through the Office of the Vice Principal for Administration. The requester must accomplish the official CCTV Review Request Form in full which will be forwarded to the office of School Principal .

J. Assigned Places and Off-Limits Areas

1. During school days, IPSA is responsible for the whereabouts of its students. Students therefore, should be at their assigned places during class hours and within the premises of the school during breaks.
2. From the time a student arrives at IPSA and his/her dismissal, he/she is not allowed to leave the campus without approved Permit to Leave.
3. During P.E. or Laboratory period, all students are required to be with their respective sections. During Club period, students should stay with their club moderator at their assigned area.
4. The following places are off-limits to the students:
 - a. Faculty Rooms
 - b. Administration Offices (except for official business)
 - c. Workrooms and offices
 - d. Rooftop
 - e. Muslim Prayer Room (For non-Muslims)
 - f. Fire exits
 - g. Guard house

5. After dismissal, all classrooms shall remain locked and are strictly off-limits to students unless a teacher grants explicit permission and provides a signed waiver authorizing the student to stay.

After dismissal, classrooms are locked and off-limits to students.

K. Search or Inspection and Confiscation

1. When it is deemed necessary for the common good, the Student and Community Affairs Head or any designated school official may conduct a search and/or inspection of any locker or bag. Normally, this is done in the presence of the students.
2. A search and /or inspection is conducted to prevent the commission of an offense or to aid in the solution of a disciplinary case.
3. Confiscated items are turned over to the SCAO Head.

L. Use of School Name and Seal

1. No individual or group may use the name, hymn, seal or any materials obviously associated with and/or pertinently related to the School that may compromise the image of IPSA for any activity, and/or in any printed material (T-shirt, jacket, trophy, etc.) without the explicit authorization of the School. This applies but is not limited to printed programs, invitations, announcements, tickets, parties, balls, leagues, tournaments, competitions or other similar activities.
2. Anyone who wishes to use the school name or seal must first seek authorization and approval from the School Principal through a written request.

M. School Fees

1. Admission Fee shall be paid by new students/returnees only.
2. Miscellaneous Fees
Miscellaneous fees are paid in full upon enrollment at the Finance Office

3. Tuition

Payment of tuition can be made on an Annual, Quarterly and Monthly basis. A Schedule of Fees for the school year is issued to parents at the beginning of the school year for the due dates. Late charges apply after the due date (see Appendix ____). Payment and invoice for the quarter can be viewed through ReachApp. It serves as a Statement of Account.

4. Unsettled Accounts

The School reserves the right to withhold the report card and other credentials of students who have not settled their financial obligation as a contract agreement. To be eligible for enrollment, students should settle all financial obligations in the previous school year.

5. Collection of fees is done by the School Cashier only. Parents are therefore advised to directly pay to the Cashier or send payment through bank transfer/STC Pay to the School's account.

6. Bus Regulations

The school bus is considered as an extension of the school premises, therefore the school bus riders are subject to the rules and regulations governing the School, in general.

The School Management reserves the exclusive right to accept upon completion of all necessary requirements, deny or terminate school bus service to any school bus riders due to consistent and continuous violation of the established school bus rules and regulations, formulated to ensure the convenience and safety of all passengers.

The duly designated office by the School shall receive, accept and accommodate all inquiries, complaints and concerns regarding school bus service both from the school bus riders and school bus service provider/contractor.

All school bus riders shall abide and submit itself to the following guidelines, rules and regulations:

- a. Subscription or reservation (IPSA Form PS-15), bus service change of schedule (IPSA Form PS-16) and cancellation of school bus service (IPSA Form PS-17) shall be secured from the designated office for appropriate action and submit to the

- b. Finance Office for payment and eventual registration. To avoid unnecessary billing of unsubscribed or unused school bus service, the School Management encourages all school bus service subscribers to immediately inform the concerned offices for any changes
- c. School bus riders shall pay the required bus service fee to the Finance Office. A one (1) month advance payment is required. A fraction of a month shall be paid in full. Bus Service contract is payable in 10 full months.
- d. School bus riders shall notify the Transport Officer at least one week in advance should they cancel or change their schedules, either from Two-Way to One-Way by submitting the Bus Cancellation Form/Bus Service Change of Schedule Form (IPSA Form PS-16/IPSA Form PS-17).

For those paying on a monthly/quarterly basis, a surcharge fee equivalent to one month rent + 15% VAT will be charged for every cancellation and a surcharge fee of SR 50 + 15% VAT for every change of schedule.

- e. A surcharge fee will be charged if Bus fee is paid in full 10 months and wishes to cancel during the first quarter of every school year. Refer to the table below:

Cancellation month	Surcharge fee
First month of School Year	30% + VAT of full amount paid
Second month of School Year	surcharge fee equivalent to 2 months rent + VAT
Third month and every subsequent month thereafter	surcharge fee equivalent to 1 months rent + VAT

- f. No more cancellation is accepted in the last quarter of the school year.
- g. The School reserves the right to designate pick up points in some areas and/ or to terminate bus service that do not meet the minimum number of students enough to defray cost of bus rental. Notice will be issued through an email to parents or school website announcement one month before the start of classes.

- i. School bus riders shall wait for the arrival of the bus at their respective residences or designated pick-up point and time schedule to avoid any delay or inconveniences to his/her co-riders during fetching time. Inability of the school bus riders to be at the scheduled time and designated boarding area and those left-behind due to their own absence will not be the responsibility of the School Management.
- j. School bus riders shall be in the bus at dismissal time to avoid delay of departure. Second trip bus riders shall wait inside the multi-purpose hall when awaiting for their trip.
- k. Parents or Guardians of the school bus riders are not allowed to travel with the bus or occupy seats which are reserved for other school bus riders.
- l. School bus riders who participate in any activities after school hours will not be covered by the school bus service.
- m. School bus riders shall extend optimum respect and courtesy to the school bus driver at all times and shall behave accordingly in a desirable and decent manner so as not to offend or inflict any distraction while the driver is driving.
- n. School bus drivers are authorized to report any misbehavior or offenses committed by any school bus riders through the issuance of Referral Slip (IPSA Form PS-11) to the Student and Community Affairs Office for disciplinary action.
- o. Extending any parts of the body outside the window, littering, transferring from one seat to another, making unnecessary noise, fighting and other misconduct are strictly prohibited.
- p. During examinations, no school bus riders shall board/embark on a school bus other than the assigned school bus. No special trip will be provided.
- q. School bus riders shall strictly adhere to their respective bus assignment on time, transferring or boarding another school bus will not be tolerated. Written notifications will be circulated when impending changes in school bus assignment and time schedule is imminent due to unavoidable circumstances.

- r. School bus riders must abide by the travel route of the school bus, re-routing or deviating from the official travel route at the convenience or expense of other passengers is strictly prohibited.
- s. SCAO has the authority to investigate, reprimand and promulgate resolutions or decisions in addressing school bus riders' violations/offenses committed against these guidelines.
- t. School bus riders, parents or guardians shall direct their inquiries, suggestions, complaints or clarifications to the designated office.
- u. Bus monitor is provided for select bus routes only.
- v. No seat reservation shall be accommodated. Failure on the part of the School Bus Rider to abide by the rules and regulations, as stipulated in these guidelines, will be dealt with accordingly.

N. Donations

The School accepts donations in cash or in kind. Donors shall course these through the Finance Office for proper acknowledgment and recording. A Donation Acknowledgment Form shall be filled-out.

O. Lost and Found Policy

The purpose of this policy is to provide procedures for handling and management of lost, missing, misplaced, left-behind, abandoned, forgotten, and found items/property at school.

Lost and found items/property in the school should be managed and monitored by the School or designated school personnel or designated staff for the purpose of helping item owners to have the best chance of getting their item/property back as soon as possible based on this policy.

1. Procedures of Finding Item/Property on the School Premises

- a. Found or recovered items/property shall be surrendered to the teachers or school personnel.
- b. Teachers or school personnel shall record the returned lost item/property and shall record the following information, namely: description of the item, name, grade and section of the person who found and surrendered the item/property, and the date when the item/property was found.
- c. Teachers or school personnel shall place the lost item/property such as clothing, lunch box, school supplies, digital devices, and the likes inside the "Lost & Found Box" located near the School Canteen.
- d. All valuable found item/property such as any amount of money, wrist watches, gold jewelries, eye glasses, mobile phones, school IDs and the likes shall be surrendered to the Student and Community Affairs Office (SCAO) for safe-keeping, tracing and eventual return to the rightful owner of the found item/property

2. Procedures of Reporting Personally Owned Property/Item Loss

- a. School personnel, students, parents, school visitors or any individual shall report the loss of personally owned properties/items by reporting the incident to the Student and Community Affairs Office (SCAO).
- b. The owner of the lost property(ies)/item(s) should fill in the loss report form stipulating the item description, time and place loss
- c. The Student and Community Affairs Office undertake the necessary action to find the lost item and its eventual return to the rightful owner.

3. Procedures of Returning of Lost and Found Property/Item

- a. The SCAO shall communicate with the owner in case the identity of the owner of the lost and found property or item has been accurately established.
- b. Prior to the return of the lost and found item to the owner, the claimant shall provide description of his/her lost property/item matching the previously reported lost item, as per 2.b.

- c. Upon retrieval of the lost property/item, the owner/claimant shall sign an acknowledgement receipt and countersigned by the SCAO.

4. Procedures for Unclaimed Property

- a. Lost and found items such as clothing, lunch box, school supplies, digital devices, and the likes will be stored or exhibited in the “Lost and Found Box” located near the School Canteen for easy retrieval by the rightful owner.
- b. If there was no claim for the recovered or found item for fifteen (15) days from the day it was found, the school shall initiate disposal proceedings by donating the unclaimed property/item of value to charity.
- c. Any lost and found amount of money recovered with no claimant shall be surrendered to the Finance office for safe-keeping and shall be considered as a benevolent fund.

5. Recognition

Finders who surrendered the lost or missing item/property will be accorded with a Good Deeds Award, a certificate of recognition bestowed during the Flag Ceremony.

6. Miscellaneous Policies

- a. The School (IPSA) shall not be held accountable and responsible for lost, missing, unattended, misplaced, or left behind personal belongings.
- b. Students may bring in school personal items, materials, equipment, and the likes at their own risk and expense.
- c. Students, school personnel, parents, and other individuals are encouraged not to wear or bring valuable items such as money more than what they need, jewelry, gadgets, mobile phones, and the like to avoid lost property incidents in school.
- d. Students are encouraged to write/print their names on all personal belongings such as jackets, lunch boxes, digital devices, pencil/pen pouches, compass boxes, water bottles, and other school items and supplies to hasten the process of lost and found item retrieval.

P. CCTV Viewing

The school implements the following policy to ensure that all CCTV viewing requests are handled properly, securely, and in accordance with data privacy standards. This policy applies to all students, teachers, parents, and school personnel. CCTV viewing may be requested only for legitimate school-related concerns, including but not limited to:

- Lost or missing items
- Security or safety concerns
- Incidents involving student behavior or discipline
- Concerns requiring verification of events within school premises
- Other situations deemed valid by school administration

The following guidelines apply to all Students, School personnel, and Parents:

1. Request Process

Individuals requesting CCTV viewing must secure and accomplish the official CCTV Request Form from the Office of the Vice Principal for Administration. All required details must be fully completed to allow authorized personnel to accurately process the request

2. Approval Requirement

Individuals requesting CCTV viewing must secure and accomplish the official CCTV Request Form from the Office of the Vice Principal for Administration. All required details must be fully completed to allow authorized personnel to accurately process the request

3. Viewing Schedule

CCTV viewing is not conducted on demand. All approved requests will be scheduled during class hours based on the availability of authorized personnel.

4. Authorized Personnel Only

Access to CCTV footage is strictly limited to school-designated authorized personnel. Sharing, copying, recording, or distributing footage is strictly prohibited under all circumstances.

5. Feedback Documentation

After reviewing the footage, the authorized personnel shall prepare written feedback or a summary of findings, which will be attached to the request file.

6. Data Privacy Compliance

The school strictly adheres to its Data Privacy Policy. CCTV footage is confidential and shall not be released to students, parents, or external parties. Viewing is solely for internal investigation and safety purposes.

7. Follow-Up Timeline

Requesters may follow up on the status of their CCTV request after 3–5 days from the date of submission.

CHAPTER VI: STUDENT SERVICES

The following services are provided by the School to the Students:

1. Office of the Academic Supervisor

The Office of the Academic Supervisor is responsible for the day-to-day supervision of the department. Services offered include appointment of parents to teachers, issue permit to leave the school, issue special examination schedule and Student leave of absence form.

2. Office of the Registrar

The Office of the Registrar provides information on and facilitates admissions, registration, requirements for transfers and graduation. It also provides the following services: issuance of Form 137/SF 10, student clearance, certifications pertaining to academic records as well as School IDs, and submission of records to MOE, DepEd, and CFO. It also maintains and monitors the LIS, SIMS, ERP, and Noor System.

3. Finance Office

The Finance Office issues financial clearances, examination permits, receipts of payment, promissory note, and certifications of school fees to students with educational assistance from parents' employers. It maintains and monitors ERP, ReachApp, and updates student accounts on SIMS. Gives Statement of Account to all students and issues a demand letter to parents with unsettled accounts after a quarter. It also processes the refunds of overpayment and cancellation of bus services.

4. Students and Community Affairs Office

- a. The Office of the Student and Community Affairs is tasked to accept students referred by any school personnel for proper investigation and administration of corresponding disciplinary actions applicable to the offenses or violations committed by the students according to the established school rules and regulations.
- b. This Office exercises overall supervision and coordination of all students' co-curricular and extra-curricular activities, programs and projects.
- c. The Office through the Guidance Counselor is tasked to help the students in their academic or behavioral problems. Among the services rendered are: individual and group counseling, advising, group guidance, testing and evaluation, follow-up and information, provides career guide evaluation, and issues certificates of good moral character.

The following is the procedure to avail the services of the Guidance Counselor:

- c.1. A student can avail of any of the guidance services anytime during school operating hours.
- c.2. When a student is referred by the Class Adviser or the Student and Community Affairs Head, he/she proceeds to the Guidance Office at the specified time and submits his/her referral slip to the Counselor.
- c.3. When a student receives a "call slip" from the Guidance Counselor, he/she sees the Counselor at the indicated time.
- c.4. Parents could make a visit at the Guidance Office for any concerns regarding their child by appointment from the Office of the Student and Community Affairs.
- c.5. The Guidance Office treats all information with utmost confidentiality.
- c.6. When the call slip/referral falls during a class hour, student asks permission from his/her subject teacher except during examination, where he/she may not be allowed to leave the classroom.

- d. The Office through the Student Activity Coordinator directs and coordinates all related activities and functions, including intramurals, formation and management school-sponsored and interest clubs. It determines appropriate campus facilities for programs and reserves rooms and facilities for use; promotes events through campus publicity and local media when appropriate. It promotes the holistic development of all students by providing social, cultural, recreational, and educational opportunities.

5. School Laboratories

Computer, Science and TLE/EPP laboratories are offered by the School as part of the standard curriculum.

6. School Clinic

IPSA provides a School Clinic manned by registered nurses who are available throughout the School operating hours. The School Clinic provides the following services:

- a. Emergency Response: In the event of an emergency requiring hospitalization, school staff will administer first aid and will contact the parent/guardian. Once a parent/guardian is reached, staff will apprise him/her in an emergency situation. In the event that both parents cannot be reached, the nurse/aide or first aider will apply first aid and will endorse/transfer the student requiring medical services/treatment for illness or injury to the nearest hospital. Students will be released to parents/guardians at the hospital. In the event that the parent/guardian is not available and send another person to take charge of the student, school staff will release the student to him/her at the hospital.

If parents cannot be reached (contacted), the School reserves the right to decide on emergency cases.

Parents are responsible to ensure that their child has Residence Permit (Iqama) and medical insurance card at all times as a requirement in hospitals.

- b. Administer medication with written instructions from parents on a case to case basis.

- c. Communicable Diseases: The School Management goal is to protect the School community from the spread of communicable diseases. Students should not attend school if they have an illness that prevents them from participating comfortably in school activities and/or could be spread to others.

- d. Students may be required to submit their immunization record as per instruction of the Saudi Ministry of Health (MOH). The School reserves the right to refuse admission of children of non-compliant parents to adhere/comply with MOH guidelines.

- e. In order to assist in the child's complete recovery from his/her illness and prevent the spread of illness in the classroom, the following guidelines shall be observed:

- Chickenpox: Incubation period for varicella is 10-21 days, the attending physician must certify (Medical Clearance) that the child is able to return and attend school.
- Bacterial/Viral Infections (i.e. HFMD, strep throat, impetigo, pinkeye, etc.): 24 hours after starting antibiotics the attending physician must certify (Medical Clearance) that the child is able to return and attend school.
- Dry chapped lips are not a medical necessity and do not need to be seen in the clinic unless sores or bleeding are evident, then they will be allowed only 1 trip to the clinic for Vaseline application. Parents are encouraged to provide lip balm especially during the winter season.
- Ear aches can be a common complaint, especially among the elementary age. Unless chronic pain or drainage is apparent, the student may be kept in class until break. The school nurse/aide can check for inflammation and drainage, but cannot diagnose an ear infection; therefore the student may be referred to a physician for further evaluation and treatment.
- Headaches: If a student complains of a headache, and no other symptoms, they may be asked to remain in class until break. Exceptions to this would be diagnosis of migraines or other medical conditions that include frequent headaches. Questions to ask students before sending them to the clinic during class are: hungry?, having enough sleep?, sensitive to smells? Eye strain/problems? These are not emergent and can wait until class breaks.

- If pink eye is suspected, the affected student will be sent home and referred to a doctor for evaluation and treatment. If it is diagnosed as pink eye, students may return to school after 24 hours of treatment with appropriate medicated eye drops.
- Rashes: If allergic reaction is suspected and a student is at risk for respiratory difficulty, the student may be sent home or to a medical facility immediately. If not life threatening, the student may receive antihistamine with parent's permission and remain at school if parent so may decide. Rashes of unknown origin will be reported to parents and treated accordingly.
- Sore throats: A very common complaint. Strep throat is a communicable disease caused by group streptococci bacteria, students should be sent to the clinic but not during class hours, unless other symptoms are present as well (i.e: increase temperature, vomiting, rash, earache, lump in the throat). Affected students may be assessed by the clinic nurse/aide at the break. If the throat is painful and reddened, (+) sinus drainage and white patches on the tonsils or swollen glands are observed, fluids may be encouraged, over-the-counter pain relievers may be given if allowed by the parents and a note may be sent home. Cough syrup may be given to students who are less than eight (8) years of age and they are allowed only 1 trip to the clinic a day. Medicines in tablet/capsule form are not given to eight (8) years and below to avoid choking.
- Stomach aches: This is a frequent complaint, and difficult to medically evaluate. If the student has been in the clinic for twenty (20) minutes without fever, vomiting, or diarrhea, they may return to class. Upon initial complaint to the teacher, the student should be given the opportunity to use the bathroom or eat a snack. If a student has a medical condition that causes frequent stomach problems, it should be reported to the school nurse/aide so that a Plan of Care can be written and special arrangements can be made.
- Over-the-counter medicines such as cough syrup, antihistamines, decongestants among others may be given at school if absolutely necessary and as long as the parent brings the medicine in the original container, labeled with the student's name, to the school nurse/aide with instructions (dose and time). It will be administered for a maximum of five (5) days, the student will be referred to his/her physician for further evaluation. The School does not encourage giving medicine at school when doses can be given at home or if it will make students drowsy or impaired.

7. Library and Learning Resource Center

Library is very important in the attainment of the objectives of education. Its main function is to make instructional materials available and accessible to teachers and students in order to develop positive reading/study habits and to enhance the ability to use these materials efficiently and effectively as tools of learning.

- Operating Hours.** The Library is open during school days from 7:45 am to 4:00 pm.
- Library Holdings.** The Library collection includes books, magazines, journals, newspapers, PC units, Software, Educational CDs, Internet facility, Printer, and other information materials. The books are arranged according to the Dewey Decimal Classification System.
- Users.** Only bonafide faculty, staff, students can avail of the Library materials, facilities and services. They are encouraged to suggest books/materials for acquisition.

8. Bookstore

IPSA provides a store where textbooks , P.E. uniforms, supplies are available. It is also in charge of the issuance of locker keys, distribution of yearbooks, and caps and togas during graduation.

9. Printing and Photocopying Services

IPSA provides printing and photocopying services to students with minimal fee to be paid at the Finance Office and to be available at the School Library.

10. Transport Services

IPSA provides transportation services through private contracting companies to students at standard fees on designated routes. The terms and conditions stipulated in the Bus Reservation Form shall apply and shall be subject to change or revisions by the School Management as need arises. See Bus Reservation Form in Appendix ____.

11. School Canteen

IPSA provides a School Canteen through a concessionaire to cater food services to students, faculty, staff and parents during school days.

12. Campus Security Services

IPSA provides a Saudi Security Guard through a private contracting company to safeguard the safety of the students and school personnel inside the School campus and to maintain the peace and order in the School.

CHAPTER VII: RIGHTS, DUTIES AND RESPONSIBILITIES OF STUDENTS

A. Rights of Students

IPSA promotes and supports the rights of the Students, namely:

1. the right to receive proper and satisfactory instruction in the course he or she is enrolled, in accordance with the approved educational objectives and standards of the school;
2. the right to be respected in his or her rights, and to be reasonably and fairly treated as a student and as a person consistent with human dignity;
3. the right to form, join or lead in such student organizations or associations as may be recognized or authorized to operate by the school;
4. the right to avail of the use of school facilities for his or her curricular activities as may be authorized by the school;
5. the right to reasonable protection from danger to one's life and property while in the school and in duly approved and supervised out-of-school activities;
6. the right to be formally apprised of any complaint against him or her, to be heard by of any complaint against him or her, to be heard by himself or herself or counsel, to present evidence for his or her defense, to be informed of the

decision of the School on his or her case and to appeal the decision to proper authorities, when appropriate;

7. the right to redress grievances against any wrong or injustice committed against him or her by any member of the academic community in accordance with the defined channels of authority therein.

B. Duties and Responsibilities of Students

1. To obey and observe all laws and prescribed school policies and regulations.
2. To respect proper authority, whether governmental or institutional.
3. To uphold the aims, ideals and integrity of IPSA.
4. To abide by, comply with, and maintain the prescribed academic standards of IPSA.
5. To conduct himself or herself in a proper and irreproachable manner in his or her relations and dealings with all members of the academic community.
6. To observe at all times, inside or outside the classroom or school campus, the accepted principles of proper decorum and good behavior
7. To meet promptly his or her financial and property obligations to the school.

CHAPTER VIII: SCHOOL RULES AND REGULATIONS

In the exercise of the rights of students, they shall have to maintain the corresponding duties and responsibilities: to know, observe, and abide by all policies, rules and regulations of the school and to maintain their best possible level of academic achievement. The school has the right to suspend or dismiss any student who fails to live up to the school rules and regulations.

A. SCHOOL UNIFORM

A school uniform is prescribed for all students. School IDs are considered part of the uniform. The school uniform shall consist of the following:

1. Boy's Uniform (Kindergarten to Senior High School)

- a. Plain white polo with IPSA patch on the left breast pocket
- b. Navy blue short pants (for Kindergarten to Grade 2)
- c. Navy blue long pants (for Grades 3 to Junior High School)
- d. Plain white undershirt
- e. Black leather shoes and plain white socks

SENIOR HIGH SCHOOL

1. Boy's Uniform

- a. White polo with 3" waist band (Paha) and IPSA patch on the left breast pocket
- b. Charcoal gray long pants
- c. Charcoal gray blazer with IPSA patch on the left breast part
- d. Plain red neck tie
- e. Black leather shoes and plain white socks

2. Girl's Uniform

- a. **KINDERGARTEN** – Pink baby collar dress with IPSA patch on the left breast (2" below the knee).
- b. **GRADE SCHOOL** – White blouse with baby collar and ash gray jumper with IPSA patch on the left breast and red ribbon.

c. JUNIOR HIGH SCHOOL

1. White blouse with peter pan collar and IPSA patch on the left breast, 3" waistband with secret pocket
2. Pleated ash gray skirt (2" below the knee length) hipster length
3. Ash gray necktie with IPSA initials
4. Plain black leather flat shoes and plain white socks

d. SENIOR HIGH SCHOOL

1. White blouse with 3" waist band (Paha), 2 secret pockets on the lower part on either side and IPSA patch on the left breast part.
2. Charcoal gray long pants
3. Charcoal gray blazer with IPSA patch on the left breast part
4. Plain red neck tie
5. Black leather shoes and plain white socks

P.E Uniform

1. White t-shirt with IPSA logo (Kindergarten - Grade 6)
2. Gray t-shirt with IPSA logo. (High School)
3. Gray jogging pants with IPSA/PE initial
4. Rubber shoes and socks

Every Thursday, the students are allowed to wear civilian clothes. However, female students are not allowed to wear halter tops, bare midriffs, mini-skirts, shorts and sandals. Boys are not allowed to wear short pants, except Kindergarten to Grade 2.

Winter Clothes are allowed to be worn during winter months as the need arises and upon official announcement.

3. RESTRICTIONS

In line with IPSA's desire to preserve the good image of the school, students are not allowed to wear or use body paraphernalia like dangling and more than a pair of earrings, friendship bond, fancy and expensive jewelry, outlandish hairstyles, dyed or colored hair, body tattoo, body piercing, and torn pants/jeans, and other inappropriate attire/accessories.

4. PRESCRIBED HAIRCUT

The acceptable haircut for boys shall be at least one (1) inch above the ear and three (3) inches above the collar line or Barber's Cut.

Reference: Paragraph 1.3, Section 1, Chapter III, Part IV of 2000 DECS Service Manual.

B. CAMPUS REGULATIONS

1. GENERAL REGULATIONS

- a. Students upon entrance in the school and while inside the school premises must always wear their School ID.
- b. Any student who brings into the School campus objects, pictures or literature that are morally offensive shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Minor Offense No. 8.
- c. Any student who uses abusive behavior or language that is disrespectful, vulgar, or indecent, or which in any manner causes or has the tendency to harm physically/emotionally other students, faculty members, administrative staff, other school employees or officials shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No. 3.
- d. Any student found drinking prohibited drinks or entering the school premises under the influence of liquor shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No. 7.
- e. Any student found taking prohibited drugs and/or selling, administering, delivering, or giving away to another or in possession shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No. 11.
- f. Any student guilty of theft or deliberate damage to any property of the school shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No. 2 and 5.
- g. Any student found writing or drawing indecent or lewd words or figures on the blackboards/whiteboards, chairs, tables, walls, toilets and buses shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No. 5.
- h. Any student caught in possession of deadly weapons and bringing in explosives of any kind inside the campus shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No.8.

- i. Any student who threatens, coerces, intimidates or compels another student to be absent from his/her classes, or to participate in illegal activity, or restrain him/her from participating in any legal or valid activity or which inflicts upon him/her bodily pain or injury shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No. 15.
- j. Any student engaging in indecent or immoral conduct while in the school premises shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No. 23.
- k. Any student who is found guilty of forgery, alteration or misuse of school records, documents or credentials, who knowingly furnishes false information to the school in connection with official documents filed by him/her and who circulates false information about the school, its officials, administrators, faculty members, staff and/or students shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No. 16.
- l. Any student found intentionally disturbing classes shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No. 14.
- m. Announcements will be allowed only on bulletin boards and areas/ walls designated by the school authorities and with the approval for posting by the School Principal or his/her representative.
- n. The school campus shall be cleared of all unauthorized persons by 4:00 PM. Students should go home immediately after the last class period in the afternoon.
- p. Gambling in any form inside the campus is prohibited and students found guilty thereof shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No. 6.
- q. Any student who impedes, obstructs, barricades, prevents or defeat the rights and obligations of a teacher to teach his/her subject, or right of a student to attend his/her classes, shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No. 14.
- r. No student shall leave the campus without a written request form from his/her parents and approval by the school authorities. Permit to Leave Form can be

obtained from the Class Adviser for approval of the concerned Academic Supervisor. Any student leaving the campus without permission or who is guilty of cutting classes or students arriving to his or her class subject ten (10) minutes late within the second and last period without a valid reason shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No. 22.

- s. Students shall refrain from loitering and making noise in the corridors, MPH and other places inside the school premises during class hours.
- t. Students shall attend social functions in proper attire appropriate for the occasion.
- u. Students are prohibited from taking photographs and/or video of any individual or group of individuals inside the school premises, public or private places without the knowledge and permission of the individual or group of individuals with or without malicious intent. Students who violate this prohibition shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No. 26.
- v. Student shall conduct himself/herself in a manner of becoming a gentle boy or a fine girl at all times.
- w. No student shall engage in bullying or peer abuse which refers to willful aggressive behaviour that is directed towards a particular victim who may be out-numbered, younger, weak, with disability, less confident, or otherwise vulnerable. Bullying is committed when a student commits an act or a series of single acts directed towards another student, or a series of single acts directed towards several students in a school setting or a place of learning, which results in physical and mental abuse, harassment, intimidation, or humiliation. Students who violate this prohibition shall be dealt with appropriate disciplinary action in accordance with administrative sanction, Major Offense No. 10.

Reference: DepEd Order No. 40, s. 2012, Child Protection Policy

- x. No student shall engage in cyberbullying or use of the new digital technologies to torment, threaten, harass and inflict embarrassment to another student. An offense committed through electronic devices such as, but not

limited to texting, instant messaging, chatting, internet and social networking websites or other platforms or formats shall be dealt with appropriate disciplinary action in accordance with administrative sanction Major Offense No. 25.

- y. Gross misconduct is an extremely serious bad behavior that breaks core values of the school, destroys trust, and may lead to a student's suspension or expulsion. It is a behavior that goes far beyond normal breaking of school rules. It involves actions that put people in danger or cause major harm, e.g. fighting or physical assault on others, severe bullying, threats or harassment, bringing weapons, illegal drugs, or alcohol to school, major vandalism or intentionally destroying school property, stealing valuable items, and other analogous acts and shall be dealt with disciplinary action in accordance with administrative sanction Major Offense No. 1.

2. ANTI-BULLYING POLICY

I. RATIONALE/POLICY STATEMENT

The International Philippine School in Al Khobar is committed to a policy of inclusion, equality and justice. It provides a warm, caring and safe place for all students where they can be nurtured, grow and succeed in a relaxed and secure environment.

IPSA believes that bullying of any kind is totally unacceptable and will not be tolerated in our school. IPSA takes all incidents of bullying seriously. No one deserves to be a victim of bullying. IPSA believes that where bullying is challenged effectively, students will feel safe and happy and IPSA will demonstrate a school that cares. Every member of the IPSA community has the right to be treated with respect and students who are bullying others need to learn different ways of behaving.

IPSA acknowledges that bullying can and does happen from time to time and that bullying can happen and when bullying does occur, the act or behavior will be dealt with promptly and effectively in accordance with the school anti-bullying policy.

II. OBJECTIVES OF THIS POLICY

- 1. To effectively prevent, tackle and respond to bullying at IPSA

2. To create a safe, disciplined environment where students are able to learn and realize their potential.
3. All teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
4. All teaching and non-teaching staff, pupils and parents should know what the school policy is on bullying, the procedures to follow when bullying is reported and what steps they should take if they suspect bullying is taking place and the part they can play to prevent bullying, including when they find themselves as a bystander.
5. As a school, IPSA takes bullying extremely seriously. Students, parents and staff should be assured that they will be supported when bullying is reported.

III. BULLYING DEFINED

Bullying is behavior by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Many experts say that bullying involves an imbalance of power between perpetrator and the victim. This could involve the perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.

The imbalance of power can manifest itself in several ways, it can be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying at IPSA is considered to be unacceptable behavior which occurs lots of times, on purpose, such as:

1. **Physical** – pushing, kicking, hitting, pinching, and any other forms of violence, threats;
2. **Verbal** – name-calling, sarcasm, spreading rumors;
3. **Emotional** – exclusion, isolation, tormenting, ridicule, humiliation;

4. **Racist** – racial taunts, graffiti, gestures;

5. **Sexual** – unwanted physical contact, verbal abuse;

6. **Homophobic** – physical or verbal abuse based on stereotyping sexual orientation, whether or not the target is gay; and

7. **Cyber Bullying** – using technology such as mobile phones, computers, laptops and tablets to bully-text, setting up abusive websites, posting photos, misusing social networking sites and sexting.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, gender, homophobia, special educational needs and disability, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

IPSA makes sure that no member of our community is discriminated against and all staff will act to prevent discrimination, harassment and oppression.

Bullying can take place between pupils; between pupils and staff; by individuals or groups and can take place during the school day, in the classrooms, in the corridors or toilets, on the playground, out of school whilst on residential trips, on journeys to and from school, day visits, cyberspace, in group activities and between families in the local community.

IV. BULLY/BULLIES DEFINED

A bully/bullies have low self-esteem although appear confident. Initially, particularly at a young age they are quite popular and will attract a crowd of other students who follow them around. They like to get their own way and will respond to stressful situations impulsively and by hitting out. Bully/Bullies will usually be:

1. energetic and hyperactive;
2. aggressive towards other students and adults;
3. prone to break the rules and display anti-social behavior;
4. positive about their own behavior, with no shame of guilt and how little sympathy with victims;
5. able to communicate well and have an answer for everything; and
6. clever at finding ways of getting themselves out of trouble and difficult situations.

V. IMPORTANCE OF PROMPT SCHOOL RESPONSE TO BULLYING

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences for a child's mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives into adulthood.

Bullying is never a good thing; it is always damaging, both for the bullies and their targets. IPSA responds promptly and effectively to issues of bullying ensuring early intervention where possible to help stop negative behaviors escalating.

VI. 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 their usual routine
3. is unwilling to go to school (school phobic)
4. begins to truant
5. becomes withdrawn anxious, or lacking in confidence
6. starts stammering
7. cries themselves 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 which are damaged or go missing
12. asks for money or starts stealing money (to pay bully)
13. has unexplained cuts or bruises
14. becomes aggressive, disruptive or unreasonable
15. is bullying other children or siblings
16. stops eating
17. frightened to say what's wrong
18. gives improbable excuses for any of the above
19. is afraid to use the internet or mobile phone
20. is nervous & jumpy when a cyber message is received

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

VII. PROCEDURES

1. Students are encouraged to report bullying incidents to any member of staff or school authorities as soon as possible. Incidents may include cyber-bullying and bullying outside of the School.
2. Students are encouraged to feel comfortable to talk to any member of staff, teaching or non-teaching personnel, and feel confident that their issues, concerns or what bothers them will be treated fairly and confidentially. If they would prefer to write down the incident, they may send an email of complaint to the Student and Community Affairs office at sao@ipsa.edu.sa or the office of the Guidance Counselor at gc@ipsa.edu.sa. They may also visit the above offices for appropriate action.
3. Students who witness bullying incidents may also report directly to school authorities where their identity will be kept confidentially.
4. All reports of suspected bullying must be relayed to the school authorities so an investigation can take place.
5. Correspondence received from parents regarding concerns about bullying will be taken seriously and investigated as soon as possible by the School Principal or a member of the school management team.

6. All staff will be made immediately aware of any particular situations.

Witnesses will be interviewed.

7. Parents will be kept informed at all stages and support meetings will be held with all those involved.

8. Official reports pertaining to the complaint, action taken, recommendation, and decision will be submitted and filed.

9. Appropriate action will be decided on, depending on the outcome of the investigation, such as:

- a. Obtain an apology from bully/bullies to those targeted;
- b. Employing administrative sanctions based on school rules and regulations on student discipline;
- c. In cases of severe and persistent bullying exclusion may be considered;
- d. Inform bully/bullies' parents;
- e. Put strategies in place to encourage bully/bullies to change his/her/their behavior;
- f. Put support strategies in place for targeted children. This may include providing a safe haven during school hours for the target or providing a support teacher;
- g. Transfer of the bullying victim or the perpetrator of bullying to another section, in case they are classmates;
- h. Hold a follow up meeting with target's family to report progress; and
- i. other intervention the school may provide both on the perpetrator of bullying and the target of bullying.

A bullying incident will be treated as a child protection concern when there is reason to believe that a student is suffering or likely to suffer significant harm.

VII. PREVENTION & INTERVENTION

IPSA, through the office of Student and Community Affairs and the office of the Guidance Counselor, initiates and undertakes intervention programs for bullying to address the menace at multiple levels, including the school, classroom, family, and community.

These programs involve a combination of school-wide policies, staff training, curriculum-based activities for students, and parental involvement to build a supportive school climate and teach social skills.

IPSA shall utilize these methods as part of its everyday teaching within IPSA Community to prevent bullying from taking place, such as:

1. Establish a positive school climate by fostering a culture of inclusion, respect, and empathy where bullying is not tolerated;
2. Create clear policies by developing, communicating, and consistently enforcing anti-bullying policies to school personnel, students, and parents;
3. Educating school personnel through a comprehensive training on how to identify bullying and respond effectively and consistently;
4. Increase supervision by monitoring areas where bullying is more likely to occur, such as playgrounds and restrooms;
5. Involving parents by engaging families in prevention efforts and keep lines of communication open at all times.
6. Educate students by teaching them what bullying is, its impact, and how to stand up to it safely;
7. Promote social-emotional learning by implementing a curriculum that help students build skills in areas like communication, resilience, and conflict resolution;
8. Empower bystanders by encouraging students to report bullying and to support their peers who are being targeted

9. Build confidence by encouraging students to participate in activities they love to build self-esteem and make friends;
10. Encourage communication by creating an environment where students feel comfortable talking to a trusted adult when they are bullied or see others being bullied;
11. Provide support services by making counseling and other support services easily accessible to students and families;
12. Use effective interventions by employing methods like the support group or shared concern methods to address incidents and prevent future bullying; and
13. Monitor and adjust programs by evaluating the effectiveness of prevention programs and by making adjustments as needed based on data and best practices

IX. SOURCES

- Republic Act No. 7610 or Special Protection of Children Against Child Abuse, 1992
- Republic Act No. 9344 or Juvenile Justice and Welfare Act of 2006
- Republic Act 9995 Or Anti-Photo and Video Voyeurism Act of 2009
- Republic Act 10173 - Data Privacy Act of 2012
- DepEd Child Protection Policy or DepEd Order no. 40 s. 2012
- DepEd Order No. 40, s. 2012 – Child Protection Policy
- Republic Act 10627 or Anti-Bullying Act of 2013
- Positive Discipline in Everyday Teaching: A Primer for Filipino Teachers, Department of Education E-Net Philippines – Save the Children, November 2015
- Republic Act 11313 or Safe Spaces Act or Bawal Bastos Law of 2019

3 DATA PRIVACY POLICY

I. INTRODUCTION

The International Philippine School in Al-Khobar, a non-stock and non-profit Philippine School Overseas which caters to the educational needs of the Overseas Filipino Workers' (OFW) children in the Eastern Region of the Kingdom of Saudi Arabia expresses its full adherence and respect to every individual's right to privacy governing the collection, use, or otherwise process of its personal data, in accordance with all relevant privacy and data protection laws, particularly

the Data Privacy Act of 2012 (DPA) under the auspices of the National Privacy Commission (NPC) and the Anti-Cyber Crime Law, Royal Decree No. M/17 of the Kingdom of Saudi Arabia.

This Policy aims and seeks to strike a balance between the individual's personal privacy, and the free flow of information, especially in pursuing the individual's and learning institution's shared and legitimate interests and responsibilities.

In this Policy, the terms, "data" and "information" are used similarly. The term includes the concepts of personal information, sensitive personal information, and privileged information.

Sensitive Personal Information refers to personal information, Privileged information refers to any and all forms of data which under the Rules of Court and other pertinent laws constitute privileged communication, such as:

1. Issued by government agencies peculiar to an individual which includes, but not limited to, social security numbers, previous or current health records, licenses or its denials, suspension or revocation, and tax returns; and
2. Specifically established by an executive order or an act of Congress to be kept classified.

II. COLLECTION, ACQUISITION, OR GENERATION OF INFORMATION

IPSA collects, acquires, or generates personal data in many forms. They may consist of written records, photographic and video images, digital material, and even biometric records.

Examples include:

1. Information provided by the applicant during application for admission. When applying for admission, IPSA collect, among others:
 - a. directory information, such as name, email address, telephone number, and other contact details;
 - b. data about the applicant's personal circumstances, such as family background, history, and other relevant circumstances, previous schools attended, academic performance, disciplinary record, employment record, and medical records; and performance, disciplinary record, employment

record, and medical records; and

- c. and any or all information obtained through interviews and/or during entrance tests or admission examinations.

2. Information collected or generated after enrolment and during the course of the student's stay with IPSA. After joining IPSA, the School may also collect additional information about the student, including:

- a. academic or curricular undertakings, such as the classes enroll in, scholastic performance, attendance record, etc.;
- b. co-curricular matters engage in, such as service learning, outreach activities, internship or apprenticeship compliance;
- c. student's extra-curricular activities, such as membership in student organizations, leadership positions, and participation and attendance in seminars, competitions, programs, outreach activities, and study tours; and
- d. any disciplinary incident that the student may be involved in, including accompanying sanctions. There will also be possibilities when the school will acquire other forms of data like pictures or videos of activities participated in, via official documentation of such activities, or through recordings from closed-circuit security television cameras installed within the school premises.

3. Unsolicited Information. There may be instances when personal information is sent to or received by IPSA even without the school's prior request. In such cases, it will determine if the School can legitimately keep such information. If it is not related to any of the school's legitimate interests, it will immediately dispose of the information in a way that will safeguard the student's privacy. Otherwise, it will be treated in the same manner as information the student provided us.

If a student supply or provided the school with personal data of other individuals (e.g. person to contact in the event of an emergency), the school will request the student to certify that he/she has obtained the consent of such individuals before providing the School with their personal data.

III. USE OF COLLECTED, ACQUIRED, OR GENERATED INFORMATION

To the extent permitted or required by law, IPSA use the student's personal data to pursue legitimate interests as an educational institution, including a variety of academic, administrative, research, historical, and statistical purposes. For example, the school may use the information collected for purposes such as:

1. evaluating applications for admission;
2. processing confirmation of incoming, transferring in and transferring out students in preparation for enrollment;
3. recording, generating, and maintaining student records of academic, co-curricular, and extra-curricular progress;
4. recording, storing, and evaluating student work, such as homework, seatwork, quizzes, long tests, exams, term papers, culminating or integrating projects, research papers, reflection papers, essays and presentations;
5. recording, generating, and maintaining records, whether manually, electronically, or by other means, of grades, academic history, class schedules, class attendance and participation in curricular, co-curricular, and extra-curricular activities;
6. establishing and maintaining student information management systems;
7. sharing of grades between and among faculty members, and others with legitimate official need, for academic deliberations and evaluation of student performance;
8. processing scholarship applications, grants, allowances, reports to benefactors, and other forms of financial assistance;
9. investigating incidents that relate to student behavior and implementing disciplinary measures;
10. maintaining directories and alumni records;

11. compiling and generating reports for statistical and research purposes;
12. providing services such as health, insurance, counseling, information technology, library, sports/recreation, transportation, parking, campus mobility, safety and security;
13. managing and controlling access to campus facilities and equipment;
14. communicating official school announcements;
15. sharing marketing and promotional materials regarding school-related functions, events, projects, and activities; related functions, events, projects, and activities;
16. soliciting students' participation in research and non-commercial surveys sanctioned by the school;
17. soliciting students' support, financial or otherwise, for School programs, projects, and events;
18. sharing students' information with persons or institutions as provided below.

IPSA consider the processing of all personal data for these purposes to be necessary for the performance of School's contractual obligations to its students, for compliance with a legal obligation, to protect the students' vitally important interests, including their life and health, for the performance of tasks the School carry out in the public interest (e.g., public order, public safety, etc.), or for the pursuit of the legitimate interests of the learning institution or a third party.

IV. SHARING, DISCLOSING, OR TRANSFERRING OF INFORMATION

To the extent permitted or required by law, the school may also share, disclose, or transfer personal data to other persons or organizations in order to uphold the students' interests and/or pursue the School's legitimate interests as an educational institution. For example, it may share, disclose, or transfer your personal data for purposes such as:

1. posting of acceptance to IPSA, awarding of financial aid and scholarship grants, class lists, class schedules, online, in school bulletin boards, or other places within the school campus;

2. sharing of the student's personal data with their parents, guardians, or next of kin, as required by law, or on a need-to-know basis, as determined by the School, in order to promote the students' best interests, or to protect its health, safety, and security, or that of others;
3. sharing of some information to donors, funders, or benefactors for purposes of scholarship grants, and other forms of assistance;
4. publication of scholars' graduation brochure for distribution to donors, funders, or other benefactors;
5. distribution of the list of graduates and awardees in preparation for and during the commencement exercises;
6. reporting and/or disclosure of information to the NPC and other government bodies or agencies (e.g., Commission on Higher Education, Department of Education, Bureau of Immigration, Department of Foreign Affairs, Civil Service Commission, Bureau of Internal Revenue, Professional Regulation Commission, Legal Education Board, Supreme Court, etc.), when required or allowed by law;
7. sharing of information with entities or organizations for legitimate purposes and intents beneficial to all concerned;
8. sharing of information with entities or organizations (e.g., Philippine International Schools Athletic Meet (PISAM) and other sports bodies) for determining eligibility in sports or academic competitions, as well as other similar events.;
9. complying with court orders, subpoenas and/or other legal obligations;
10. conducting internal research or surveys for purposes of institutional development;
11. publishing academic, co-curricular, and extra-curricular achievements and success, including honors lists and names of awardees in school bulletin boards, website, social media sites, and publications;
12. sharing students' academic accomplishments or honors and co-curricular or extra-curricular achievements with schools the student graduated from or were previously enrolled in, upon their request;

13. use of photos, videos, and other information in order to promote the school, including its activities and events, through marketing or advertising materials, such as brochures, website posts, newspaper advertisements, physical and electronic bulletin boards, and other media;

14. live-streaming of school events;

15. publication of communications with journalistic content, such as news information in school publications, and social media sites;

16. providing information such as class lists and photos to partner schools, local government health entities, local Scouting movement and other similar organizations.

V. STORING AND RETAINING OF INFORMATION

All students' personal data is stored and transmitted securely in a variety of paper and electronic formats, including databases that are shared between the School's different units or offices. Access to the personal data is limited to School personnel who have a legitimate interest in them for the purpose of carrying out their contractual and functional duties. It is assured that utilization or use of personal data will not be excessive.

Unless otherwise provided by law or by appropriate school policies, the School will retain the students' relevant personal data indefinitely for historical and statistical purposes. Where a retention period is provided by law and/or a School policy, all affected records will be securely disposed of after such a period.

IPSA understand that the Data Privacy Act 2012 imposes stricter rules for the processing of sensitive personal information and privileged information, and the School are fully committed to abiding by those rules. Further, the School will not subject personal data to any automated decision-making process without prior consent.

VI. AMENDMENTS TO THIS POLICY

If the need arises and deemed obviously necessary by the School. This Policy may be amended and/or revised for improvement and applicability. Changes will be

transmitted to all concerned through the School's website and, when permissible, other means of communication. Any modification is effective immediately upon posting on the website.

VIII. EFFECTIVITY CLAUSE

This IPSA Data Privacy Policy shall take effect ten (10) days after posting it to the official IPSA website and other means of communication.

4. SOCIAL MEDIA POLICY

I. Rationale

This Social Media Policy is promulgated to regulate the use of the School's social media channels and to inform all users of social media platforms of their roles, responsibilities, duties, and obligations.

Users of the School's social media channels are required to demonstrate the highest ethical standards and conduct and to act responsibly when they exchange ideas and information on social media networks.

Further, users must understand that they have responsibilities as representatives of the School and that their actions can have either a positive or a negative impact on the Public image and reputation of the School. It aims to protect the School from any unexpected negative outcome resulting from the use of social media.

II. Scope

This policy applies to all social media activity undertaken by users of the School's social media networks, including but not limited to students, academic and other staff as well as third-party suppliers representing the School, alumni, consultants or any other person participating in social media and who may be identified as having an association with the School, or where School infrastructure is used to access social media.

II. Policy Statement

The School embraces the evolution and use of social media as a tool for communicating in the global world. Given that social media afford users a public

platform to express themselves, it is important that the School establishes clear guidelines regarding responsible behavior, standards of conduct and expectations that users must adhere to when using social media for official purposes or where the use of social media impacts on the School.

The School recognizes the importance of social media as a communication tool and with this policy, aims to encourage transparent, responsible, honest and open communication on social media platforms.

The School values entrenched rights such as freedom of expression, association, the ability to disseminate diverse views and academic freedom. It is however important to understand that freedom of speech and or expression is not absolute, but is limited and measured against the existing norms and standards. These include:

- 1.the 1987 Constitution, especially the Bill of Rights contained in Article III, and or any other relevant law;
- 2.the School's vision, mission, values and strategic objectives, codes of conduct and other applicable rules, regulations, policies and practices;
- 3.the right to freedom of expression, speech and association is not absolute and is limited where such expression infringes on other fundamental rights and may result in discrimination on the basis of race, age, religion, marital status, nationality, origin, physical or mental disability, sexual orientation and/or may constitute bullying or hate speech.

IV. Definitions

1. Social Media

Any website or medium that allows for public communication, including but not limited to social and professional networking sites, blogs, micro-blogging sites, video-and photo-sharing sites, forums, discussion boards and groups, podcasting sites and instant messaging services.

2. School

International Philippine School in Al-Khobar

3. Users

Students, part-time and full-time employees, contractors and third-party suppliers and/or those authorized to generate content for social media platforms associated with the School, alumni, consultants or any other person participating in social media and who may be identified as having an association with the School, or uses School infrastructure to access social media.

- 4.Undesirable Conduct Inclusive of, but not limited to, the generation of content that is detrimental to the image or reputation of the School, that is defamatory, pornographic, proprietary, harassing and/or libelous, slanderous or conduct that may create a hostile work environment, amounts to unfair discrimination, bullying and/or hate speech.

V. Roles and Responsibilities

A. Users of social media for official School purposes must

- 1.Disclose and discuss information about the School or its activities which is not confidential and is publicly available (or for which they have explicit consent);
- 2.Take reasonable steps to ensure that content published is accurate and not misleading;
- 3.Ensure that the use of social media complies with the relevant rules of the School and the terms of use of the relevant social media;
- 4.Comply with the laws of the host country on copyright, privacy, defamation, discrimination and harassment; and
- 5.Always be respectful and courteous when using social media
- 6.Users must establish and confirm their authorization to use social media for official School purposes with their immediate supervisors and, where necessary, the Office of the Registrar and/or Office of the School Principal.
- 7.Refrain from engaging in undesirable conduct.

B. Personal Use of Social Media

1. Personal use of social media must be conducted in a manner that indicates no link or association with the School.
2. Users of social media for private purposes must ensure that they do not engage in undesirable conduct.
3. Where opinions are expressed on social media in a user's private capacity, it must be made clear that the opinion is that of the originator thereof and not that of his or her employer.
4. Users must take cognizance of the fact that any dissemination of undesirable conduct on social media will be attributed to that user. This includes liking, sharing, re-tweeting, posting or reacting to any social media activity that constitutes undesirable conduct.
5. The School may take disciplinary steps should users make use of social media in a manner that has a direct, indirect or potentially negative impact on the School's reputation, public standing or interests.

VI. Privacy

1. Caution must be exercised before releasing images or videos that are identifiable, and permission must be obtained before release.
2. Particular care must be taken when dealing with population groups such as minors, patients or research subjects.
3. Users must refrain from disseminating any private or confidential information of third parties on social media without their consent.

VII. Consequences of Non-Compliance

Users are expected to be mindful of the fact that any activity on social media platforms has an impact on the image of the School, and users should at all times refrain from any activity that may tarnish this image. Users are expected to engage on social media in a responsible manner.

It should also be noted that certain conduct may be regarded as misconduct in terms of the provisions of the relevant Disciplinary Code and Procedure of the School, and that it may also constitute a criminal offence, in which case offenders may be prosecuted by the appropriate authorities.

The guidelines, rules and regulations governing users' conduct during normal interaction as set out in the School's code of conduct applies to users' conduct online.

VIII. Security of School Managed Social Media Account

School members are responsible to ensure passwords and other access controls for official School social media accounts are of adequate strength and kept secure. Under no circumstances should passwords be shared except with other administrators authorized to use the relevant School account. Passwords must be changed when an account administrator leaves the School or changes role within the School. Staff should be familiar with privacy settings and ensure that these are appropriate for both content and intended audience.

Passwords must be changed when there is a compromise or suspected compromise of an official School social media account. Using two-factor authentications to access official School accounts are good practice but are not required.

IX. Responsibility for Implementation

This policy is subject for review and revision every two (2) years or if the School Management deemed it necessary.

References:

ATENEO DE MANILA UNIVERSITY SOCIAL MEDIA GUIDE Version 1, June 2020

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5. GUIDELINES ON THE RESPONSIBLE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (GenAI) IN IPSA

I. INTRODUCTION

A. Purpose

Generative Artificial Intelligence (GenAI) and AI-assisted technologies provide many opportunities for enhancing and augmenting the processes of research and creative work in teaching and learning, but it also presents pitfalls that distort or misrepresent these processes in ways that are not yet fully understood. This policy document offers a general framework in support of the responsible use of these technologies, in a manner consistent with ethical standards, the requirements of applicable law, and the philosophy, vision, mission, goals, and objectives of the International Philippine School in Al Khobar. Specific portions of this document will be updated as AI technologies and general practice evolve.

B. Definition

1. Academic Integrity – Commitment to literary and ethical values. It means doing your own work, telling the truth about your research, and giving credit when you use other people's ideas.
2. AI Tools – Programs, applications, and systems that rely on artificial intelligence technologies to perform specific tasks, to solve specific problems. These tools use advanced algorithms and machine learning techniques to process data, make decisions, and execute tasks automatically or semi-automatically.
3. Artificial Intelligence (AI) – Systems that use technologies capable of collecting data and using it to predict, recommend, or make decisions with varying levels of autonomy, and choose the best course of action to achieve specific goals.
4. Generative AI refers to a class of artificial intelligence systems that rely on machine learning, large language models (LLMs), and other advanced data manipulation tools to mimic human creativity and produce content, such as text, images, audio, video, or code, in response to prompts by a user. Generative AI produces novel content based on patterns learned from large data sets.
5. Large Language Models (LLMs) – Advanced artificial intelligence systems trained on large data sets of text to understand, process, and produce human-like texts. They have the ability to produce coherent texts, answer questions, translate languages, write code, and analyze content, with possible variations in accuracy (e.g. GPT, BERT, Claude, and PaLM).
6. Metacognitive Reflection – It is the active process of thinking, feelings, and learning methods. It involves three key steps: planning a goal, monitoring your progress in real-time, and evaluating the outcome afterward.
7. Plagiarism – Plagiarizing the intellectual or literary production of others and using it without attributing it to its original sources.
8. Turnitin – Turnitin solutions promote academic integrity, streamline grading and feedback, deter plagiarism, and improve student outcomes.

C. IPSA Mission

In the context of the stated mission of IPSA to form persons of conscience, competence, compassion, and commitment, and recognizing that our graduates will encounter a world where GenAI increasingly becomes an everyday tool, IPSA acknowledges the need to assist students deepen their AI literacy, taking advantage of its opportunities while recognizing its risks (competence) and equipping them to use GenAI ethically and responsibly (conscience) in the service of others for the greater good (compassionate commitment). In a similar vein, IPSA shall endeavor to develop and deepen our educator's skills in artificial intelligence literacy so that they will have the necessary competence to assist and guide students in the responsible use of GenAI.

D. General Principles

The values of integrity, perseverance, synergy, and adaptability must be upheld in the use of GenAI and AI-assisted technologies. Ethical standards and legal requirements must also be upheld at all times. The use of GenAI should not infringe upon the right to data privacy and intellectual property rights of others.

DepEd Four (4) Guiding Principles:

Principle 1:

Prioritize a human-centered and pedagogically appropriate interaction approach in the teaching and learner process. Learners and teachers shall be at the center of the teaching and learning process with the aid of AI as a tool to support effective instructional design that responds to diverse learner needs. The use of developmentally appropriate AI tools should effectively meet human needs and enhance teaching and learning, driven by the intrinsic motivation of teachers and learners who maintain control over the AI tools.

Principle 2:

Promote inclusion, equity, and linguistic and cultural diversity in integrating AI. The AI policy shall be aligned to DepEd's commitment to foundational learning, that the integration of AI in Key Stage 2-4 builds upon and reinforces the development of literacy and numeracy skills in earlier stages. AI tools and interventions shall remain accessible to the learners. The use of AI shall likewise uphold cultural and linguistic diversity and prevent discrimination in AI-generated outputs.

Principle 3:

Protection and enhancement of human agency should always be core considerations in using AI. The use of AI in basic education shall not compromise the intellectual and relational skills of all learners, teachers, and non-teaching personnel. Particularly in teaching and learning, the use of AI shall be an opportunity to enhance essential 21st-century skills of learners to enable them to analyze, evaluate, innovate, and effectively communicate ideas and apply learning in real-world contexts. This principle shall ensure that:

- Learners and teachers are informed about the types of data that AI may collect from them;
- Learners and teachers' intrinsic motivation to grow and learn as individuals are protected. Learners and teachers are not deprived of opportunities to develop cognitive abilities and social skills;
- Learners and teachers have sufficient social interaction and appropriate exposure to creative outputs produced by humans and prevent them from becoming dependent on AI; and The development of learning resources (such as textbooks, curriculum guides, lesson plans, etc.) is still primarily human-created, ensuring that content reflects pedagogical integrity, contextual relevance, and cultural authenticity.

Principle 4:

Risk-proportionate regulation. DepEd aligns with the European Union (EU) AI Act and ASEAN 2025 Expanded AI Guide by categorizing AI applications and usage by risk, applying stricter controls to high-risk uses while enabling safe innovation for minimal or limited risk tools. This also entails ensuring that AI applications and its corresponding use are evaluated accordingly to guarantee the protection of the users and their data from undue exposure to abuse and misuse.

E. Scope

The policy document applies to all members of the IPSA community of students, teachers, parents, and all stakeholders. It covers the creation and generation of textual, visual, and other content in the academic environment, such as research and written work, creative projects, and tool development that rely on GenAI technologies

II. ON THE USE OF GenAI IN TEACHING AND LEARNING

In addressing the challenges of GenAI, the teachers are urged to:

1. Intensify the promotion of IPSA values of integrity, perseverance, synergy, and adaptability which precisely challenges teachers to be deliberate in designing the learning process by offering students opportunities to undergo the Learning Experiences, Reflection, and Action themselves. Since reflection is an integral component of IPSA values, teachers should consider requiring a metacognitive reflection as part of the final assessment of a course.
2. Include the thinking and learning process that is specific to the discipline in the course learning outcomes and assessments and incorporate the use of GenAI to promote such learning. GenAI technologies should be used to enhance learning, or to augment human capabilities rather than replace them. Thus, GenAI should be prohibited or restricted if its use retards and replaces the critical thinking, problem solving, analytical, and skills acquisition processes that are essential to the course learning outcomes. Students should not be deprived of opportunities outside of a reliance on GenAI to develop cognitive abilities and social skills, and the attitudes and discipline that go along with these abilities and skills, particularly through empirical practices in the real world.

A. Teaching and Learning

Teachers shall exercise professional autonomy in utilizing AI as an auxiliary instructional tool, subject to strict verification of content accuracy to preclude sole reliance on AI-generated outputs. The integration of these tools must remain responsive to local school contexts and learner readiness, ensuring that AI is employed to facilitate conceptual understanding rather than to provide direct answers to assessments.

When appropriate, teachers may:

1. Utilize AI tools to enhance instruction and support the achievement of core teaching and learning competencies without replacing essential pedagogical practices;
2. Leverage AI tools in the creation and enhancement of instructional materials, subject to existing quality assurance and approval processes, to ensure alignment with curriculum standards and responsiveness to diverse learning

needs and styles; and

3. Use AI tools to facilitate the achievement of expected learning outcomes and the development of 21st - century skills, including communications, collaboration, critical thinking, and digital literacy.

B. Assessment

As appropriate, teachers may:

1. Use AI tools for efficient development of assessment tools such as examinations, quizzes, activity sheets, and other evaluation instruments to provide data-informed insights. However, such processes shall not be fully automated or solely AI - generated. Human supervision, validation, and professional judgement shall remain central to ensure that assessments are accurate, fair, and aligned with established learning standards and pedagogical objectives;
2. Utilize AI to assist in verifying the validity of learners' outputs. However, it shall not, under any circumstances, be the primary basis for final judgements on learners' performance and academic honesty;
3. Assess learner performance tasks and outputs through authentic and human-centered assessment strategies. The use of AI tools shall not, under any circumstance, diminish the value of direct teachers' professional assessment;
4. Use AI tools as support to deliver timely and constructive feedback to learners' outputs, provided that all generated outputs undergo rigorous validation and contextualization to ensure responsiveness to learner needs. To foster digital literacy, teachers shall actively demonstrate the critical evaluation and refinement of AI-generated responses. Notwithstanding the use of such tools, the teacher retains full accountability and agency for the appropriateness and relevance of the final feedback communicated to the learner; and
5. Ensure transparency and fairness in the use of AI by informing learners about how AI tools are used in assessments and providing opportunities for learners to respond to AI-generated feedback or findings. AI detectors shall not be used as sole evidence of academic

dishonesty. Consequently, teachers shall mandate multi-faceted evaluation strategies – including in-person performance tasks and classroom-based activities – to verify learner authenticity without exclusive reliance on technological verification tools.

C. Governance

The use of AI in decision-making process shall be limited to evidence-based, ethical, and efficient decisions in the basic education sector. It shall not, under any circumstances, replace human decision-making and stakeholder consultation processes. AI shall be leveraged to strengthen policies and decisions made through human analysis of available data and resources. All AI-related inputs shall be subject to human oversight and vetting.

The use of AI in school and office operations shall only be in support of ethical, transparent, fair, and accountable administrative improvements to ensure an efficient and enabling work and learning environments. The same shall be limited to providing assistance and it shall not under any circumstance, make final decisions relative to the administrative processes. Human judgement shall remain intact, and the final decisions shall still be made by the school personnel.

D. Ethical Use

Teachers and students should:

1. Ensure that, in using GenAI technologies, the promotion of human dignity and the common good is upheld.
2. Ensure that the use of GenAI technologies does not result in harm to others.
3. Adopt a zero-tolerance position toward the use of GenAI for misinformation.
4. Verify the information and sources generated by GenAI technologies for accuracy and hidden bias.
5. Declare the use of GenAI in any work, through a statement such as This work (specify: paper, artwork, or other output) used GenAI for the following components: (Choose from the following) brainstorming, outlining, sentence generation, study design, editing, or (describe other uses not found in this list).

The following GenAI technologies were used (provide a list of GenAI technologies used). Alternatively, if GenAI was not used, one can declare, “This did not use GenAI in any aspect of the work.”

E. Academic Policy on GenAI

1. Students

Students should comply with their teachers’ GenAI policy, as stated in this document.

2. Teachers

Teachers should include their GenAI Use Policy in their syllabus, based on the policy of the school/department. The syllabus should include:

- a. The extent to which the use of GenAI is permitted.
- b. Clear and unambiguous instructions on GenAI use for assignments and assessments.
- c. Clear rubrics for assessing originality.
- d. Instructions on proper attribution, including citation guidelines

3. What teachers require of students in terms of GenAI use should be observed by teachers as well.

4. Teachers should engage their students in a discussion on the benefits and limits of GenAI and how their own education can be compromised if they delegate thinking to the machine. Teacher shall encourage students to use GenAI only as a learning tool.

F. Equitable and Secure Access

1. IPSA shall abide by relevant laws and regulations, such as, but not limited to, the Intellectual Property Code of the Philippines (Republic Act 8293) and the relevant Saudi Arabia laws. When considering risk and security issues in using GenAI technologies.

2. IPSA shall endeavor to ensure that students enjoy equal access to GenAI as a learning tool.

3. If used for academic work, students and teachers should be critical and discerning about what safe GenAI technologies to use. IPSA shall provide AI literacy education for faculty, students, and staff.

G. Academic Integrity

1. Students

- a. The use of GenAI is equivalent to relying on another person to complete tasks/requirements/assessments. Therefore, proper attribution of its use is required.
- b. The verbatim lifting of GenAI-generated text into one's written work and passing it off as purely one's own constitutes plagiarism.
- c. Plagiarism and non-attribution of the use of GenAI will be treated as for in the Code of Student Conduct.
- d. For final academic assessments, students should submit a Certification of Authorship or Declaration of Originality.

2. Teachers

- a. Proper attribution is also required of teachers when using GenAI technologies for academic content creation, preparation of class activities and assessments, and providing individualized feedback on student work.
- b. The verbatim lifting of GenAI-generated text into one's written work and passing it off as purely one's own constitutes plagiarism.
- c. Teachers may use GenAI technologies but critically and with proper discernment, in coordination and guidance of the concerned Academic Supervisor to ensure the integrity of the assessments such as lockdown browsers and AI-assisted proctoring software, as deemed appropriate. Teachers should clearly discuss the use of these software with their students at the beginning of the school year.

H. Using Other's Work with AI

1. Students

Students must obtain the documented permission of their teachers before putting their teachers' work into any AI-generative tool. The teachers' work teaching materials, correspondence, feedback, and the like.

2. Teachers

Teachers should obtain their students' documented permission before uploading their students' work into a GenAI tool for any reason, such as to create effective feedback.

III. ON THE USE OF GenAI IN RESEARCH AND CREATIVE WORK

A. Transparency in the Use of GenAI

1. Before commencing any research or creative work that involves AI, the intended use of GenAI and AI-assisted technologies in specific aspects of the work must be disclosed to all relevant and concerned individuals and parties, such as capstone project, thesis advisers, and the likes. Researchers are enjoined to disclose the use of GenAI, whether or not human participants are involved in the research and creative work process.
2. The disclosure statement should identify, to the extent possible, the exact GenAI or AI-assisted tools, models, and versions that will be used in the research or creative work process. The disclosure statement should also identify the major areas in which human creativity and innovation are critical in the research or creative work process.
3. At the conclusion of the research or creative process, the actual use of GenAI should be clearly spelled out in the project output. If relevant, the inputs (prompts) and the output may be specified and made available to others.

B. Ultimate Responsibility for Research and Creative Work

1. The researcher/creator has the ultimate responsibility in the use of AI-generated data or analyses. AI systems are neither authors nor co-authors and, as such, cannot be held liable for errors in content, analysis, and interpretation.
2. The researcher/creator must maintain a critical approach to the output produced by GenAI and AI-assisted technologies, fully aware that such content may contain misinformation, inaccuracies, and biases and may cause unintentional harm. Such content may paraphrase from other sources, which might raise issues about plagiarism and respect for intellectual property.
3. The researcher/creator ought to always critically evaluate the information obtained from generative AI. If content must be obtained using GenAI or AI-assisted technologies, it must be validated using reliable sources.
4. The researcher/creator must also not rely exclusively on GenAI and AI-assisted technologies in making decisions concerning the research and creative work.
5. Content from technologies may be used to inform research and creative work, but ultimate decisions about different aspects of the research or creative work must be made by the researcher/creator based on additional factors and evidence and the broader context.
6. The researcher/creator must continuously keep abreast with how to use GenAI and AI-assisted technologies, which are evolving very quickly.

C. Data Privacy, Confidentiality, and Intellectual Property

1. Data Collection

- a. The collection and use of data must be consistent with national laws, the Data Privacy Act of 2012 if the data are classified as personal data.
- b. A study that involves the collection of data from human participants using AI and AI-assisted technologies must obtain, among others, ethics clearance from the pertinent school authority before it can proceed. The human participants must be fully apprised of the use of AI and AI-assisted technologies in the study in which they are being asked to participate, such knowledge thereby becoming one of the conditions for their provision of informed consent.

2. Data Analysis

- a. Researchers/creators need to be mindful that generated or uploaded input (text, data, prompts, images, and so on), even for the purpose of checking grammar, can be used for purposes other than what they had intended, such as the training of AI models. Researchers and creators need to be intentional in protecting data that contain sensitive information, are proprietary or confidential, are protected by intellectual property rights, or are subject to specific legal or ethical requirements. These types of data can only be used in conjunction with AI technologies that are safe to use.
- b. Except those that are already in the public domain, research data must not entered into externally sourced generative AI tools without implementing data security measures, such as encryption and anonymization.
- c. Any data processed using AI or AI-assisted technologies must be rigorously verified for accuracy and integrity.

D. Manuscript Preparation

The preparation of manuscripts must abide by high ethical standards of integrity.

1. Researchers/creators must adhere to IPSA's adherence to high standards of full transparency, human accountability, and strict non-authorship status to maintain research integrity concerning authorship and originality, especially regarding content created with AI assistance.
2. Researchers/creators must declare the extent of the use of AI and AI-assisted technologies in the research and writing process. Whenever AI tools are used directly or indirectly in the text, these should be properly cited.
3. Researchers/creators must carefully review and rectify any AI-generated content for potential biases or inaccuracies.

E. Peer Review

If peer reviewers use GenAI and AI-assisted technologies in evaluating manuscripts, they should never be used in a manner that breaches confidentiality and integrity standards. However, the journal publisher may utilize Turnitin to detect plagiarism and AI writing and AI paraphrasing.

IV. ACCOUNTABILITY AND GRIEVANCE

- 1. For students, violations of the guidelines set out in this document will be dealt with accordingly based on existing procedures on the handling of misconduct that are found in the IPSA Family Handbook 2026 Edition.
- 2. For faculty and staff, the school process in handling complaints will be followed in accordance with the IPSA Personnel Handbook.

V. ROLE OF THE SCHOOL COMMUNITY

1. The School Governing Board

Focuses on policy creation, risk management, and strategic alignment, specifically, covering setting clear guidelines, protecting data privacy, and monitoring technological impact.

2. The School Heads

Act as ethical guides, operational managers, and instructional leaders who shape artificial intelligence uses by setting clear governance policies, vetting safe tools, and providing professional training. It transitions the school from scattered technology experiments to structured secure learning environments.

3. The Teachers and Staff

Act as relational guides, ethical supervisors, and task managers who use AI to enhance learning rather than replace human connection. Key responsibilities include human mentorship, instructional co-planning, and ethical oversight.

4. Students

Act as active learners, critical thinkers, and responsible co-creators who guide their own educational journey while using AI tools safely in research and creative work.

5. Parents

Guiding the students ethical use of artificial intelligence at home, communicating with teachers about digital policies, and balancing screen time with critical thinking. Parents act as vital partners by monitoring how children use tools like adaptive learning apps and AI chat programs.

VI. UPDATING AND REVISION

This document, the Guidelines on the Responsible Use of Generative Artificial Intelligence (GenAI) in IPSA, shall be reviewed and updated regularly every school year, as needed.

VII. REFERENCES

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6. ACADEMIC INTEGRITY POLICY

I. Rationale

This policy states the principles that promote and uphold Academic Integrity in all forms of learning undertaken at the International Philippine School in Al Khobar. It aims to promote core ethical values like honesty, trust, and fairness in education, ensuring that students submit authentic work, prevents cheating and plagiarism, maintains institutional credibility, and guarantees that grades reflect genuine individual learning and achievement.

II. Scope

The policy applies to all members of the International Philippine School in Al Khobar community of students, parents, school personnel, school officials, and other stakeholders.

III. Academic Integrity Principles

We are committed to promoting and fostering a culture and environment of integrity which is fair, honest, trustworthy, and consistent with our values. Our four (4) principles for academic integrity are a shared responsibility of everyone, namely:

1. Uphold academic integrity by providing school personnel and students with educational resources, support and guidance that develop academic integrity knowledge and skills.
2. Alleged academic misconduct will be managed in a fair and transparent manner, free from bias and discrimination.
3. Ability to raise concerns about academic misconduct in good faith, knowing they will be supported without fear of discrimination, persecution, ill-treatment or oppression.
4. Committed in upholding high standards by monitoring and reporting on academic integrity. Ensuring quality assurance and continuously improve the established processes for a supportive learning environment.

IV. Definition of Terms

1. Academic Integrity means a commitment to act with honesty, trustworthiness, fairness, respect, and responsibility in all academic work.
2. IPSA Community refers to a broad range of stakeholders who engage with IPSA and includes, but is not limited to, all students, school personnel of IPSA including alumni, honorary title holders, adjuncts, visiting academics, guest lecturers, volunteers, suppliers and partners who are engaging with and contributing to the work of IPSA.
3. Academic Misconduct is an act or attempted action by a student to obtain an unfair academic advantage. Examples of academic misconduct may include, but are not limited to, the following:
 - a. *Plagiarism* - is presenting other people's work or ideas as the student's own without appropriate acknowledgement. Plagiarism can include:
 - copying any material without acknowledging the source
 - paraphrasing sentences or whole passages without acknowledging the source
 - using the ideas, creation or concepts of others, without acknowledging the source.
 - b. *Collusion* - is unauthorized collaboration in preparation or presentation of work, including knowingly allowing personal work to be copied by others.
 - c. *Contract cheating* - is commissioning and/or submitting work which was completed by someone else, whether paid or unpaid. Contract cheating can include:
 - knowingly submitting completed or partially completed assignment produced by a commercial service or paid contractor, by a friend, family member, student or staff member of IPSA
 - arranging for another person to sit an exam, complete a task or quiz, or complete assignment.
 - d. *Exam cheating* - is a deliberate attempt to gain an unfair advantage, including:
 - unauthorized early access to assignment/exam or answer sheet
 - communicating with or copying from another person during the exam
 - supplying, receiving or using unauthorized material in an exam
 - any other conduct that would give an unfair academic advantage to a student.

- e. *Filesharing* - is the unauthorized distribution of copyrighted course materials, assignment documents, exam questions, completed assignments, or the use thereof.
- f. *Self-plagiarism* - is submitting work for which the student has received or intends to receive credit in the same course or other courses or attempting to gain credit for the same work twice.
- g. *Falsification* - is presenting misleading or untrue information as part of an assignment submission. Falsification can include:
 - submitting falsified, copied or inappropriately altered data or results as part of assessment
 - altering or falsifying any document or record for the purposes of gaining academic advantage or meeting assignment requirements
 - deliberate attempts to deceive about assignment submission times, word counts, attendance or participation in learning activities
 - inclusion of citations to non-existent or incorrect sources
 - sharing login credentials to pose as another student or enabling another person to pose as the student as per the [IT Acceptable Use and Security Policy].
- h. *Solicitation* – is when a student offers or gives money or any item or service to an IPSA staff member or any other person to gain academic advantage for the student or another person.
- i. *Inappropriate use of artificial intelligence (AI)* – is to subvert the aims of assignment or give the student an unfair academic advantage. Inappropriate use of AI can include but is not limited to:
 - submitting work produced (or produced in part) by generative artificial intelligence as the student's own work
 - using information generated by artificial intelligence without acknowledgement or attribution
 - using artificial intelligence or digital tools to submit work which significantly misrepresents the student's level of competence
 - using digital tools to disguise plagiarism, collusion, copying, contract cheating or any other Academic Misconduct.

- j. *Promoting cheating* - is promoting or being involved in facilitating ways to breach Academic Integrity. It is a criminal offence to advertise or offer Contract Cheating services.

V. Academic Integrity Procedures

1. *Detection and Reporting*: Teachers or staff identify potential misconduct and submit a report with evidence to an academic integrity in-charge.
2. *Initial Interview*: An academic integrity officer reviews the case to decide if it involves poor academic practice or actual misconduct, or if it qualifies for early resolution.
3. *Student Notification*: The student receives formal written notice detailing the allegations, evidence, and options to respond either in writing or via a conference.
4. *Investigations and Decision*: An objective assessment and evaluation of the case shall review the facts, hears the student perspective, and determines responsibility.
5. *Penalties and Sanctions*: Penalties, sanctions, and interventions shall be based on the severity of the offense, from guidance counseling, written warning, but not limited to suspension.

VI. Repealing Clause

All existing instructions, policies, rules and regulations which are inconsistent with the provisions of this Academic Integrity Policy are hereby amended, rescinded, modified, or repealed accordingly.

VII. Revision / Amendment

This Academic Integrity Policy is subject for review, revision, modification, or amendment on a yearly basis or when it deemed necessary by the school management and governance.

7. IPSA GENDER EQUALITY AND INCLUSION POLICY

I. Policy Statement

The IPSA gender equality and inclusion policy ensures fair treatment, equal access to learning, and safe participation for all students and school personnel regardless of gender. It removes stereotypes in the classroom, mandates unbiased learning materials, and provides transparent guidelines to stop harassment or discrimination.

II. Core Principles & Purpose

1. **Equal Access:** Guarantee all students join every class, sport, and activity.
2. **Fair Treatment (Equity):** Provide specific support to meet individual student needs rather than treating everyone identically.
3. **Safe Environment:** Stop bullying, teasing, or gender-based violence immediately.

III. Classroom and Teaching Practices

1. **Unbiased Language:** Use gender-neutral words like "everyone" or "class" instead of gendered terms.
2. **No Segregation:** Avoid separating students by gender for lines, chores, or basic group tasks.
3. **Inclusive Materials:** Check books and tools to show diverse roles and balanced representation for all genders.

IV. Roles and Responsibilities

1. **School Leaders:** Review data disaggregated by gender and handle complaints fairly.
2. **Teachers:** Model respectful behavior and actively challenge biased statements.
3. **Students:** Treat peers with respect and report unfair treatment or bullying.

V. Glossary of Terms

1. **GENDER** refers to the socially constructed roles, behaviors, expressions, and identities of girls, women, boys, men, and gender-diverse people. It influences how people perceive themselves and each other, how they act, and how power and resources are distributed in society.

Key Dimensions of Gender:

- a. **Gender Identity:** A person's deeply felt, internal sense of being male, female, a blend of both, or neither.
- b. **Gender Expression:** How a person presents their gender to the world through clothing, hairstyles, behavior, or voice.
- c. **Gender Roles:** Social expectations and norms about how people should act, speak, or dress based on their assigned sex.

2. **SEX** refers to the biological and physiological characteristics that define humans and other living organisms. These traits are generally established at birth based on anatomy and genetics.

Key Biological Components:

- a. **Chromosomes:** Genetic blueprints, typically XX for females and XY for males.
- b. **Hormones:** Chemical messengers, with estrogen dominating female biology and testosterone dominate male biology.
- c. **Anatomy:** Internal and external reproductive organs, such as ovaries, uterus, testes, and penis.
- d. **Secondary Characteristics:** Physical traits that develop during puberty, like facial hair or breasts.

3. **INCLUSION** means creating environments where every individual feels valued, respected, and supported to participate fully. It focuses on removing barriers so that everyone—regardless of race, gender, ability, or background—has equal access to opportunities and resources.

Core Dimensions of Inclusion:

- a. **Access:** Removing physical, financial, and systemic barriers to entry.
- b. **Belonging:** Ensuring individuals feel welcome, safe, and respected for who they are.
- c. **Participation:** Providing meaningful opportunities to contribute and engage in activities.
- d. **Empowerment:** Giving everyone a voice in decision-making processes.

4. **DIVERSITY** is the presence of a wide range of human differences within a specific group, organization, or society. It encompasses the unique traits, backgrounds, and identities that make individuals distinct from one another.

Core Dimensions of Diversity:

- a. Inherent Traits: Unchangeable characteristics present from birth, including race, ethnicity, biological sex, age, and sexual orientation.
- b. Acquired Traits: Elements shaped by life experience, such as education, geographic location, socioeconomic status, and language.
- c. Internal Dynamics: Invisible factors that influence thinking, including religious beliefs, political views, values, and neurodiversity.

5. **EQUITY** means recognizing that each person has different circumstances and allocating the exact resources and opportunities needed to reach an equal outcome. It focuses on fairness by identifying and eliminating systemic barriers that block vulnerable groups from succeeding.

Core Dimensions of Equity:

- a. Targeted Support: Giving extra resources to those who need them most, rather than distributing assets evenly.
- b. Barrier Removal: Fixing broken institutional systems, policies, or physical spaces that cause disadvantages.
- c. Fair Outcomes: Measuring success by ensuring everyone can cross the finish line, not just start at the same line.

6. **EQUALITY** means treating every individual identical by providing the exact same resources, rights, and status, regardless of their background or identity. It focuses on uniformity and ensures that no one is granted special privileges or faces unfair discrimination at the starting line.

Core Dimensions of Equality:

- a. Equal Rights: Guaranteeing identical legal protections, voting privileges, and human rights for all citizens.
- b. Equal Opportunity: Ensuring everyone has the exact same starting point to pursue education, jobs, or promotions.
- c. Non-Discrimination: Enforcing zero-tolerance rules against treating individuals differently based on race, gender, or religion.

7. **GENDER EXPRESSION** refers to how a person publicly presents their gender to the world. It includes external characteristics and behaviors that society traditionally associates with masculinity, femininity, or gender-neutrality.

Key Elements of Gender Expression:

- a. Appearance: Choice of clothing, hairstyles, makeup, accessories, and body modifications.
- b. Behavior: Body language, mannerisms, gestures, and ways of moving.
- c. Communication: Tone of voice, speech patterns, and choice of vocabulary.
- d. Social Names: The names, pronouns, and titles (e.g., Mr., Ms., Mx.) a person requests others to use.

Core Distinctions:

- a. Expression vs. Identity: Gender identity is an internal, deeply felt sense of self. Gender expression is the external manifestation of that identity. A person's expression may not always match social expectations of their identity.
- b. Expression vs. Sexual Orientation: Gender expression is about self-presentation. Sexual orientation is about who a person is attracted to. They are independent of each other.

8. **GENDER IDENTITY** refers to a person's deeply felt, internal, and individual sense of their own gender. This identity can be male, female, a blend of both, or neither. It is a core part of an individual's personal identity.

Key Concepts and Classifications:

- a. Cisgender: Individuals whose gender identity matches the biological sex they were assigned at birth.
- b. Transgender: Individuals whose gender identity differs from the biological sex they were assigned at birth.
- c. Non-Binary/Genderqueer: Individuals whose identity falls outside the traditional binary categories of strictly male or female.

Core Distinctions:

- a. Identity vs. Sex: Biological sex is determined by physical characteristics (chromosomes, anatomy). Gender identity is determined by an internal psychological sense of self.
- b. Identity vs. Expression: Identity is who a person knows themselves to be on the inside. Expression is how they choose to present that identity externally to society

VI. Code of Conduct

1. Expected Behavior

- a. Respectful Language: All community members must use language that respects individual identities, using correct names and pronouns, as requested.
- b. Inclusive Engagement: Students and staff must welcome peers into academic, athletic, and extracurricular activities regardless of their background or identity.
- c. Challenge Bias: Community members are encouraged to constructively point out and reject stereotypes or discriminatory comments in daily interactions.

2. Prohibited Behavior

- a. Discrimination: Denying any student access to facilities, classes, teams, or positions based on race, gender, sex, ability, or background.
- b. Harassment and Bullying: Engaging in verbal, physical, or digital behavior that demeans, intimidates, or excludes someone based on their identity.
- c. Deadnaming or Misgendering: Intentionally and repeatedly using an individual's incorrect name or pronouns after being notified of their preference.

3. Reporting and Enforcement

- a. Safe Reporting: Anyone who witnesses or experiences a violation can report it safely to the designated equity officer or school counselor.
- b. Restorative Consequences: Violations will be met with corrective actions focused on education, behavior reflection, and restoring community safety.

VII. Teacher Implementation Guidelines

1. Classroom Management

- a. Neutral Grouping: Group students by birth month, color rows, or random numbering instead of using gender lines ("boys vs. girls").
- b. Universal Greetings: Open classes with inclusive phrases like "Welcome everyone" or "Good morning, students" to build an immediate sense of belonging.
- c. Flexible Accommodation: Provide modified materials, extra time, or assistive technology to students who require specific equity support.

2. Curriculum and Instruction

- a. Diverse Media: Select textbooks, stories, and historical examples that highlight contributions from all genders, races, and abilities.
- b. Balanced Participation: Use cold-calling strategies (like name sticks) to ensure all students get equal opportunities to speak, preventing dominant voices from taking over.
- c. Fact-Based Lessons: Teach biological sex and gender roles using clear, scientific, and age-appropriate curriculum standards without personal bias.

3. Professional Accountability

- a. Self-Reflection: Review grading patterns, discipline referrals, and participation rates annually to check for implicit bias.
- b. Prompt Intervention: Stop discriminatory jokes or remarks immediately; use them as teaching moments to explain the policy terms.

VIII. Reporting Mechanism and Incident Response

1. Reporting Channels

The School provides multiple confidential channels to report gender-based discrimination, harassment, or violence:

- a. Digital Portal: Reports can be submitted securely through the encrypted online form on the School intranet.
- b. Physical Drop boxes: Secure, locked reporting boxes are located outside the main library and the student counselor's office.

- c. Designated Officers: Verbal or written reports can be made directly to any trained Equity Officer or School Counselor.
- d. Anonymous Reporting: Stakeholders may submit reports without revealing their identity, though anonymous reporting may limit the depth of the investigation.

2. Intake and Immediate Measures

Upon receiving a report, the designated Equity Officer must initiate the following steps within twenty-four (24) hours:

- a. Safety Assessment: Evaluate immediate physical or emotional risks to the reporter or affected parties.
- b. Interim Protections: Implement immediate protective measures if necessary, such as classroom reassignments, mutual no-contact orders, or temporary paid administrative leave for staff.
- c. Resource Provision: Provide immediate access to school counseling services, medical aid, or external helpline information.

3. Investigation and Resolution

The School commits to a fair, neutral, and timely resolution process:

- a. Timeline: Investigations must be completed within thirty (30) school days of the initial report, unless extenuating circumstances require a documented extension.
- b. Fact-Finding: A trained, neutral investigator will conduct separate interviews with the reporter, the respondent, and any relevant witnesses.
- c. Evidence Review: Digital evidence, physical evidence, and witness statements will be gathered and assessed objectively.
- d. Standard of Proof: Findings will be determined based on a "preponderance of evidence" standard (whether the allegation is more likely true than not).

4. Confidentiality and Anti-Retaliation

- a. Privacy Protections: Information regarding reports and investigations will be shared strictly on a need-to-know basis with personnel directly involved in the resolution process

- b. Retaliation Ban: Strict disciplinary action, up to and including expulsion or termination, will be taken against any student or staff member who retaliates against an individual for reporting an incident or participating in an investigation.

IX. Parental Notification Timelines for Underage Students

1. Notification Window and Classification

The School will notify parents or legal guardians of underage students involved in a reported incident based on the severity and nature of the situation:

- a. Urgent Incidents (Within two (2) hours): In cases involving immediate physical safety risks, sexual assault, severe physical violence, or when emergency medical or law enforcement intervention is required, parents/guardians will be notified immediately via phone and email.
- b. Standard Incidents (Within twenty-four (24) hours): For reports involving verbal harassment, systemic gender discrimination, or non-emergency behavioral violations, parents/guardians will receive a formal notification within one (1) school day.

2. Exceptions and Student Safety (The Safety-First Rule)

The School prioritizes the physical and psychological safety of the underage student above all else:

- a. Risk Assessment: Before notifying parents/guardians, the designated Equity Officer and/or School Counselor will conduct a brief safety assessment.
- b. Notification Deferral: If there is reasonable evidence or credible concern that notifying a parent/guardian would place the student at risk of domestic abuse, abandonment, physical harm, or severe emotional trauma, notification will be temporarily deferred.
- c. Alternative Protocols: In cases where parental notification is deferred, the School will immediately contact Child Protective Services (CPS) or equivalent local child welfare and safety authorities to ensure the student's legal and physical protection.

3. Role of Parents/Guardians in the Investigation

- a. Right to Accompaniment: Parents or legal guardians have the right to accompany their underage child during any formal interviews conducted during the fact-finding process.
- b. Updates and Outcomes: Parents/guardians of both the reporting student and the responding student will receive written status updates every ten (10) school days during an active investigation, alongside a formal summary of the final outcome and any applicable safety plans

X. Disciplinary Actions and Sanctions

1. Student Disciplinary Actions

Sanctions for students found in violation of the Gender Equality and Inclusion Policy will be progressive, proportional to the offense, and determined by the severity and frequency of the behavior:

- a. Level 1: Educational Interventions & Warning: Applied for minor, first-time infractions (e.g., unintentional use of gender-biased language). Actions include a formal written warning, mandatory completion of empathy or gender-awareness modules, and a documented discussion with the school counselor.
- b. Level 2: Detention & Loss of Privileges: Applied for repeated minor infractions or moderate offenses (e.g., targeted exclusion or minor verbal harassment). Actions include single or multi-day school detentions, and temporary suspension from extracurricular activities, sports teams, or school events.
- c. Level 3: Short-Term Suspension: Applied for severe or persistent offenses (e.g., deliberate bullying, digital harassment, or intimidation). Includes out-of-school suspension ranging from one (1) to five (5) school days, mandatory parental conferencing, and a required behavioral re-entry plan.

- d. Level 4: Long-Term Suspension & Expulsion: Applied for critical violations (e.g., physical violence, sexual harassment, or retaliatory behavior). Includes long-term suspension (six (6) to thirty (30) school days) or permanent expulsion from the institution, subject to review by the School Board.

2. Staff Disciplinary Actions

Employees (academic, administrative, or support staff) who violate this policy face disciplinary measures aligned with labor regulations and employment contracts:

- a. Level 1: Written Reprimand: Issued for minor infractions or first-time behavioral oversights. A formal letter is placed in the employee's permanent personnel file, accompanied by mandatory restorative training.
- b. Level 2: Paid Administrative Leave (Suspension with Pay): Utilized during active, complex investigations to ensure student safety and a neutral fact-finding environment. This is a temporary measure and does not constitute a final disciplinary finding.
- c. Level 3: Unpaid Disciplinary Suspension (Suspension without Pay): Applied when an investigation confirms moderate to severe policy violations (e.g., creating a hostile classroom environment or exhibiting clear gender bias in grading). Staff may be suspended without pay for a period ranging from three (3) to fifteen (15) school days.
- d. Level 4: Termination of Employment: Applied for severe misconduct, sexual harassment, exploitation, physical abuse, or retaliation. Results in immediate termination of the employment contract and, where legally required, forfeiture of monetary employment benefits.

XI. Restorative Justice Options and Alternative Resolutions

The School recognizes that punitive measures alone do not always repair harm or change behavior. When appropriate, and with the voluntary consent of all involved parties, the School may utilize restorative justice pathways as an alternative or supplement to traditional disciplinary actions.

1. Criteria for Restorative Pathways

Restorative options are strictly prohibited in cases involving sexual assault, severe physical violence, or where a clear power imbalance compromises safety. For other infractions, a restorative pathway may be initiated only if:

- a. The responding party fully admits to the behavior and accepts responsibility for the harm caused.
- b. The affected party voluntarily requests or consents to a restorative process without pressure from staff or peers.
- c. The School Counselor or Equity Officer assesses that the process will not cause further psychological harm to the affected party.

2. Approved Restorative Options

- a. Guided Mediation: A highly structured, confidential face-to-face or virtual meeting facilitated by a certified neutral mediator. The focus is on allowing the affected party to express the impact of the behavior, and allowing the responding party to hear that impact and offer a sincere apology.
- b. Restorative Circles: A facilitated group process involving the directly impacted individuals, trained staff facilitators, and support persons (such as parents or peers). The circle provides a safe space to discuss how the gender-based behavior impacted the wider school community and to collectively build a resolution plan.
- c. Accountability and Repair Agreements: A legally binding behavioral contract co-created by both parties and the school administration. This agreement outlines specific actions the responding party must take to repair the harm, such as creating educational materials, making amends, or committing to specific behavioral changes.
- d. Impact Awareness Modules: Instead of standard detention, the student completes targeted, reflective education cycles. This includes guided readings, research projects, or community service projects focused on gender equality, empathy development, and bystander intervention.

3. Failure to Comply

If a responding party fails to fully participate in, complete, or abide by the terms of the agreed-upon restorative outcome, the alternative resolution process will be terminated immediately. The case will be referred back to the standard disciplinary track, and traditional sanctions (such as suspension) will be enforced.

XII. Appeals Process

Both students and staff members have the right to contest any disciplinary sanction or final determination issued under this policy. The submission of an appeal does not automatically pause the enforcement of safety-related interim protections.

1. Grounds for Appeal

Appeals are not new trials and cannot be filed simply because the party disagrees with the final decision. An appeal will only be considered if it meets one or more of the following grounds:

- a. Procedural Irregularity: A material deviation from the established investigation or decision-making process that significantly impacted the outcome.
- b. New Evidence: The emergence of new, relevant evidence or documentation that was not reasonably available at the time of the original determination and could alter the final outcome.
- c. Conflict of Interest or Bias: Documented evidence that the investigator, Equity Officer, or decision-maker had a conflict of interest or a clear bias for or against one of the parties.
- d. Disproportionate Sanction: Proof that the disciplinary action imposed is significantly out of line with the progressive Discipline framework.

2. Appeal Timelines and Submission

- a. Filing Window: The appellant must submit a formal, written "Notice of Appeal" within 5 business days of receiving the official written notification of the sanction.
- b. Submission Channel:
 - Students/Parents: Must submit the appeal to the Office of the Principal or Head of School.
 - Staff Members: Must submit the appeal to the Head of Human Resources or the Chairman of the School Board.
- c. Content: The written appeal must clearly state the specific grounds for appeal (from Subsection A) and include all supporting evidence or documentation.

3. Review and Resolution Process

- a. Appellate Body: The Chairman of the School Governing Board will appoint an independent Appeals Panel consisting of three (3) School Governing Board members who had no prior involvement in the original investigation or decision and not related to the concerned students or school personnel.
- b. Initial Assessment: The panel will review the submission within three (3) school days to determine if valid grounds for appeal have been met. If the request lacks valid grounds, the appeal is dismissed immediately.
- c. Final Deliberation: If the appeal is accepted, the panel will review the case record, the new evidence, or the procedural claims. The panel must issue a final written decision within ten (10) school days of accepting the appeal.

4. Possible Outcomes

- The Appeals Panel has the authority to: Affirm: Uphold the original decision and the assigned sanction in full.
- a. Modify: Lessen or alter the sanction if it is found to be disproportionate to the offense.

- b. Remand: Return the case to a new, independent investigator to fix a procedural error or review new evidence.
- c. Finality: The decision of the Appeals Panel is final and binding within the institution. No further internal appeals will be permitted.

XIII. Policy Acknowledgement Forms

Appropriate form will be selected and distributed to the respective school stakeholder group. These forms should be collected and archived at the start of each school year.

1. Form – A: Staff Acknowledgement Form
2. Form – B: Parent/Legal Guardian Acknowledgement Form
3. Form – C: Student Acknowledgement Form

8. ALTERNATIVE DELIVERY MODE (ADM) / FLEXIBLE LEARNING PROGRAM (FLP)

I. Rationale

International Philippine School in Al Khobar (IPSA) is committed to ensuring that every enrolled learner can continue and complete their education despite circumstances that prevent regular attendance in face-to-face classes. Consistent with the Department of Education's Flexible Learning Options and Alternative Delivery Mode framework (DepEd Order No. 54, s. 2012), this policy institutes an Alternative Delivery Mode (ADM), also referred to as the Flexible Learning Program (FLP), to provide learners with a structured, monitored, and equitable pathway to continue their studies outside the regular classroom setting

This policy recognizes that learners may be unable to attend face-to-face classes for reasons beyond their control including, but not limited to, final exit from the Kingdom of Saudi Arabia before the end of the school year, due to geographical location & no accessible recognized Philippine Schools Overseas (PSO), and mental health or psychological concerns and seeks to prevent such learners from being dropped, failed, or otherwise disadvantaged solely due to inability to attend in person.

II. Objectives

1. To provide a clear, humane, and consistent procedure for granting Alternative Delivery Mode status to qualified learners.
2. To ensure continuity of learning and safeguard learners' right to complete the school year despite exceptional circumstances.
3. To define the roles and responsibilities of parents, learners, teachers, and school personnel in implementing ADM / FLP.
4. To maintain the integrity of assessment and grading while accommodating flexible modes of instructional delivery.
5. To protect the confidentiality and dignity of learners availing of ADM/FLP for mental health or medical reasons.

III. Definition of Terms

1. **Alternative Delivery Mode (ADM) / Flexible Learning Program (FLP)** — an approved learning arrangement that allows a learner to complete curricular requirements through modes other than regular, in-person classroom attendance, without compromising the quality and standards of instruction.
2. **Final Exit** — the permanent departure of a learner and/or their family from the Kingdom of Saudi Arabia prior to the end of the school year, evidenced by an exit visa, final exit stamp, or the sponsor's certification of departure.
3. **Learning Packet / Module** — self-instructional material, whether printed, digital, LMS or online, containing lessons, activities, and assessments aligned with the current curriculum and covering the period of ADM / FLP lessons.
4. **ADM / FLP Committee** — the body composed of the School Principal, Academic Supervisor, Student and Community Affairs Head, Guidance Counselor, Registrar, and the learner's Class Adviser, tasked with evaluating and acting on ADM / FLP applications.

IV. Scope and Coverage

This policy applies to all bona fide learners of IPSA, from Kindergarten to Senior High School, who are unable to attend face-to-face classes due to legitimate and documented reasons, including but not limited to:

1. Final exit or repatriation from the Kingdom of Saudi Arabia before the end of the school year;
2. Mental health or psychological issues that significantly affect the learner's capacity to attend school in person;
3. Medical conditions, injury, or disability requiring extended home care, recovery, or hospitalization;
4. Commission of a major offense under the school's Code of Conduct/Student Handbook, where the learner's continued physical presence in school poses a risk to the safety, well-being, security, or rights of other students, staff, or the school community;
5. Other analogous and exceptional circumstances beyond the learner's control, subject to evaluation by the ADM / FLP Committee.

V. Grounds for Eligibility and Required Documentation

Ground	Required Supporting Document(s)
Final exit from the Kingdom of Saudi Arabia before the end of the school year (e.g., due to the sponsor's/parent's end of contract, Iqama cancellation, or repatriation)	1. Copy of exit visa/final exit stamp or sponsor's certification of final departure. 2. Parent's written notice with the confirmed date of exit and, where available, the family's forwarding address or contact details abroad. 3. Clearance is required if the whole family will go on final exit. (Fully paid for the whole year)
Mental health or psychological concerns that significantly impair the learner's ability to attend face-to-face classes	1. Recommendation from the Guidance Counselor and, where applicable, a certification from a licensed physician, psychologist, or psychiatrist. 2. Parent's written request. Diagnostic details are kept confidential and are required in full for the request to be considered.

Commission of a major offense whose continued attendance in face-to-face classes would put the safety, well-being, or rights of other students at risk	Written resolution/decision of the Student and Community Affairs Office, issued after due process under the Student Handbook and the school's Child Protection Policy, specifying the offense, the basis for the ADM/FLP arrangement, and its duration; written notice to the parent/guardian.
Other analogous circumstances beyond the learner's control (e.g., family emergency requiring travel, family vacation, force majeure, government-imposed restrictions)	Written explanation from the parent/guardian and any available supporting documents; subject to evaluation and approval by the ADM/FLP Committee on a case-to-case basis.

VI. Application Procedure

- 1. Filing of Request.** The parent/guardian files a written request for ADM/FLP with the Class Adviser, using the school's official ADM/FLP Application Form, together with the supporting documents required for the specific ground cited.
- 2. Endorsement.** The Class Adviser reviews the completeness of the request and endorses it to the ADM/FLP Committee within three (3) school days of receipt.
- 3. Evaluation.** The ADM/FLP Committee evaluates the request, which may include consultation with the Guidance Counselor (for mental health-related requests) or verification of documents with the Registrar (for final exit cases).
- 4. Decision.** The School Principal approves or denies the application based on the Committee's recommendation, normally within five (5) school days from endorsement. The decision is communicated in writing to the parent/guardian.
- 5. Learning Plan.** Upon approval, the Academic Supervisor, together with the subject teachers and class advisers, prepares an individualized ADM/FLP Learning Plan indicating the mode of delivery, learning packets, submission schedule, and assessment dates.

6. Implementation and Monitoring. The learner proceeds under the approved ADM/FLP arrangement, with regular monitoring by the Academic Supervisor.

VII. Modes of Delivery

Depending on the learner's circumstances, access to technology, and location, the ADM/FLP Committee shall determine the most appropriate combination of the following modes:

- 1. Modular Distance Learning** — printed or digital self-learning modules with defined timelines for submission of outputs.
- 2. Online/Virtual Learning** — synchronous or asynchronous sessions, digital learning materials, and online submission of requirements, where internet access permits.
- 3. Blended Approach** — a combination of modular and online (synchronous and asynchronous) delivery, adjusted to the learner's situation (e.g., learners who have relocated to areas with limited connectivity).

VIII. Monitoring, Communication, and Compliance

- The Class Adviser shall maintain regular communication (at minimum, weekly) with the learner or parent/guardian to track progress and address concerns.
- Subject teachers shall provide timely feedback on submitted outputs and flag any concerns regarding the learner's engagement or performance to the Class Adviser.
- The Academic Supervisor shall maintain a consolidated tracking record of all learners under ADM/FLP, including status, submission compliance, and target completion dates.
- Learners under ADM/FLP for mental health or medical reasons shall be given reasonable flexibility in deadlines, subject to the recommendation of the Guidance Counselor or attending physician, provided that curricular requirements are substantially met within the school year or an agreed extended period.

5. Failure of the learner to comply with submission deadlines without valid reason, after due notice, may result in review or revocation of ADM/FLP status by the Committee.

IX. Assessment and Grading

1. Learners under ADM/FLP shall be assessed using the same learning competencies and standards applied to learners in face-to-face classes, through outputs, performance tasks, and written work appropriate to the mode of delivery.
2. Quarterly/periodic assessments shall be administered through the agreed mode of delivery (e.g., online examination, take-home assessment, or supervised testing upon the learner's return, if applicable).
3. For learners on final exit, subject teachers shall, as much as possible, consolidate and complete grading based on outputs submitted prior to and shortly after departure, in coordination with the Registrar, so that the learner's records may be finalized and credentials processed without undue delay.
4. Grades earned under ADM/FLP shall carry the same weight and validity as those earned in face-to-face instruction and shall be reflected accordingly in the learner's official records.

X. Duration and Revision to Face to Face Learning

ADM/FLP status shall be reviewed by the ADM/FLP Committee on a periodic basis (at least once per grading period) to determine continued eligibility. A learner under ADM/FLP for medical or mental health reasons who becomes able to resume face-to-face attendance shall be transitioned back to regular classes upon endorsement of the Guidance Counselor or attending physician and confirmation by the School Principal. A learner on final exit whose ADM/FLP leads to completion of the school year shall have their records finalized and, upon request, be issued the appropriate transfer or completion credentials.

XI. Confidentiality and Data Privacy

All information and documents submitted in relation to ADM/FLP applications, particularly those concerning a learner's mental health, medical condition, or family circumstances, shall be treated with strict confidentiality. Access to such information shall be limited to the ADM /FLP Committee members directly involved in evaluating and implementing the request and shall be handled in accordance with the school's data privacy practices and applicable regulations.

XII. Roles and Responsibilities

Responsible Party	Key Responsibilities
Parent/ Guardian	Files the written request for ADM/FLP with supporting documents; ensures the learner completes and submits learning tasks within set deadlines; maintains communication with the school.
Class Adviser	Endorses the request to the ADM/FLP Committee; coordinates weekly with subject teachers and the learner/parent; consolidates and monitors submission of outputs; tracks the learner's overall progress.

Subject Teachers	Prepare and adapt learning packets/modules and assessments; provide feedback on submitted outputs; compute and submit ADM/FLP grades to the class adviser, academic supervisor and school registrar.
Student and Community Affairs Head	Ensures due process is followed before a student is placed on ADM/FLP for disciplinary reasons, this is to safeguard the policy currently related to the Discipline policy.
Guidance Counselor	Evaluates and endorses requests grounded on mental health or psychological concerns; provides counseling support as needed; recommends appropriate pacing or adjustments; safeguards sensitive information.
School Registrar	Verifies enrollment status and documentation (e.g., proof of final exit, medical/psychological certificates); records ADM/FLP status in learner files; processes credentials upon completion.

Academic Supervisor	Oversees implementation across grade levels; consolidates requests for the Committee's action; monitors compliance with timelines and quality of learning packets; reports status to the School Principal.
School Principal	Approves or denies ADM/FLP applications upon the Committee's recommendation; ensures the policy is implemented consistently and in the best interest of the learner.

XIII. Effectivity and Review

This policy takes effect upon approval by the School Governing Board and shall remain in force until amended, revised, or superseded. The School Principal, in coordination with the Academic Supervisors, Student and Community Affairs Office, Registrar and Guidance Counselor shall review this policy at least once a year to ensure continued alignment with DepEd issuances and the school's operational context.

9. ATTENDANCE AND PUNCTUALITY REGULATIONS

- a. A student is required to be in the school five (5) minutes before the scheduled time for classes and/or for the flag ceremony at 7:45 AM. Dismissal of classes depends upon the class schedule of the grade level.

- b. A student who arrives in school ten (10) minutes after 7:45 AM is considered late for the day without a duly signed excuse letter from his/her parents.
- c. A student who incurs tardiness for more than three (3) instances within a month without an excuse letter from his/her parents shall be referred to the Guidance Counselor for counseling. If the student continuously incurs tardiness after undergoing counseling, the Guidance Counselor shall refer the student to the Office of the Student and Community Affairs Head for appropriate disciplinary action.
- d. In between classes, students shall be in his/her class on the prescribed time schedule. A student who attends/reports five (5) minutes late from his/her class shall be given a verbal warning by the concerned teacher for the first offense. In succeeding instances of tardiness, the teacher shall refer the student to the Guidance Counselor for counseling. No teacher shall deny any late student to attend his/her class or send the student out of the classroom.
- e. A student who incurs absences for more than twenty (20) percent of the prescribed number of class or laboratory periods during the school year or term shall be given a failing grade and there will be no credit on the course or subject.
- f. The School Principal at his/her discretion may exempt a student who exceeds the twenty percent (20%) limit for reasons considered valid and acceptable to the School Management.
- g. The student who was exempted by the School Principal shall not be excused from responsibility in keeping up with lessons, assignments, examinations and other academic requirements.
- h. A student who, without being excused by the school authorities, ceases to attend classes is marked absent every day from the first day and was absent to the tenth consecutive school day, after which, he/she is considered dropped.
- i. A student who has been absent (5 or less days) is required to present his/her excuse letter to the Class Adviser stating the reason(s) for the absences and must be signed by the parent. More than five (5) days of absence needs approval from the Academic Supervisor.

- j. Generally, classes missed due to late enrolment are considered "Absences".
- k. Participation of students during special holidays and activities relative to their religion, e.g. Ramadan, shall be allowed by the School Principal upon submission of a written request.
- l. An absence is "Excused" when it is due to such unavoidable or unforeseen circumstances (i.e. sickness, death of an immediate relative and taking an entrance examination in the Philippines not more than a month, etc.).
- m. Excused absences do not exempt students from complying with the requirements of the subjects like performance tasks, experiments, projects, research papers, and the like which were undertaken by his/her respective classes during her/his absences.
- n. If a quiz is given during his/her absence, he/she shall be given another set of questions by the teacher concerned.
- o. If a quarterly examination is missed by a student due to sickness, he/she shall be allowed to take special examinations provided that a Physician/School Nurse referral slip/diagnosis is presented to the concerned teacher.
- p. The school is not responsible for "accidents" or anything that may happen to a student who cuts classes during class hours. Cutting classes refers to a student who, for whatever reason, did not attend his/her succeeding class/es for the day without official authorization and who leave the school premises without permission.
- q. In case there is an urgent need for a student to go out of the school premises, he/she has to secure "Permit to Leave" from the Class Adviser.
- r. Permit to Leave shall be issued only to a student who is accompanied by his/her parent or upon presentation of a letter from parents to the Academic Supervisor which states reason/s to be permitted to leave the school accompanied by the parents' authorized representative.

10. GUIDELINES FOR USE OF CELLPHONE & OTHER ELECTRONIC DEVICES OR GADGETS

- a. A student's cellphone shall be kept inside the bag while in the school premises.
- b. A student is only allowed to use the cellphone during recess and break with the consent of the Class Advisers or Subject Teachers, depending on the urgency of the call requiring immediate attention.
- c. A student must understand and abide by the rules in using cellphones and electronic devices or gadgets to avoid disciplinary actions in accordance with administrative sanction, Minor Offense No. 1.
- d. The School shall not be held responsible for any lost or missing students' personal belongings.
- e. Students are discouraged to bring personal items of value, wearing jewelry made of precious metals (gold necklaces, rings, bracelets, anklets) and large amounts of money in school

10. CAMPUS SECURITY & SAFETY POLICY

The IPSA School Management enjoins all students, parents, school personnel, visitors and other concerned parties to adhere and observe the following Campus Security & Safety procedures:

- a. Only students and school personnel are allowed inside the campus during school hours;
- b. Visitors may be allowed to enter the school campus after securing an appointment and signing the security service logbook;
- c. Parents or guardians who wish to confer with teachers about their children shall be accommodated after school hours. Parents may contact or send an email stating their concerns or requesting for an appointment with a teacher or other school personnel through the office of the concerned Academic Supervisor at:

Kindergarten Department

psas@ipsa.edu.sa

Elementary Department

gsas@ipsa.edu.sa

jhsas@ipsa.edu.sa

High School Department

shsas@ipsa.edu.sa

- d. No students, parents or visitors shall be allowed to enter or stay inside the school building premises after the last class period without prior and proper authorization from the school authorities;
- e. No parent or guardian shall enter the school premises to confront, verbally abuse, assault, including intimidation or threat of bodily harm, swearing or cursing, ridiculing or denigrating any student, school personnel or parent for whatever reasons at all times;
- f. A parent who wishes to raise any grievance or complaint against any student or school personnel shall seek an appointment with the concerned Academic Supervisor or file a formal written complaint through email for proper disposition through mediation and amicable settlement of conflicts or disagreements. All parent grievances or complaints against any student or school personnel will be treated confidentially and with due process.
- g. The School shall not be held liable or responsible to students who are not fetched on time of dismissal and to students who leave the school without permission;
- h. No student is allowed to stay inside the school campus after 4:00 PM, except for School-sanctioned after-school activities under the supervision of their respective teacher in-charge or moderator;
- i. Students who will be fetched by the parents/guardians later than 4:00 PM shall secure a permit from the Student & Community Affairs Office (SCAO) in order for them to stay inside the school campus while waiting for their fetchers until 5:00 PM only;
- j. The School will not be held responsible for the students who are not fetched after 5:00 PM;

- k. Students who were allowed to stay inside the school campus while waiting for their fetchers are not allowed to leave the school campus for whatever reason until the arrival of their fetchers;
- l. The School reserves the right to cancel or terminate the validity of all issued permits if it deemed necessary;
- m. Students are strongly advised to go out only when accompanied by their parents. Cutting classes and leaving the school premises without permission from the concerned Academic Supervisor and without parents/ guardians constitute major offenses and will be dealt with accordingly. A duly signed and approved Permit to Leave Form, available at the concerned Academic Supervisor's office, shall be presented to the School Guard before leaving the school premises;
- n. The School Guard and all school personnel are authorized to impose and uphold security and safety measures and precautions inside the school campus and within fifty (50) meters radius of the school premises;
- o. Students who are not feeling well, sick or ill with contagious disease or who have not sufficiently recovered from an illness shall go/stay at home. Absence due to sickness is considered excused absence and therefore shall be given ample opportunity to catch-up with missed academic graded tasks;
- p. Students who are absent due to a certain illness will be excused from attending classes, but upon their return to school, they shall present a medical/health clearance from their attending physician to the School Nurse who shall determine whether they are fit and safe to attend classes or need more rest at home.

q. School Gate 1 Opening and closing time:

OPEN: 6:00 AM – 8:00 AM CLOSED: 8:00 AM – 2:00 PM

OPEN: 2:00 PM – 4:00 PM CLOSED: 4:00 PM

Note: Above schedule is subject to change during Ramadan.

r. School Contact Details

IPSA Mobile: 0502944955

Website: www.ipsa.edu.sa

IPSA Trunk Line – 013-8991487

Email: info@ipsa.edu.sa

Official FB Page: IPSA Gazette

IPSA Mobile App

s. Emergency Contact/Hotline Numbers:

Police Station	999
Fire Station	998
Ambulance	997
Traffic Accidents	993

11. POLICY ON EDUCATIONAL FIELD TRIPS & OUT-OF-SCHOOL- ACTIVITIES

Educational field trips and out-of-the-school-activities supplement classroom instruction by visiting cultural, historical and scientific interest such as the national and local museums, planetarium, zoological/botanical gardens, historical sites/shrines, model manufacturing or technological firms or scientific sites and Boys/Girls Scout encampment and jamborees.

This Policy on educational field trips and out-of-the-school-activities has been crafted to guide the school authorities and personnel in the conduct of all educational field trips under the tutelage of the school and ensure that the basic objectives of the activity are attained and fully serve its intentions and purposes.

With reference to field trips and other forms of out-of-the-school-activities, the following guidelines shall be considered for implementation:

- a. No field trip should be undertaken without the written consent of the parents or guardians;

- b. All educational field trips and out-of-the-school-activities participation should not be mandatory/compulsory in nature;
- c. There should be no punitive measures or activities such as tests related to the trip that will put the students who could not join the field trip at a disadvantage. They should be given special tests or assignments as substitutes to compensate for their inability to join the activity. No tests shall be conducted based on the field trip;
- d. The field trip should be well planned ahead of time with the students, so that they know exactly what to look for in the field trip;
- e. Ocular inspection of the site by the school designated representative prior to the field trip should be conducted to ensure the safety and well-being of all participants. Safety measures should be thoroughly discussed to all participants before the field trip.
- f. Students should only be charged for actual costs for transportation, entrance fees and other related expenses.
- g. Unnecessary disruption of classes due to the preparation for any field trip and other out-of-school-activities shall be avoided.
- h. Educational field trip and other out-of-school-activities should never be utilized to generate income for whatever purpose.
- i. School designated educational field trip and other out-of-school-activities' organizers should prepare and submit a written report within five (5) school days after each activity.

The above guidelines are only some of the many possible precautionary measures. School Personnel involved in the preparation and conduct of the educational field trip and other out-of-school-activities are enjoined to identify and initiate additional measures, guided by the principle that since they exercise special parental authority over the students, the school should treat them in a manner that a responsible and caring parent would treat his/her own children.

Reference/s: Policy on Educational Field Trips: DECS Orders No. 52 s.2003, 51 s. 2002 & 56 s.2001

12. ONLINE CLASS ARRANGEMENT POLICY

I. Purpose:

To ensure learning continuity and promote student well-being during emergency situations or extreme weather conditions, including heat advisories, summer breaks, or periods without MOE directives.

II. Objectives:

1. Maintain uninterrupted learning through flexible and adaptive instructional methods.
2. Ensure equitable access to education, especially for students with limited internet access.
3. Protect health and safety of students and staff by minimizing exposure to extreme conditions.

III. Instructional Modalities

Modality	Description	Target Students
Synchronous	Real-time online classes via secure platforms (e.g, ZOOM)	Students with reliable internet and devices
Asynchronous	Pre-recorded lessons, activity sheets, flipped class and discussion boards	Students needing flexible schedules or with intermittent connectivity
Offline Support	Printed materials, phone, and physical drop-off points	Students without internet access or digital devices.

IV. Roles and Responsibilities

1. Students

- Attend scheduled online sessions (synchronous).
- Submit activities and engage in platforms (asynchronous).
- Communicate any technical or health barriers to learning.

2. Teachers

- Design adaptive lesson plans for all modalities as needed.
- Monitor student engagement and provide feedback.
- Report to school administration any concerns affecting learning continuity.

3. Parents

- Support home learning environment
- Ensure students follow schedules and communicate with teachers.
- Notify school if challenges arise (e.g. technical, health, or supervision).

V. Communication Channels and Escalation

Stakeholder	Primary Channel	Escalation Path
Student and Parents	Email, Google Classroom, SMS	School Principal to AS to Teacher
Teachers and Staff	Internal Memo, Email, group chat, SMS	School Principal to AS/IS
MOE Notification	Official MOE Circular, Message from MOE Supervisor	School Principal to SGB and SMT

VI. Trigger Protocol for Online Transition

A transition to online learning may be initiated when:

1. Saudi Arabia National Center for Meteorology forecasted temperatures exceeding 48oC for two consecutive days.
2. IPSA internal safety review deems on-campus operations high-risk.
3. MOE advisories on storms, power outages, or health-related events.
4. Infrastructure issues impacting access to school buildings.

5. IPSA will be the venue for an examination (e.g. College Entrance Test, SPBLE)

Note: Transition decisions will be communicated at least 12 hours in advance, with logistics outlined clearly to stakeholders.

VII. Monitoring and Review

1. Feedback collection from teachers/staff, parents, and students during online periods.
2. Review of effectiveness and inclusivity of online delivery.

VIII. IPSA Alert Color Coding System

Alert Level	Condition Description	Instructional Modality	Key Actions
Green – Normal Readiness	Safe temperature and no environmental alerts	Face-to-face Outdoor activities proceed as normal	Maintain regular learning schedules; conduct emergency drills and readiness reviews
Yellow – Precautionary Watch	Temperature ≥45°C or intermittent weather alerts	Hybrid learning recommended, Suspend outdoor PE, recess, and school assemblies	On-campus with precautions; shade/hydration required

CHAPTER IX: STUDENT DISCIPLINE

A. AUTHORITY TO PROMULGATE DISCIPLINARY RULES

Every private School shall have the right to promulgate reasonable norms, rules and regulations it may deem necessary and consistent with the provisions of this Manual for the maintenance of good school discipline and class attendance. Such rules and regulations shall be effective as of the date of promulgation and notification to students in an appropriate school issuance or publication (Article XI:

B. AUTHORITY TO MAINTAIN SCHOOL DISCIPLINE

Every private school shall maintain good school discipline inside the school campus as well as outside the school premises when students are engaged in activities authorized by the School. All school personnel are responsible to maintain school discipline. A Board of Discipline composed of five (5) members (Student and Community Affairs Head, Guidance Counselor, Academic Supervisor, Class Adviser & SSG President) shall convene only on extraordinary cases when the student infraction/violation is not specifically stipulated in the list of major offenses to review, evaluate and decide a case pertaining to student offense (Article XI: Student Discipline, Section 58, Manual of Policies, Standards and Regulations for Philippine Schools Overseas (Third Edition)).

C. PROCEDURE IN DEALING WITH MINOR AND MAJOR OFFENSES

A student has the right to due process in any disciplinary case raised against him/her and shall undergo the following procedures on cases considered as minor and major offense:

1. Minor Offense

- a. A student who violates any of the above minor offenses for the first and second time shall be referred to the Guidance Counselor for counseling.
- b. When similar minor offense is committed for the second time by the student, the Guidance Counselor shall inform the parents through a written notice.
- c. In the event a student commits a similar minor offense for the third time, the student shall be referred by the Guidance Counselor or any School Personnel through a Referral Slip to the SCAO for investigation and corresponding administrative sanction and penalty.

2. Major Offense

- a. A written/verbal report through a Referral Slip shall be submitted to the SCAO by the person/s (student or school personnel) who actually witnessed the misbehavior, violation or offense against the school rules and regulations.

A duly signed written incident report shall be accomplished by the witness/es or complainant/s and the offender/s or violator/s and immediately filed to the office of the SCAO containing the following details: nature and description of the major offense, date, time, particular subject or activity, student/s involved and witness/es.

- b. The SCAO conducts an investigation of the case based on the complainant/s' and offender/s' written incident reports and other circumstantial and material evidence.
- c. The student will be summoned to appear before the SCAO to be informed of the nature and cause of the complaint against him/her and to explain in written form his/her response to the said complaint.
- d. The student has the right to be heard of his/her side of the matter and shall be given fair and just hearing by the SCAO.
- e. When the gravity of the offense needs the presence of his/her parents, they will be duly informed and invited to see the SCAO through a written notice.
- f. A student who commits a major offense and penalized with an administrative sanction of suspension within the school year will automatically forfeit or be stripped of his/her succeeding academic and non-academic merits, awards, special awards and membership/participation in any school-sponsored club or organization within the same school year.
- g. Administrative sanctions will be imposed to erring student commensurate with offenses described under the Categories of Administrative Sanctions.

D. CATEGORIES OF ADMINISTRATIVE SANCTIONS

1. **Verbal Warning** - a verbal advice calling the attention of the student.
2. **Written Warning/Notice** - this is a formal letter or notice to the parents informing them about the offense committed by their child.
3. **Supervised Work** – the student will be allowed to come to School and attend his/her class but shall serve a two (2) hour supervised work (community service) in first and second period or in the last two (2) periods per day. A two (2) hour supervised work is equivalent to one (1) day supervised work. A ten (10) hour

supervised work is equivalent to five (5) days supervised work. The number of supervised work hours shall be determined based on the gravity and frequency of the offense/violation. However, the parents of the concerned student may opt for home therapy. The concerned student will be given household tasks to complete and restricted access to any type of electronic gadgets and social media for three (3) days that aim to develop his/her intra personal skills under the supervision of the guidance counselor and parents/guardians.

4. **Suspension** - a penalty in which the School is allowed to deny or deprive an erring student of attendance in classes for a period not exceeding 20% of the required total number of school days during the school year. The school records of a student who is under disciplinary action of suspension, shall not be released until the lapse of the said disciplinary suspension.

5. **Conduct Probation** - the student gets a failing grade in conduct for that quarter and will serve a suspension as well.

6. **Exclusion**—a penalty in which the school is allowed to exclude or drop the name of the concerned student from the school rolls or advised to transfer to another school for being undesirable, and in case of which penalty, transfer credentials are immediately issued.

7. **Expulsion** – extreme penalty to an erring student consisting of the exclusion from admission to any public or private school in the Philippines or any Philippine School Overseas, and which requires the prior approval of the Secretary of the Department of Education [DepEd].

E. SYSTEMS OF SANCTIONS

Legend: **1 - Verbal Warning**
2 - Written Warning
3 - Supervised Work
4 - Suspension
5 - Conduct Probation
6 - Exclusion
7 - Expulsion

F. MAJOR OFFENSES AND PENALTIES

The following offenses are categorized as Major Offenses with the associated penalty.

No.	NATURE OF MAJOR OFFENSES	OFFENSES AND PENALTIES			
		1st	2nd	3rd	4th
1	Assaulting (verbal) any member of the School Community.	3	4	5	6
2	Using the name of the School or recognized organization without permission in printed programs, materials, announcements tickets and outside activities	3	4	5	6
3	Collecting or soliciting any amount of money for any activity or outside projects not duly sanctioned by the School	3	4	5	6
4	Truancy, cutting classes or leaving the School campus without permission from the Academic Supervisor	3	4	5	6
5	Assaulting (physical) any member of the school community.	4	5	6	7

6	Gross Misconduct	4	5	6	7
7	Fraud, cheating, stealing, plagiarism	4	5	6	7
8	Smoking inside the school premises.	4	5	6	7
9	Vandalism, writing on or destroying School property like chairs, tables, whiteboards, windows, books, laboratory equipment and other school properties (The students have to pay for the replacement or repair of damaged property).	4	5	6	7
10	Gambling of any sort inside the school premises	4	5	6	7
11	Extortion or asking money from other students	4	5	6	7
12	Bullying, fighting, causing injury to other students	4	5	6	7
13	Instigating, leading or participating in concerted activities leading to stoppage of classes	4	5	6	7

14	Preventing, threatening students or faculty members or school authorities from discharging their duties or from attending classes or entering School campus	4	5	6	7
15	Forging or tampering with school records or transfer forms	4	5	6	7
16	Securing or using forged school records, forms and documents	4	5	6	7
17	Hooliganism or act of joining in gangster or street roughs	4	5	6	7
18	Acts which lead to public scandal such as shoplifting, taking advantage of crowds in canteen by appropriating for oneself, items without payment or demanding change without payment.	4	5	6	7
19	Engaging in indecent or immoral conduct	4	5	6	7
20	Profanity (Uttering blasphemous or obscene language)	4	5	6	7

21	Defamation, libel, slander, cyberbullying and the likes.	4	5	6	7
22	Taking photos or video without the knowledge and/or permission of the concerned individual or group whether in private or public places.	4	5	6	7
23	Act or acts that threaten or compromise the good image, reputation, and public standing of the school.	4	5	6	7
24	Hazing in any form or manner whether inside or outside the school premises.	5	6	7	
25	Drinking intoxicants and liquor	6	7		
26	Carrying and concealing deadly weapons (firearms, double-bladed weapons, explosives, metal knuckles and the likes	6	7		

27	Immorality /sexual harassment.	6	7		
28	Using, possessing and selling prohibited drugs.	7			

G. MINOR OFFENSES AND PENALTIES

The following offenses are categorized as Minor Offenses with the associated penalty.

OFFENSE NO.	NATURE OF MINOR OFFENSES	OFFENSES AND PENALTY			
		1st	2nd	3rd	4th
1	Using cellular phones and other electronic devices during class hours	1	2	3	4
2	Mere possession of cigarettes, e-cigarettes/vape and gambling paraphernalia	1	2	3	4
3	Pierced ears or wearing earrings for the boys or wearing more than one pair of earrings for the girls	1	2	3	4
4	Tattoo for both boys and girls	1	2	3	4
5	Non-observance of prescribed haircut and use of hair color/highlights	1	2	3	4
6	Littering in the School campus	1	2	3	4

7	Carrying electronic games and devices	1	2	3	4
8	Bringing in to the School campus objects, pictures, or literature that are morally offensive	1	2	3	4
9	Non-observance of dress code within the school campus	1	2	3	4
10	Failure to give school letters, issuances and other circulars to parents	1	2	3	4
11	Violation of off-limit areas	1	2	3	4
12	No excuse letter after an absence or tardiness	1	2	3	4
13	Leaving eating places dirty	1	2	3	4
14	Eating and munching during class hours	1	2	3	4
15	Chewing gum inside the classroom	1	2	3	4
16	Unnecessary talking and giggling during classes	1	2	3	4
17	Quarreling (petty)	1	2	3	4
18	Transferring of seats without prior approval from the teacher.	1	2	3	4
19	Escaping from school related assignments	1	2	3	4
20	Public display of affection between male and female students.	1	2	3	4

21	Bringing outsiders without securing proper permission from the concerned Academic Supervisor	2	3	4	5
22	Failure to attend official school programs and activities.	2	3	4	5
23	Failure to attend his/her class on the prescribed time schedule.	2	3	4	5

H. SANCTIONS ON TARDINESS AND UNEXCUSED ABSENCES

The following sanctions shall apply to absences and tardiness.

1. Habitual Tardiness

Frequency	Corrective Action
3 times	Warning is given to the student and parents are informed through the Anecdotal Notebook or written notice.
8 times	The student is given the lowest grade in punctuality and is required to bring his/her Parents to be apprised of his/her behavior.
12 times	The student is given the lowest grade in punctuality and shall serve a one (1) day Supervised Work.
More than 12 times	The student shall serve a one (1) day Supervised Work (Home Therapy) every time he/she comes in tardy.

2. Unexcused Absences

Frequency	Corrective Action
3 times	Warning is given to the Student and he/she is given the lowest grade in attendance and Parents are informed through the Assignment Notebook or Notice to the Parents.
5 times	The student shall serve a one (1) day supervised work and he/she is given the lowest grade in attendance.
6 times or more	The student shall serve a one (1) day supervised work every time he/she is absent. He/she is given the lowest grade in attendance.

NOTES:

Grades 4 to Grades 12 students are given manual work during their supervised work period. If the student is absent during such a supervised work period to receive the sanction, he/she will be given the equivalent extenuation.

Students' absences and tardiness shall appear in the Report Card (F138/SF-9).

In all cases of absences or tardiness, the Student and Community Affairs Office decides on the validity of the excuses submitted by the Students.

CHAPTER X: EMERGENCY PREPAREDNESS

1. EMERGENCY EVACUATION PROCEDURES:

1. Introduction

- 1.1 These guidelines are intended to establish the procedures to be adopted in the event of any emergency which may require partial or total evacuation

of buildings within school premises. Evacuation from buildings may be necessary as the result of fire, explosion, chemical leak, structural fault, equipment failure or bomb threat. These guidelines have been prepared principally for fire emergencies, but they are suitable for use in other emergencies.

- 1.2 In order to avoid delay, confusion and possible injury in the event of an emergency, it is essential that evacuation procedures and organizational arrangements are well understood and regularly practiced by school employees.

2. Purpose

- 2.1 The purpose of this emergency evacuation procedure is to provide the management organizational structure, key responsibilities, establish documented general procedures, such as instructions, trainings and drills to all school faculties, staffs and personnel for emergency preparedness and create an organized, orderly and systematic evacuation in the event of fire outbreak and other emergency situations.

3. Emergency Organization

- 3.1 The system of coordination for emergency evacuation procedures is outlined below:

- Chief Evacuation Officer
- Building Evacuation Warden
- Floor Warden
- Classroom Warden
- First Aider

3.2 Chief Evacuation Officer

3.2.1 Appointment

- The Chief Evacuation Officer is the School Administrator of International Philippine School in Al-Khobar.

3.2.3 Responsibilities:

The Chief Evacuation Officer shall be responsible for over-all coordination of actions in connection with Emergency Evacuation Procedures. He is responsible for:

- Before Fire or Emergency:
 - Ensuring that personnel responsible for emergency evacuation are aware of their responsibilities.
 - Ensure that all Wardens and key evacuation personnel have undergone appropriate training as outlined in Article 11 of this manual and monitor updates of their training records.
 - Prepare schedules for random exercise on the preparedness of Wardens and other evacuation coordinators, preferably on the monthly basis.
- When notified or becoming aware of an emergency:
 - Ascertain the nature and scope of the emergency
 - Check the alarm if it has been relayed or reported to the Fire Department
 - Initiate the appropriate action
 - No action required
 - Alarm activation
 - Evacuate the area
 - Evacuate the school campus
 - Ensure that designated duties are correctly and promptly carried out
 - Assume control of all the people in the school premises until the emergency is over
 - Act as liaison officer with Police, Fire Department and other emergency services
 - Liaise with Building Wardens for the building involved in the fire or emergency
 - Provide advice to Wardens and people in the vicinity using the emergency warning/Intercommunication System or the paging system.
 - Coordinate evacuation to designated safe assembly points and ensure all people are accounted for.
 - Advise staff and students when it is safe to re-enter the building

3.3 Building Evacuation Warden:

3.3.1 Appointment

- The Building Evacuation Warden is delegated to (Position or Title)

3.3.2 Responsibilities

The Building Evacuation Warden assumes responsibilities similar to those of the Chief Evacuation Officer for specific buildings. Upon notification of an emergency, he shall coordinate evacuation activities of the floor wardens and will be in control of the occupants of the whole building until the arrival of the local fire department.

The Building Evacuation Warden then becomes responsible for:

- a. Before fire or emergency:
 - Assist in training of emergency personnel
 - Designate a safety assembly point for the building. Occupants of the building should be directed to assemble in this area and enable speedy return to the building when the “all clear” signal is given.
 - Ensure that on each floor, or in each area, a current list of floor wardens (and telephone numbers) is displayed, together with the emergency floor plan. The emergency floor plan should show all rooms, exits, assembly points to be utilized in the event of emergency.
 - Ensure that all staff in the building are given instructions in relation to:
 - evacuation procedures
 - means of escape from the building and location of safe assembly points
 - the location and operation of fire alarms
 - the location and operation of fire extinguishers
- b. In case of fire or emergency
 - Respond immediately to an alarm. Ascertain the nature and location of the emergency;
 - Initiate emergency evacuation procedures for the building
 - Direct the actions of floor and classroom wardens within the building
 - Notify Chief Evacuation Officer of the status of impending emergency and status of evacuation
 - Transmitting instructions and information between floor wardens and occupants

- Recording the progress of the evacuation and any action taken by the Floor Wardens
- Check that all occupants have proceeded to the designated safe assembly points.

The Building Evacuation Warden will brief the emergency personnel upon arrival on the type, scope and location of the emergency, the status of evacuation and thereafter on the instruction of the senior officer. The Chief Evacuation Officer and Building Evacuation Warden shall maintain an open communication path.

The Building Evacuation Officer may assume the responsibilities of the Chief Evacuation Officer in case the latter is unavailable.

3.4 Floor Warden

3.4.1 Appointment: (to be included in the appendix)

- See list of assigned floor wardens in Appendix A.
- Each floor of the building shall be manned by a Floor Warden and appointed Floor Wardens are as follows:

3.4.2 Responsibilities

A. Before Fire or Emergency, Floor Wardens should:

- Familiarize themselves with the floor or area for which they have responsibility;
- Familiarize themselves with potential problems areas such as rooms leading to blind passages, doors leading to dead ends, toilets or changing rooms
- Identify students/people who will require special assistance during evacuation.
- Identify means of egress and alternative means of escape and identify locations of push button alarm points
- Ensure that staff are conversant with these emergency evacuation procedures
- Carry out monthly inspections of their areas and remove hazards or advise school administrator of the hazards
- Ensure that fire fighting and emergency equipments are in its correct position (as shown in the displayed evacuation layout plan) and ready for use
- Ensure that passageways and exits are kept clear at all times

B. In case of fire or emergency: Until the arrival of the local fire department, the floor warden (under the direction of Building Evacuation Warden) will control all evacuation on their floor or area. The Floor Warden should:

- Check the source, type and severity of the emergency
- Order the evacuation of the floor if necessary
- Advise the Building Evacuation Warden of the emergency on the floor and the proposed action to be taken
- Ensure that all the occupants of the floor are aware that the evacuation of the floor is necessary and direct the occupants to the nearest accessible exits or escape stairs
- Assist Classroom Wardens and ensure that the evacuation from the floor is in orderly manner
- Provided it is safe to do so, make a thorough search of the whole floor or area to ensure that no students/individuals remain or are left behind during evacuation
- Advise the Building Evacuation Warden when evacuation is completed
- Assist the Building Evacuation Warden in checking that all building occupants have arrived at the safe assembly area

3.5 Classroom Wardens

3.5.1 Appointment

- All classroom advisers/teachers shall act as Classroom Wardens and may be required to carry out a number of activities, as enumerated in item 3.5.2.

3.5.2 Responsibilities

It is incumbent upon all those working in the classrooms and laboratories to understand appropriate emergency procedures and assist students in responding appropriately to emergency situations.

Consistent with this responsibility, teachers must:

A. Before the fire or emergency:

- Provide his or her class or audience with general information relating to emergency evacuation procedures.
- Know how to report emergencies from the classrooms or laboratory being used
- Take responsible charge of the classroom and follow emergency evacuation procedures for all building alarms and emergencies

B. Upon becoming aware of the emergency,

- Activate the manual fire alarm or reporting the same thru telephone or the school's intercommunication system
- Ensure calm and orderly flow of students during building evacuation
- Ensure that nobody is left behind in the classroom during evacuation progress.
- Act as leader of the group moving to designated safe assembly points
- Assist mobility-impaired person
- Carry the class register or class list of the class the teacher is with at the time of evacuation when leaving the building
- Conduct headcount and ensure all students are accounted for.
- Report any missing students to the Building Evacuation Warden
- Ensure proper documentation and orderly release of student to legitimate claimants e.g. parents, guardians, relatives.

3.5.3 Supplemental Information

As a Teacher, what do I need to know about Emergency Preparedness?

The Teacher is an authoritative figure for the students, and can influence how the student responds in an emergency. Calm, and clear directions by the teacher will have a calming effect on the students.

A. EVACUATION ROUTES – School buildings have posted emergency evacuation layout plans on walls showing evacuation routes. Become familiar with evacuation routes in buildings you use.

B. EMERGENCY ASSEMBLY POINTS – After the class leaves the building, it is important for them to proceed to a pre-determined area where students can be accounted for. This “safe area” will be designated as Safe Assembly Points where the class will not interfere with responding emergency services nor place themselves at risk of injury from the emergency. Agree with your students on your assembly points.

C. FIRE ALARMS – Know the location and operations of fire alarms and know what to do when fire alarm sounds.

D. HOW TO REPORT AN EMERGENCY – Be familiar with emergency contact numbers to report any emergency.

E. IPSA ANIMATED EVACUATION PROCEDURE with VIDEO PRESENTATION.

4. First Aiders

4.1 Appointment:

The Campus Nurse shall lead the team of 1st Aiders and team members shall be appointed and trained to respond and administer 1st aid treatment to individuals at/near Safe Assembly Points.

4.2 Responsibilities:

- Secure first aid supplies.
- Set up a first aid area in a safe place.
- Triage for life-saving: prioritizing quick check to open airways, stop bleeding and treat shock.
- Coordinate with Search and Rescue Teams.
- Determine needs and summon emergency medical assistance.
- Administer first aid as needed.
- Keep record of types of injuries and aid provided.
- Provide psychological first aid and establish a buddy system to support students or staff in need.

- Keep a log of students dispatched for emergency medical assistance and that need follow-through and referrals.

4.3 Medical Services Team

4.3.1 See list of team members in Appendix B.

5. Emergency Notification and Telephone Numbers

IN CASE OF EMERGENCY, CALL: 998 fire ; 997 ambulance; 999 Police

Call this number to report all emergencies, including fires or fire alarms, or any other incident that requires rapid response. Provide all information requested, including name, location, nature of emergency.

5.1 Other Useful Telephone Numbers: (to include as Appendix ____)

Central Fire Alarm Stations..... Tel #: loc 115
Office of the School AdministrationTel #: 013 8991487 loc 100
Security OfficeTel #: 0531486943
Chief Evacuation OfficerTel #:loc 111/ 0559142180
Building Evacuation Warden.....Tel #: loc 113 / 0502944955 / 0551972719

6. Emergency Evacuation Procedure

6.1 Purpose

The primary purpose of this procedure is to ensure the safety and well-being of staff, faculty, students and visitors of International Philippine School in Al-Khobar through orderly evacuation in the event of emergency. The secondary purpose is to protect our assets and ensure that our programs recover following a major emergency or disaster.

6.2 Scope

This emergency evacuation procedure covers all emergency occurrences within the school premises and its immediate vicinity that could result in disaster.

6.3 Fire and Emergency Evacuation Procedure

STEPS OF ACTION:

- 6.3.1 Building Evacuation officer shall notify Fire Department and provide details regarding the emergency
- 6.3.2 An assigned school personnel will sound the fire alarm immediately. He/she will press the button with three (3) long consecutive alarms.
- 6.3.3 Activate School Emergency Evacuation Response Team and prepare for building evacuation upon instruction.
- 6.3.4 Evacuate the building according to the following procedure:
 - a. Students will walk out to the designated exit in a quiet and orderly manner. Teachers should check the classroom and be the last individual to leave.
 - b. Teachers will take their class list of students as they exit the classroom.
 - c. Close windows and doors but do not lock them.
 - d. In each class, the teacher will open the door for the students until the last one is out. Ensure no one is left behind or remains inside the classroom.
 - e. Students must go to the designated safe assembly area and must not stand in the driveway or in the area close to the building; emergency vehicles will most likely use these areas to gain building access.
 - f. Students not in the classroom when the alarm sounds should report to their teacher's designated safe areas. No one should enter the building when the alarm sounds.
 - g. Floor Wardens must be on their floors/areas to perform their duties and responsibilities with the full supervision of the Building Evacuation Warden.
 - h. Teachers are responsible for the students under their supervision and should take attendance accounting for each child. Children who are unaccounted for are to be reported to the School Administrator immediately.

- i. The emergency evacuation layout plan is posted in each classroom. If the normal evacuation route is blocked, use an alternative route as directed by the teacher.
- j. Students and staff members will only be allowed to return to the building upon instruction of the Chief Evacuation Officer once the “all clear” signal has been declared.

6.3.5 Evacuation of Visitors

- a. When an evacuation alarm is sounded, the person in charge, if during a meeting, conference or seminar, should instruct visitors to proceed quietly and quickly to the nearest exit. When all has left the room, the person in charge should leave and close the door to prevent the spread of fire and smoke.
- b. Lecturers should ensure that before commencing seminars or meetings, the attendees are advised of the locations and use of the exits in the event of emergency

7. DRILLS

7.1 General Guidance and Safety Consideration Before Conducting Emergency Evacuation Drill:

- a. Consult & Coordinate – Coordinate the evacuation drill with any other building occupants/departments of their involvement and awareness of the drill. It is essential that all parties have agreed and participated in the drill.
- b. Prevent Unintentional Fire Department Attendance – Before the start of a drill, ensure that the emergency services are not alerted by pre-warning the person responsible for contacting outside professional assistance.
- c. Weather Conditions – The weather condition for the proposed drill just prior to date and time should be considered. Adverse weather conditions are not ideal for drills as it introduces potential hazards to the participants. If these conditions are experienced immediately consider postponing the drill until conditions are less hazardous.
- d. Escape Routes – Check stairs and routes to ensure that there are no hazards or conditions that may cause an accident. For example, slippery floors, presence of debris, damaged steps, etc.

- e. Staff Information – Circulate details concerning the drill and inform all people of their duty to participate. It may not be beneficial to have surprised drills as the health and safety risks introduced may outweigh the benefits

8.FIRE DRILL PROCEDURE:

- 8.1 At least one scheduled drill will be held periodically as may be determined by the School Governing Body, however, the ideal drill should be twice a year.
- 8.2 Those responsible for the drill will assign observers to assist in carrying out the drill and documenting the events of the drill.
- 8.3 The "Report of Fire Drill" form will be carefully completed for each drill and personnel shall evaluate the drill and its proper adherence to the emergency procedures.
 - 8.3.1 The written report shall include the date, names of participants, types of instruction, observations of participants' response and a general evaluation to improve performance.
- 8.4 Drill situations, locations and times shall be sufficiently varied to benefit all departments and personnel. Drill locations shall be rotated from one location to another location, so that all areas of the facility are covered.
- 8.5 Departmental in-service meetings shall include discussion and instruction on these drills and personnel lacking an understanding of the fire plan as demonstrated by the drills shall be properly counseled and re-evaluated.
- 8.6 Drill situations shall be realistic and personnel shall be required to move students if in danger area, know location of alarm stations and how to sound the alarm, know locations of extinguishers and practice getting them during drills.
- 8.7 Before conducting a live drill, the Campus Security shall be notified to prevent the dispatching of the Fire Department.

9. Specific Emergency Evacuation Guidelines:

- 9.1. When the fire alarm is given, the teacher will give the warning FIRE DRILL. All instructions and activities will cease, school-related apparatus and machinery should be shut down. The students should remain still and quiet to await further orders.

9.2 The teacher will give the command STAND. Students should stand and remain silent. The teacher will then take the class list or such other record of attendance as may be available and keep possession of it until the end of the drill.

9.3 The teacher will open the classroom door, determine the route to be taken, and give the command to walk briskly. The teacher will then supervise the class out of the building in an orderly manner, to a predetermined point of safety. Students will remain in formation until dismissed by the principal or person in charge.

9.4 Students outside the classroom and still in the building will go to the nearest corridor and join with any class or, if close to an exit, will leave the building and report to their particular class outside the building.

9.5 Once assembled at the predetermined point of safety, the teacher will check the names and the number of students, note missing or additional students and report this to either the principal or person in charge, giving the names, the classroom numbers and the location.

9.6 The principal or person in charge will make every effort to ensure that no student remains in the school.

10. Safe Assembly Areas

10.1 Designated Assembly Areas/Points have been identified to provide a location for evacuees to gather upon exiting the building. Evacuees should follow the direction of emergency evacuation response personnel to the appropriate assembly areas.

10.2 These assembly points/areas are clearly illustrated in the emergency evacuation layout plan and all building occupants are directed to familiarize themselves with the evacuation routes.

10.3 The School Administration thru the Chief Evacuation Officer may designate additional safe assembly points/areas as may be determined.

10.4 Primary and Secondary Evacuation Assembly Areas Listed below are the Primary and Secondary Evacuation Assembly Areas assigned to each exit of the building.

Building Exit Location	Primary Assembly Area	Alternate Assembly Area
AB1 Rm 305	Multi-Purpose Hall	Lulu Hypermarket Parking Area
AB1 Rm 205		
AB2 Rm 203		

The Primary and Alternate Assembly Areas are also illustrated on the building floor plans and listed on the Area Evacuation Plans which are posted throughout the facility.

11. Training

11.1 During an emergency, the appropriate response is only achieved if all members of the emergency team and other people in the school are familiar with what is expected of them. Therefore, an Annual Program of education, training and evacuation exercises should be scheduled to test the organization, test these procedures and test occupant responses to emergency situations.

11.2 Wardens will be required to attend appropriate training every two (2) years, or when new wardens are nominated. All training provided to Wardens should be recorded on the 'Warden Training Record'

11.3 Training should be designed to develop the skills and knowledge required to undertake the duties assigned to their position to ensure they provide an appropriate response in real emergency situations.

Evacuation exercises

11.4 All staff and residents are expected to participate in regular emergency evacuation exercises conducted at the school premises. In accordance with Occupational Safety and Health Administration (OSHA), at least one evacuation exercise must be conducted every twelve (12) months. It is recommended an evacuation exercise occurs every six (6) months to ensure as many people as possible can participate, and staff are reminded how to react to an emergency situation. All details of evacuation exercises shall be recorded on the 'Evacuation Exercise Record'.

- 11.5 All new staff must be made aware of the building safety features, warden role, and the Emergency Management Plan for this site. They must be advised to act in accordance with the established procedures in a real emergency.

Skills maintenance

- 11.6 Personnel shall meet at intervals not greater than six (6) months. These meetings shall be used to discuss changes in personnel, prepare for Evacuation Exercises, arrange necessary training, analyse any incidents since the last meeting, identify new risks, and be used as short skills maintenance sessions to maintain awareness and improve knowledge. These meetings are included as part of the Annual Program, and all details of meetings shall be recorded on the 'Warden Meeting Record'.

12. Documentation

- 12.1 Records should be maintained of required emergency evacuation drills and include the following information:

- Identity of the person conducting the drill.
- Date and time of the drill.
- Notification method used.
- Staff members on duty and participants.
- Number of occupants evacuated.
- Special conditions simulated.
- Problems encountered.
- Time required to accomplish evacuation

- 12.2 Records shall be maintained for all training provided in relation to emergency evacuation preparedness and awareness sessions and specialized training for Wardens and Emergency Responders.

2. IPSA CONTINGENCY PLAN FOR AERIAL THREAT, EXPLOSION, AND INJURY.

SCENARIO 1: SMS WARNING ALERT – HOSTILE AERIAL THREAT

STUDENTS

DURING:

- Stop all activities immediately
- Students from 3rd floor of ABI will proceed immediately and calmly to the

designated area in the 2nd floor and ground floor corridors.

- Students from 2nd floor ABIII will proceed immediately and calmly to the designated area in the ground floor corridor of ABI.
- Students doing outside activities should proceed calmly to respective classrooms (away from windows and stay beside inner walls)
- Sit low, protect head, stay quiet
- Follow teacher instructions
- If threat is repeated thrice (3x), activity or event stops and evacuation follows immediately

AFTER:

- Remain in classroom until "ALL CLEAR" is announced
- Do not leave or contact parents unless instructed
- Prepare for possible extended sheltering or evacuation
- In the absence of a teacher, the class president will take charge of the class.

FACULTY and STAFF

DURING:

- If doing outside activities, lead students quickly to classroom
- Secure doors/windows if possible
- Conduct attendance check
- Maintain calm and silence

AFTER:

- Re-check attendance and student condition
- Report status to Academic Supervisor
- Prepare students for next instructions (evacuation or dismissal)
- If a parent comes to fetch the student, permit to leave shall be secured

ADMIN

DURING:

- Issue clear instructions via Public Address (PA) System
- If necessary, coordinate with local authorities (Civil Defense, Police, Ambulance, etc...)
- Monitor threat updates

AFTER:

- Decide on continuation, suspension, or evacuation
- Issue official "ALL CLEAR" announcement
- Inform parents and stakeholders
- Document incident

VISITORS

DURING:

- Follow nearest staff to safe zone
- Stay calm and seated

AFTER:

- Remain until cleared
- Coordinate with Admin before leaving and sign in the log book.

SCENARIO 2: ATTACK OR EXPLOSION NEAR THE SCHOOL

STUDENTS

DURING:

- If doing outside activity, immediately DROP, COVER, HOLD
- If inside the classroom, stay away from windows and immediately DROP, COVER, HOLD
- Remain in position until instructed
- Stay away from collapsible structures

AFTER:

- Follow teacher instructions (stay or evacuate)
- Move calmly to assembly area if required as instructed by the teacher
- Do not run or panic

FACULTY and STAFF

DURING:

- Command Drop, Cover, Hold
- Move students away from hazards
- Maintain control and reassurance

AFTER:

- Check for injuries
- Decide (with Admin) to evacuate or shelter-in-place
- Escort students safely if evacuation is ordered
- Report class status to Academic Supervisor

If a parent comes to fetch the student, parent shall inform the teacher (teacher should document)

ADMIN

DURING:

- Assess damage and risk level
- Contact emergency services (911, 997, 998 etc.)

AFTER:

- Decide: Lockdown, Shelter, or Evacuation
- Secure perimeter
- Instruct Class Advisers to communicate with parents
- Coordinate with authorities
- Transport contingencies: Students and School personnel are retained safely on campus until secure transport is confirmed, with continuous communication to parents about any delays or changes

VISITORS

DURING:

- Take cover immediately
- Follow staff instructions

AFTER:

- Stay with assigned group
- Evacuate only when instructed
- Sign in the log book before leaving

SCENARIO 3: ATTACK OR EXPLOSION WITHIN THE SCHOOL

STUDENTS

- DROP, COVER, protect head/neck
- Stay low and alert
- Evacuate immediately towards a safe place and away from the explosion site

FACULTY and STAFF

DURING:

- Protect students immediately
- Assess surroundings quickly
- Lead students to safe place using safest route

AFTER:

- Bring class list/emergency kit if accessible
- If possible debrief students
- Report missing/injured to Admin

ADMIN

DURING:

- Activate full emergency response (IPSA Emergency Evacuation Plan)
- Call emergency responders immediately (911, 997, 998 etc.)

AFTER:

- Direct evacuation and crowd control
- Establish command post
- Coordinate rescue, fire, and medical teams
- Instruct Academic Supervisors to communicate with parents

Transport contingencies: Students and School personnel are retained safely on campus until secure transport is confirmed, with continuous communication to parents about any delays or changes

VISITORS

DURING:

- Take cover and follow staff

AFTER:

- Evacuate calmly
- Leave immediately away from the site

SCENARIO 4: WITH INJURIES DUE TO ATTACK/EXPLOSION

STUDENTS

DURING:

- Stay calm and avoid panic
- Inform teacher immediately

AFTER:

- Do not crowd injured persons
- Follow instructions for relocation or evacuation

FACULTY and STAFF

DURING:

- Provide basic first aid (if trained)
- Prioritize life-threatening conditions:
 - Unconsciousness
 - Breathing issues
 - Severe bleeding
- Immediately call 911 or 997

AFTER:

- Stay with injured until help arrives
- Record and report injuries
- Support emotional needs of students

ADMIN

DURING:

- Activate Medical Response Team
- Call ambulance and emergency services (911 and 997)
- Set up triage area

AFTER:

- Coordinate hospital transport
- Notify parents/guardians
- Document injuries and response
- Arrange psychosocial support

VISITORS

DURING:

- Report injuries immediately
- Assist only if trained

AFTER:

- Provide information if requested
- Stay until cleared

SCENARIO 5: DURING ACTIVITIES OR SCHOOL EVENTS WITH PARENTS AND GUESTS

SMS WARNING ALERT – HOSTILE AERIAL THREAT

- Pause all activities immediately
- Stay calm and do not panic
- Proceed to AB1 ground floor classrooms and hallway upon the instruction of the School authority
- If the threat has passed, activity or event resumes
- If threat is repeated thrice (3x), activity or event stops and evacuation follows immediately

ATTACK OR EXPLOSION NEAR OR WITHIN THE SCHOOL

- STOP the activity or event
- DROP, COVER, protect head/neck
- Stay in place while observing the surroundings if safe to evacuate
- If safe to evacuate, immediately leave the place
- In case of injuries, medical response team will give first aid and call the ambulance and emergency services (911 and 997)

Transport contingencies: Students, parents, guests and School personnel are retained safely on campus until secure transport is confirmed

POST-INCIDENT (ALL SCENARIOS)

ALL GROUPS

- Wait for official clearance before resuming normal activities
- Participate in headcount and reporting
- Cooperate with investigations

ADMIN

- Conduct debriefing and incident review
- Provide mental health and counseling support
- Update and improve contingency plan

CHAPTER XI - OTHER PROVISIONS AND INFORMATION

1. REPEALING CLAUSE

All existing instructions, policies, rules and regulations which are inconsistent with the provisions of this Family Handbook 2026 Edition are hereby amended, modified, or repealed accordingly.

2. EFFECTIVITY

This Family Handbook 2025 Edition shall take effect starting School Year 2026 - 2027.

3. APPROVAL OF FAMILY HANDBOOK

Approved by the School Governing Board this 1st day of September 2026.

PAMBANSANG AWIT NG PILIPINAS

“Lupang Hinirang”

Bayang magiliw
Perlas ng silanganan
Alab ng Puso
Sa dibdib mo'y buhay

Lupang hinirang
Duyan ka ng magiting
Sa manlulupig
'Di ka pasisiil

Sa dagat at bundok
Sa simoy at sa langit mong bughaw
May dilag ang tula
At awit sa paglayang minamahal

Ang kislap ng watawat mo'y
Tagumpay ng nagniningning
Ang bituin at araw niya
Kailan pa ma'y di magdidilim

Lupa ng araw, ng luwalhati't pagsinta
Buhay ay langit sa piling mo
Aming ligaya na 'pag may mang-aapi
Ang mamatay ng dahil sa iyo.

PANATANG MAKABAYAN

Iniibig ko ang Pilipinas
aking lupang sinilangan,
tahanan ng aking lahi;
kinukupkop ako at tinutulungang
maging malakas, masipag at marangal.
Dahil mahal ko ang Pilipinas,
diringgin ko ang payo
ng aking mga magulang
susundin ko ang tuntunin ng paaralan,
tutuparin ko ang tungkulin
ng mamamayang makabayan:
naglilingkod, nag-aaral, at nananalangin
nang buong katapatan
laalay ko ang aking buhay,
pangarap, pagsisikap sa
bansang Pilipinas.

PLEDGE OF LOYALTY

We, the students of the International Philippine School in
Al-Khobar, do hereby pledge our loyalty to our beloved School.

We pledge to live up to the highest level of standards set
by our school, continue to live by the virtues and morals inculcated in
us and pursue a life in accordance with
the values that will help teach each one of us become
a better and effective member of our family,
the community, our country and the world.

AKO AY PILIPINO

Ako ay Pilipino
Ang dugo'y maharlika

Likas sa aking puso
Adhikaing kay ganda

Sa Pilipinas na aking bayan
Lantay na Perlas ng Silanganan
Wari'y natipon ang kayamanan ng Maykapal

Bigay sa 'king talino sa mabuti lang laan
Sa aki'y katutubo ang maging mapagmahal

Ako ay Pilipino, Ako ay Pilipino
Isang bansa isang diwa ang minimithi ko
Sa Bayan ko't Bandila laan buhay ko't diwa

Ako ay Pilipino, Pilipinong totoo
Ako ay Pilipino, Ako ay Pilipino
Taas noo kahit kanino
Ang Pilipino ay ako!

SAUDI HYMN

(OFFICIAL LANGUAGE)

Sār'ī le l-majd wa l-'alyā',
Majjedī le Khāleq as-Samā'!
Wa arfa'ī el khaffāq akhḍar
Yaḥmil an-Nūr al-musaṭṭar.
Raddedi: Allahu akbar,
Yā mawtanī!
Mawtanī, 'išta fakhr al-Muslimīn.
'Āsh al-Malik le l-'alam wa l-watan.

SAUDI HYMN

(ENGLISH TRANSLATION)

Hasten to glory and supremacy!
Glorify the Creator of the heavens!
And raise the green, fluttering flag
Carrying the emblem of Light!
Repeat – God is greatest!
O my country,
My country, may you always live,
The glory of all Muslims! The glory of all Muslims!
Long live the King, For the flag and the country!

MORNING OFFERING

O my God
I offer You all my thoughts, words, and actions for this day.
Open my mind and pour into it thoughts of intelligence
and wisdom
That I may be one with your divine will;

Put words into my mouth that I may know the right thing to say
And that I may always speak with respect and courtesy;

Touch my heart that I may feel nothing but love for the
people around me;
Strengthen my hand, feet and body that I may be able to
do my tasks perfectly with vigor and enthusiasm.

Most of all, lead me O God into the right path.
In this life full of choices, help me to always make the
wise and right choice.

...All for Your glory, forever and ever.
AMEN.

CLOSING PRAYER

Most loving God, source of all goodness

We thank You so much for guiding us through this day.

We thank You for Your unconditional love and protection.

As we end this day, we ask You to always be in our side,

That we remain steadfast in Your love,

And become the children You want us to be.

Keep us, guard us, and protect us on our way home.

And these we ask in Your Most Holy Name,

Amen.



DIRECTORY OF OFFICES

OFFICE	TELEPHONE NO.	EMAIL
School Principal	8991487 loc. 111	principal@ipsa.edu.sa
<i>Vice Principal (Government Affairs, Support Service, Facilities, Transport, Security)</i>		
Vice Principal for Administration	0502944955	vpfa@ipsa.edu.sa
	8991487 loc. 113/0551972719	
<i>Academic Supervisor (Class Programs, Lessons, Tests, Grades, Attendance, Learning Resources)</i>		
Preschool	8991487 loc. 126/0548636103	psas@ipsa.edu.sa
Grade School	8991487 loc. 128/0509076854	gsas@ipsa.edu.sa
High School	8991487 loc. 118/0552241381	shsas@ipsa.edu.sa
Asst. HS AS	8991487 loc. 123/0582966859	jhsas@ipsa.edu.sa
Asst. GS AS	0561466452	agsas@ipsa.edu.sa
<i>Registrar (Admission, School Records , ID Distribution, Noor System & LIS In-charge)</i>		
Registrar	8991487 loc. 114/0560218082	registrar@ipsa.edu.sa
<i>Student & Community Affairs (Student Discipline, Alumni, Parent & Community Relations)</i>		
SCA Head	8991487 loc. 131/0543531163	sao@ipsa.edu.sa
<i>Student Activity (Clubs, Events, Use of Facilities, Student's ID, IPSA FB Page In-charge)</i>		
SA Coordinator	8991487 loc. 122/0547605399	sac@ipsa.edu.sa
<i>Guidance Office (Counseling, College Placement, Good Moral Certificate, Entrance Test)</i>		
Guidance Office	8991487 loc. 132/0566560028	gc@ipsa.edu.sa
<i>Human Resource Office (Recruitment, Employee Relations)</i>		
Personnel-in-charge	8991487 loc.112/0557437018	hr@ipsa.edu.sa
<i>Finance Office (Statement of Account, Payment, Facilities Reservation)</i>		
Finance Officer	8991487 loc. 116/133/0566308580	finance@ipsa.edu.sa
<i>Property and Procurement (Bids, Proposals, Quotations)</i>		
Property and Procurement	8991487 loc. 125/0551020392	property@ipsa.edu.sa
<i>Books, Lockers, Uniforms, Supplies, Yearbook</i>		
Book Store In-Charge	8991487 loc. 121/0566308580	bookstore@ipsa.edu.sa
<i>IT Support/Helpline is available to give advice and assistance on IT and Online Learning queries</i>		
IT Support/Helpline	8991487 loc. 117/0559867177	itsupport@ipsa.edu.sa
<i>School Clinic</i>		
School Nurse	8991487 loc. 115/0569973830	mandrea.celedonio@ipsa.edu.sa
Bldg. No. 2552, Al Khobar Al Junabiyah Dist., Unit No.1, Al Khobar 34611 – 7946, Kingdom of Saudi Arabia		
Tel. : 899-1487/889-5805		

NATURE OF THE SCHOOL

In accordance with the Basic Rules and Instructions for the Implementation of the Foreign School Regulations, as promulgated by the Kingdom of Saudi Arabia Council of Ministers' Decree No. 26 dated 4/2/1418 H, the International Philippine School in Al-Khobar is accredited and classified as a Foreign School as defined under the following articles of the Foreign Schools By Laws:

Article One

Foreign Schools: Schools applying educational curricula other than Saudi curricula.

Article Two

This By Laws determines the status of the schools reserved for the foreign communities residing in the Kingdom whose aim is to provide appropriate education to their children, within well-defined criteria and in a way that ensures the pursuance of their education upon their return to their countries of origin.

Article Four

Foreign schools are private educational institutions, financed through educational fees, donations and gifts.

Therefore, consistent with the above-mentioned stipulations, the International Philippine School in Al-Khobar is a private, non-stock and non-profit Foreign School established for the Filipino Community.