## 2020-2021 BIS FACULTY & STAFF MANUAL

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SITE MANAGEMENT & GOVERNANCE

School Director
The School Director is responsible for ensuring the vision and mission of BIS are successfully accomplished. The School Director is supervised by the VP for School Operations and is responsible to the NICS Executive Team. Locally, he/she is accountable to both the BIS Field Leadership Team (FLT) and the Director’s Advisory Council (DAC).

Field Leadership Team (FLT)
The FLT is comprised of the School Director, Business Manager, Secondary and Principal(s). The FLT’s responsibilities include the overall strategic leadership and day-by-day management of BIS. Specifically the FLT oversees BIS 5-Year strategic planning, compliance with accreditation, compliance with NICS Board’s policies, staff supervision, and the overall management of school operations.

Field Leadership Plus (FLT Plus)
The FLT Plus is comprised of the current FLT Members, School Chaplain, Local Member Care Associate (LMCA), Executive Ass’t, and Business Ass’t. The FLT Plus’ responsibilities include speaking into the academic and spiritual realms of the school beyond just the administrative perspective. The FLT Plus will speak into the NICS SBPs (Standards of Best Practice), SHIP document (School Health Indicator Profile), and yearly AMR (Annual Ministry Review).

Director’s Advisory Council (DAC)
DAC shall provide the School Director a means by which to seek local input and advice regarding school operations. Qualified and appropriately recognized members of the DAC should be parents or community members committed to the success of the School Director in accomplishing the mission and goals of the school. Further description of the membership, responsibilities, and function of the DAC can be found in NICS Policy 2.15.

BIS Local Board (Legal Entity)
The BIS local board, known formerly as the Association of International Christian Schools in Brazil, is established and functions in accordance with regulations/laws set forth by the host country. This board consists of the Board President (typically the School Director, Vice President (NICS Home Office Member), Treasurer (FLT+ Member), and Secretary (FLT+ Member). This board will work to fulfill requirements set forth by the host country in accordance with the established constitution. The Board President and Treasurer must have a permanent visa to serve in these specific roles per local requirements. The BIS Local Board shall meet annually and may be called upon at times to resolve issues as deemed necessary by the FLT or that of other the host country requirements.

Lead Teachers (none for 19-20)
Lead teachers are the initial contact for teaching staff, as assigned per division, should questions arise in regards to day to day information or classroom support. If lead teachers are unable to answer questions, questions or clarifying information should be brought to the supervising principal. Teachers will positively report the information presented to them by their supervising principal to those applicable teachers. Lead teachers will support the decisions made by the FLT in their interactions with staff.
STAFF CODE OF CONDUCT
Staff should strive to live a life that brings honor and glory to God. Consequently, staff members should not be under the influence of alcohol, tobacco, illegal drugs, or be involved in the distribution thereof of such illegal items. Staff members should not swear or curse. Staff members must not be involved in any form of sexual misconduct or the use of pornographic materials. Staff members are not to be involved in any type of bullying or inappropriate behavior toward others. Staff members must not be involved in any form of criminal activity. Staff members should promote unity and the building up of the body of Christ. Staff members must abide by and promote the policies and standards of Brasilia International School. They should submit to and support the authorities God has placed over them. They should serve and minister to the people God has placed in their care. Violations of this or any code of conduct stated within this handbook may lead to disciplinary action, up to and including immediate termination of employment.

Faculty Code of Conduct
BIS faculty are to develop high standards for their students while also responding and making applicable adjustments to their teaching to meet the diverse needs of our students. Teachers should offer grace and encouragement as students adjust to the American-style academic setting. Faculty must challenge students both academically and spiritually while being intentional to reach out to families while partnering in the educational process through frequent communication and engagement opportunities. Faculty and staff will recognize they are not here to simply work at a job, but to minister to others in the name of Jesus. Each must be careful about this tremendous responsibility and represent Christ at all times.

Staff Professionalism
BIS expects all staff to act in a professional manner and to display Christ-like character. BIS expects all staff to support and enforce school policies; to communicate effectively, positively, and in a timely manner with school personnel, the public, and parents; to act in a discreet and professional manner when discussing students or school problems; to be punctual to work and meetings; to attend and participate in devotions, faculty meetings, and schoolwide activities/functions; to fully participate within in-service and/or professional development activities of the school; to complete given assignments on time; and to continue professional growth through the upgrading of skills and knowledge. Any form of gossip or slander against a fellow staff, administration, student, or family may result in termination if deemed to cause intentional harm to an individual or the ministry as a whole.

Loyalty Requirements
All staff shall agree to uphold the purposes, leadership, and objectives of BIS and NICS as stated under the BIS Contract, BIS Standard Operating Policies & Procedures'
(SOPP) Manual, BIS Faculty & Staff Handbook, BIS Parent & Student Handbook, and the NICS Mission Manual. Should an employee find that he or she is no longer able or deemed able to function in harmony with the stated purposes and objectives as outlined in the above paragraph it is his/her duty to set up a meeting with the School Director to process the conflict and find the best win-win solution for the employee and the school.

350 Confidentiality
When parents wish to disclose confidential information to staff, for personal protection staff may choose this response: “I can offer a safe environment here while your child is at school to the best of my ability. However, for personal issues I recommend that you speak to our Guidance Counselor who is trained in regards to these issues.” This is not to say that issues such as family problems, illness, separation through work, etc. should not be discussed with the parents. Teachers need to know of the issues but need to feel comfortable in being able to refer these to the Guidance Counselor, Principal, or School Director when the issues heard become too intimate or over-involved. For issues involving suicide threats and/or statements made about child safety and/or abuse, staff must immediately make a referral to an FLT member or Guidance Counselor. The School Director and Principal will be informed of these safety/suicidal issues after parents disclose them to Guidance Counselor or FLT so that they can help monitor the child. You should never make promises of confidentiality. You need to inform parents that the information they share may have to be passed along to the Principal or School Director.

360 Student Privacy
It is a violation of a student’s right to privacy for a staff member to share any information about that student with anyone except with the student’s parents or legal guardians (as determined by legal documentation), with other BIS staff members as applicable, with other professionals who may be working with the child (child psychologist or special education tutor or another teacher who is tutoring the student), or with other schools or institutions that have the parent’s permission to ask for records or information of which may be obtained through the admissions office. BIS requires both parents or legal guardian and member of the FLT present for any meeting with a professional or paraprofessional as pertains to student needs even if the parent initiating the session desires otherwise.

370 Dating
In order to focus entirely on one’s ministry at BIS, NICS encourages NICS staff not to date during the first year of their contract due to transition stress. Staff are only to date Christians while serving at NICS/Oasis schools. We are to be friends with Christians and non-Christians, but dating moves the relationship into a category the mission feels is covered by 2 Corinthians 6:14-15.

380 Engagement and Marriage
Engagement and/or marriage are not acceptable reasons to break a signed contract. Individuals who do break an employment contract in order to marry must accept the
appropriate financial responsibility for their decision. This may include costs for housing and related items. The NICS Mission Manual, Faculty & Staff Handbook, and employment contract provide additional guidelines related to penalties associated with such measures.

390  **Moral Conduct**

In keeping with the Biblical qualifications for spiritual leaders given in I Timothy 3 and Titus 1, BIS staff must live a life above reproach, characterized by the highest level of moral conduct. All staff must strive to maintain irreproachable behavior in all moral and sexual matters and/or indiscretions by abstaining from all appearances of evil (I Thessalonians 5:22). Any personal, sexual, or moral failure, including but not limited to premarital sex, adultery, fornication, homosexuality, bestiality, indecent exposure, sexual harassment, use of sexually explicit materials of any kind for sexual gratification or sexual abuse of children, is clearly forbidden in Scripture and is a violation of the standards of BIS. Any personnel believing he or she has information or cause to question the sexual conduct (I Thessalonians 5:22) of another staff member or other personnel, should promptly report the facts of the incident(s) with names of the individuals involved to his or her School Director. No personnel will suffer retaliation for the reporting of any valid sexual misconduct. If sexual failure is confirmed, the staff member may be terminated, and in cases of suspected violation of criminal law(s), BIS/NICS may be required to report incidents of alleged sexual misconduct to appropriate authorities. The School Director will notify the NICS Home Office who may give proper notification to the individual’s home church to seek their cooperation in working with the staff member. Every attempt will be made to direct the staff member to a formal program of counseling and accountability with a view of restoring him or her to fellowship with Christ and His body. Additional information is expanded upon in the NICS Missions Manual under Appendix A.

3100  **Professional Relationships**

3110  **Teacher to Administration Relationships**

Teachers are to respect and pray for those in leadership over them. Teachers are to graciously accept the decisions of those in leadership without a complaining spirit and abide by those decisions. Teachers are encouraged to
talk to their supervisor personally when they do not understand a policy or decision. Any gossip, disregard for authority, or slander toward the ET by staff members will justify an immediate action up to and including termination as this is of detriment to the ministry. The Administration should also be mindful of their interaction with teachers/staff and maintain a sense of support and fellowship, while at the same time establishing healthy boundaries. Also, staff should not allow such interactions to create an unhealthy work environment or cause division among other staff members.

3120 Teacher to Teacher Relationships
A spirit of unity among the staff of BIS is essential to accomplishing an effective work for the Lord. Thus, it is important to never discuss the faults of your fellow staff members with others. Teachers are to respect the opinions of fellow staff members although they may not agree. When discussing problems or disagreements, do so in private and stick to the issue with both parties trying to come to the best possible solution. Teachers are encouraged to share their ideas and materials willingly with other staff members but not in the form of gossip or negative remarks. Any gossip or slander toward any staff member will result in progressive discipline. When addressing a teacher in the presence of a student, use Mr., Mrs., or Ms. along with the last name of the teacher.

3130 Teacher to Parent/Community Relationships
Teachers should respect every parent’s opinion, even if you disagree. Work at building a relationship for the good of the child. Teachers must return phone calls and answer emails from parents promptly. Teachers should reread emails and communication written to parents before sending them home. Teachers should have an administrator proofread class letters before duplicating them and sending them home. Teachers should contact the parents concerning a problem with their child before the parents contact the teacher. This action places the teacher in a position of control and lets the parents know the teacher really cares about the child. Teachers are not to discuss internal school affairs with parents. Teachers are to maintain a cooperative relationship between home and school. Teachers are to show sensitivity to parents of other cultures, customs, and religions.

3140 Teacher to Student Relationships
Teachers are to assume the place of authority when dealing with students. Teachers are not to promote an equal party/buddy-buddy type relationship with students. Students are required to address adults with their proper titles whether speaking to the adult or about the adult. Teachers are encouraged to be friendly and fair to gain the respect of students. Teachers are to handle discipline problems appropriately and seek to find the cause and solution for undesirable behavior. Teachers are to always show respect for the worth and dignity of each student. Teachers must avoid discussing matters relating to an individual student with anyone except the parents and those concerned with his/her welfare in a
professional capacity. Do not discuss fellow teachers with students or parents. If a student asks any questions or makes any remarks about another teacher, it will be one’s duty to seek the truth and find solutions.

3150  
**Student Welfare Policy**  
This policy has been developed so that appropriate guidelines and procedures can be practiced at BIS, to protect all members of the school community. The following guidelines are intended to strengthen the climate of care in our school community: Parents must be aware of all trips off the school grounds, whether during or outside of regular school hours.

If students are to be picked up by someone other than the parent or known helper, the parent/s or guardian must provide written permission giving full details of that person’s name and telephone number or call the front office and notify the school before pick-up that day.

The teacher in charge of an activity **must** remain with all students at the conclusion of an activity until every student has been picked up. Students should never be left alone unsupervised during the school day, after school, or after a sports practice, game, or activity.

All doors to classrooms and offices must have a window so that someone can see into classrooms and offices at all times.

When meeting one-on-one with a student, it should always be in a public area or an area where others can easily see you. For example, if you are meeting with a student in your classroom, the door should be propped open.

Always seek to have another adult or student present when you talk to a student one-on-one.

If a student needs to undress for any reason (changing, PE, search, etc.) two adults should be present who are ideally the same gender as the student.

Staff members are never to inappropriately touch a student (private areas, “bathing suit areas”).

If a staff member has an encounter with a student in which there is the possibility of misunderstanding or misinterpreting the staff member’s behavior, the encounter should be debriefed immediately with the supervisor. This debriefing should be documented with a dated record. Where possible, discuss the matter with the student’s parent or guardian.

Staff members should use the staff bathrooms. If a staff member walks into a public bathroom and there is just one student, he/she should leave to protect him/herself
against safety allegations. Exceptions are made specifically for the lower elementary teachers and aides who help students 1:1 (one on one).

For overnight trips with both male and female students, the staff member must ensure that there are separate areas for sleeping and that privacy is assured for use of bathroom facilities and for changing clothes. There also must be both male and female chaperones present. Parent / guardian chaperones should be aware of the ground rules for these events.

Staff members should never meet a student or transport them outside of school hours, or in an unplanned way, without clearing it with the parents or guardians.

Staff members should never allow any material which displays nudity, or could by any standard be called pornographic, to be brought to school or to any school-related activity. If such material is discovered on campus, it should be confiscated at once and taken to the immediate supervisor to establish the source of the material. He/she will then take appropriate action.

Staff members should never allow alcoholic beverages, tobacco or illegal drugs to be brought to, or consumed at school or during any school-related activity. If students do bring these items, the administration should be contacted immediately.

3160 STAFF DRESS CODE REGULATIONS
Each staff member is an example to the students in dress, manners, and personal hygiene. The following points should help clarify what is appropriate dress for BIS staff.

- **Business Casual Friday (or the last day of the work week)**
  Nice, modest jeans, denim and colored, may be worn on the Friday of each week; polo shirts, button-down, nice blouses may be worn on Friday. The blue standard polo BIS shirt will be worn on announced special events and field trips but are not required for Friday.

- **Earrings**
  Female staff members should gauge the size of their earrings by remembering the age of the student and the activities planned.

- **Female Staff Members**
  **Hair:** Female staff members should have neatly groomed and combed hair that is both professional not to cause a distraction with students, families, or other staff members.
  **Pants:** No jeans of any color or pants with denim material, capris, sweatpants, athletic pants, spandex pants, or skorts are permitted. There will be no tight fitting knit pants such as leggings worn to school. All pants worn must be professional and neatly ironed.
  **Skirts or Dresses:** Skirts or dresses are permitted to wear instead of pants if the
hemline is within 2 inches/5 cms of the knee. There will be no shorts worn to school by any staff member unless for an approved school event.

**Shirts and Blouses**: All blouses must have necklines that are high enough to be modest in all positions. Shoulders may be seen but care must be taken to look professional and that most of the shoulder is covered. The spirit to these guidelines is for modesty through the movements/positions teachers exhibit throughout the day. If a blouse is unacceptable, a female ET will have a private conversation with the female teacher.

**Shoes**: Dress shoes or comfortable low/square shoes are preferred for women to wear each day. Due to being in a hot climate, open-toed shoes are permissible (no havaianas, crocs, or flip-flops)

**Fitting of Clothing**: All female staff clothing to include tops and bottoms must fit appropriately at all times. Staff must look professional and recognize they are a role model for Christian dress. Each staff member is an example to the students in dress, manners, and personal hygiene.

- **Male Staff Members**

  **Hair**: Male staff members should have neatly trimmed and combed hair that does not come past mid-ear, over the eyes, or over the shirt collar. Facial hair must be neatly trimmed as well.

  **Pants**: No jeans of any color or pants with denim material, cargo pants, sweat pants, shorts, spandex, athletic pants, or exercise pants are permitted. A belt is required to be worn with all pants of which must be neatly pressed and/or ironed.

  **Shirts**: A button-down long or short sleeve dress shirt is preferred. Staff members may also wear collared polo-style dress shirts (long or short sleeve) with no graphics as long as they are tucked-in. Ethnic button-down shirts (i.e. Batik) and button-down shirts designed to be untucked are permissible. All shirts worn by male staff members must have a collar.

  **Ties and Sports Coat/Suit**: Ties are required for FLT male members and are encouraged for male teachers. FLT members will wear a button-down shirt with tie, and use a dress coat/suit when visiting a government office, or hosting parents and/or government visitors.

  **Shoes**: Comfortable dress shoes are preferred for men to wear each day. Zapatenis shoes in good condition are permissible (no tennis shoes/sneakers, sandals, birkenstocks, crocs, etc.)

  **Earrings**: Male staff members may not wear any form of earrings and/or piercings to any visible part of their body at any time.

- **School Activities Dress**

  Faculty should be sure that they represent BIS as professionally as possible. Faculty should plan to wear their BIS polo shirt jeans and school-issued name tag for all field trips unless other apparel is approved by the School Director. All students should wear school issued uniforms for off campus trips unless approved by the Principal.
Special Events Dress
Dress for after school special events or invitational gatherings are semi-formal unless stated otherwise. This includes a nice button down shirt and tie for men (dress coat preferred but not required) and a dress or dress pants and nice blouse for women within the parameters of the stated dress code. All FLT members will appear in their regular business attire for special events.

Transitional Wear for PE Instruction
Physical Education (PE) teachers may dress in appropriate attire when teaching PE classes. However, this attire may not be worn to school leading up to the PE period(s) or if the staff member returns to a traditional classroom setting after teaching PE. Team leaders may work with schedulers to accommodate a brief changing time if applicable. This transition of attire should take place during the school lunch period or the period before the PE period begins. Appropriate athletic type shirts of which do not violate the stated dress code of which may be worn with modest shorts at knee length or warm-up pants and sneakers are permitted during these periods only.

3170 DRESS CODE VIOLATIONS
Studies have demonstrated when an organization has a dress standard, the morale and image has an impact on various stakeholders as well as the overall staff members. The dress standards put into place by BIS are in place to contribute to the morale of employees and reflect a professional Christ-like attitude to parents and students. In II Corinthians 6:3 we are encouraged to apply the following principle regarding our representation of Christ to others. “We put no stumbling block in anyone’s path, so that our ministry will not be discredited.” Any staff member dressed inappropriately will be sent home to change as the sign acknowledgment and acceptance to this handbook serves as the initial warning. The following will be the standard procedures involving any violation to the school dress code. It’s the responsibility of the staff member to clarify the dress code with their team leader or Principal prior to wearing anything to school. Consistent disregard for the dress code may result in disciplinary action up to and including termination of employment.

3180 Cell Phone Usage
Staff members, to include both teachers and aides, may not use cell phones while supervising or in the presence of students unless for purposes of classroom instruction. While using a cell phone for either personal or school business, please do not wander the hallways or school grounds as this may disrupt other teachers and their classes. When handling school business, please use care in maintaining confidentiality and professionalism. Please place your phone on vibrate, silent mode, or turn it off during class time or meetings.

3190 Classroom Access
All classrooms should have a key in the door or near the door depending on the
location. These keys should not be loaned out to non-BIS staff. If any key is missing, please inform a Management Team member as soon as possible. All classrooms should be opened by 7 am each morning and will be locked by 6 pm each evening. If you need access after 6 pm please talk to the guard to let you in and turn off the alarm.

3200 Morning Devotions and Prayer (7:30-7:45 am)

Schedule:
- Mon: Classroom Prayer (rotating)
- Tues or Thurs: Barnabas Group/New Staff Mentoring
- Wed: Devotions
- Fri: Worship or Bible Study

Description:
All teachers are required to be present during this time unless they have Barnabas Group morning duty. If you will be late for any reason, please contact your supervisor immediately. Please be courteous and polite to the devotional or classroom prayer leader and others by being prompt and attentive. Each staff member will share devotions on a rotating basis. This is a time to help maintain and renew ministry focus, encourage and exhort through scripture reading, review a short Bible study, prayer and/or worship music. When leading the devotion time, please keep the time focused and do not exceed the time allotted. Typically, staff devotion and worship time will be held in The Landing.

3210 Staff Meetings and Events

Staff Meeting Schedule (3:30-4:30 pm):
- All Staff Meeting – 1st Monday of the month
- Division Staff Meeting – 2nd Monday of the Month
- Curriculum Staff Meeting – 3rd Monday of the Month
- Committee Meetings – 4th Monday of the Month

Required Events:
In addition, each staff member is required to attend all of but not limited to:
- Teacher In-Services
- Staff Retreat
- Parent/Teacher Conferences
- Student Assemblies
- Graduations,
- NICS Meetings
- Accreditation Meetings
- Christmas Staff Party
- End of the Year Staff Party.

This also includes and any special events or programs sponsored by the school such to included but not limited to: Children’s Day, Christmas Program, International Fair, STEM Fair, Math Fair, Spiritual Emphasis Week (SEW), and Member Care Events. An optional event include the Christmas Staff Party. Doctor’s appointments, classes, or other things should be scheduled so as
not to conflict with daily school activities or other required school events. If an emergency arises making it impossible to attend a particular session, please notify your supervisor immediately and request permission to miss the event. Staff will be paid overtime for required events that occur outside of normal school hours. The amount of overtime granted to staff will be decided by the FLT. The School Director or Principals reserves the right to require staff to stay later than their schedule time for any event or school activity if deemed necessary.

3220 Discrimination/Sexual Harassment Policy
Any staff member with questions or concerns about any type of discrimination or sexual harassment in the workplace is encouraged to bring these issues to the attention of the School Director. This may progress to the NICS Vice President of School Operations, NICS Member Care Coordinator, or NICS Human Resource Director. Any suspected case of discrimination or sexual harassment will be investigated by appropriate personnel. A report of the investigation will be submitted to the School Director and the NICS Vice President of School Operations. Any Employee found to be engaging in any type of unlawful discrimination or sexual harassment will be subject to notifying local authorities and/or disciplinary action up to and including termination of employment.

3230 Drinking Policy
In 1 Corinthians 8:1-13, Paul mentions that Christians have a wide degree of freedom in what they can consume. He mentions, however, that although Christians may have this freedom, they should not exercise it at the expense of the spiritual vitality of a brother or sister who may not feel the same freedom. It should then be understood here that Paul suggests that freedom is not just the freedom to consume but also the "freedom" to refrain from consuming when others of different persuasions are present. In Ephesians 5:18 Paul is very clear that believers are NOT to be drunk on wine but filled with the Spirit. Drunkenness is associated with sins such as sexual immorality and debauchery which should never be associated with believers (Romans 8:13, Galatians 5:21, I Peter 4:3). In the light of this philosophy, alcoholic beverages will not be permitted or to be consumed at any official or unofficial BIS function. This also includes any function or gathering where the staff member is representing BIS. Furthermore, faculty, staff and their guests should use good judgment regarding consumption of alcoholic beverages while in view of the general public. A staff member must never consume alcohol with a student even with parent consent or in the presence of a parent. In the case of staff families, alcohol may be consumed in the presence of children of staff members who are students at the school with the consent of the parents. As believers, BIS faculty and staff should always remember that they are representing God and are associated with BIS ministry. They should act responsibly as mature Christians and official representatives of BIS. Any staff member that reports to the workplace under or suspected influence of alcohol or violates the drinking policy will be subject to disciplinary action, up to and including termination of employment. Criminal violations, regardless of official charges or convictions, resulting
from the use of alcohol, tobacco, or controlled substances is considered a substance abuse violation and is subject to immediate dismissal.

3240 Gifts to Staff from Parents and Students
Gifts to teachers or staff may not be used for any purpose of influence or coercion to affect a child’s assessment results. If a staff member receives a gift they believe was intended to coerce, they should speak to their supervisor. It is never appropriate for a staff member to accept a gift of cash for any reason.

3250 Public Posting of Photos
BIS staff should use extra caution when navigating social media sites. Staff must not post individual pictures of students or families on any social media site without written permission from the parent(s). BIS has permission as a school from some families to post student pictures for school marketing purposes; however, teachers must obtain written permission from parents of students in order to use student pictures on their personal social media accounts. Exercise extreme caution when posting photos or videos of students and fellow staff members. Do not tag or identify students by name, embassy, or country in any photos and videos. This policy encompasses all social media platforms to include public or private blogs. If in doubt about the appropriateness of a photo, staff should send the photo(s) to their supervisor for approval before posting. Staff may freely share or post photos that are contained on the BIS website or official social media pages to their own personal pages.

3260 Social Networking
All staff may use the internet for personal reasons when their professional and work duties have been completed and when students are not present. Social media platforms can be beneficial and enjoyable to keep positive connections with many of our students and families given BIS’ global ministry reach, but only if they are used in a way that honors the Lord. Despite the best efforts to maintain privacy, posting material online can easily become public information that can reach thousands of people within seconds. Teachers and staff should not post material that violates Christian principles, is in bad taste, or compromises the integrity of the school ministry. The ET reserves the right to monitor and gain access to social media information posted by staff and may request certain material be removed. Social networking among staff members is encouraged for purposes of community, promoting the BIS ministry, fellowship, and at some level offering accountability as brothers and sisters serving together. Staff should take special precaution when utilizing social media with current parents and not discuss school-related business. Posting of inappropriate information or derogatory statements about students, administration, staff, parents, or NICS will result in disciplinary action up to and including dismissal. Those serving in ministry at BIS must have an online presence filled with love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (Galatians 5:22-23).

3270 Staff Fellowship and Member Care Events
BIS desires that the staff work together as a team. BIS encourages staff members to
get to know each other, support each other, and pray for each other. Member Care and other staff fellowship events are planned to help foster positive staff relationships through our Member Care Program. These events are encouraged and in some instances required if proper notice is given. There will be a BIS Local Member Care Associate (LMCA) and Member Care Committee to assist with planning events and prayerfully helping to support the staff. The LMCA will report to the School Director who will be collaborating with other FLT members to support staff fellowships or other special events.

3280 **Staff Unity**

Both students and teachers are expected to abide by the standards set forth in the handbooks. As examples, teachers should also abide by the school standards and be above reproach. Operating under double standards or an initial act by a staff member, student, or parent to create division can ruin the testimony and credibility of the ministry. Never apologize to a student or parent for a school policy or administrative decision. If you have a question or concern regarding any school policy, please address it to your direct supervisor. Teachers must respect the final decisions of the Leadership Teams when it comes to policy standards even if they do not agree or fully understand. FLT members must make difficult decisions based on the information provided to them. This may not always be clean-cut but staff must trust and abide by the leadership once a decision is made in a Christ-like and humble manner.

3290
410 Supervision
Faculty and staff must be diligent in their supervision and duties at all times in all locations. This is essential for safety, discipline, and liability. Parents have entrusted their children to the school, and the school has the responsibility to ensure their children are properly cared for at all times during the school day and in all locations on the school property.

- All faculty and staff may be assigned to duties as needed. Duties are usually on a rotating basis but could be daily as well. Faculty and staff must be on time to class and duties to ensure the safety of students. The person on duty is responsible to supervise the actions, and as much as possible, the conversations of students. Proper control of students should be maintained at all times. Never leave students unattended. Faculty and staff should not be attending to personal matters, talking on cell phones, or engaging in activities that will prevent them from properly supervising students.

- Teachers of ELC through grade five are responsible to walk their students to and from special classes, lunch, Landing sessions, recess and dismissal or arrange for another teacher to pick them up. Please be careful not to disturb other classes when walking your students to other locations throughout the school. Teachers and students may not exit or enter through the fire door at the end of the elementary hallway. This door is to remain closed at all times throughout the school day. This door is only to be used in the case of an emergency evacuation. If an emergency call is received while on duty or in class, immediately arrange for another faculty or staff member to supervise your students.

420 Morning Responsibilities (7:30 a.m. – 1st bell)
The morning duty schedule rotates between the five Barnabas groups on campus. The Barnabas group will assume the responsibilities each week when it is their turn and cover the five areas of the campus. For prearranged absences, the Barnabas member will find someone on campus to cover their duty location. If you will be late for any reason for morning duty, please contact your direct supervisor immediately to ensure the duty is covered. During the time before school begins, all students must report to the following areas: ELC and Grades K-2: Cafeteria A, Grades 3-5: Cafeteria B, Grades 6-8: Computer Lab, and Grades 9-12: Science Lab. Elementary teachers should pick up their students no later than 7:55. Secondary students may go to their lockers before 7:55 if the teacher on duty gives permission.

430 Recess Responsibilities (Per Assigned Schedule)
Students are to remain at recess/break for the entire scheduled time. Any student who must remain inside during break or recess must be in a classroom with a teacher. Teachers must be fully attentive while on duty and not distracted with talking to each other, students, their phones, or related tasks. Never leave a student(s) unsupervised in the classroom during break/recess. Please be sure that students take everything
they need for break with them (i.e. snack, water bottle, study materials, etc.) as
students must not return to their class or locker unsupervised during break. If a student
needs to use the restroom, he/she should ask permission and then use either the
handicap bathrooms near the entrance or the bathrooms next to the stairs. Snacks are
to be eaten outside at recess. Snacks must be finished before returning to class. All
trash must be thrown in the garbage can to ensure the recess area is clear of all trash.
The duty monitor is to line students up at the scheduled time. Duty monitors must not
dismiss students to class until the classroom teacher is available to escort them back
to class. The duty monitor must enforce the playground rules. During the first week of
class, the teacher must walk their class through the guidelines for using and caring for
the playground area. Please submit an electronic maintenance form to report all
necessary repairs to the playground or playground equipment. On days when it is
raining or extremely wet outside, students must go to the covered area or remain in
their classrooms unless other instructions are given by FLT members. On days when
the grass, playground and/or playing field are wet from previous rains, students may
play outside under the covered area and/or be instructed to stay off affected areas.

440 Lunch Responsibilities (Per Assigned Schedule)
Elementary teachers must escort their students to their assigned lunch areas.
Elementary teachers must ensure they wait until they confirm the duty teacher has
reported to the cafeteria prior to leaving their students. All tables are to be cleared of
food/litter and chairs/benches pushed in before students leave the area. Elementary
students should sit according to assigned seats and remain seated until dismissed.
They may leave to get water or go to the restroom only with a teacher’s permission.

When lunchtime ends, the duty teachers must dismiss the students by tables to go to
recess or to their classroom teacher who must arrive on time to retrieve them. All
teachers who are on duty must devote their full attention to the ensuring proper
supervision of students in the cafeteria. The lunch area should be calm and students
should remain seated. Students must clean up their tray and their eating area. One or
two students must be assigned to wipe down the tables. No student should leave the
lunch area without permission from the person on duty. Elementary students are not
permitted to use the kitchen appliances for personal use. The person on duty may heat
up lunches for elementary students but students and/or kitchen staff should not heat
lunches for those who bring their own lunch. Teachers conducting discipleship classes
during lunch must be sure to have students ready to move to their next class at the
end of the designated lunch period. Elementary students must be lined-up by the end
of the period and teachers should promptly pick up their class. Secondary students
may eat lunch in the science lab if completing missing work, studying, or serving a
detention. If they are finished eating, they may leave the cafeteria so long as they
remain in a supervised area downstairs.

450 After School Car and Bus Duties (3:10 p.m. – 3:30 p.m.)
Teachers on after school duty are to supervise the students until they are picked up by
a parent or an approved person. Teachers need to make sure that each student goes home with his/her proper ride. Do not permit students to go home with other students unless they have written permission to do so. Teachers on duty must refrain from engaging in conversations with parents or other teachers so they can properly control the duty area. Students must remain in the assigned area until their ride (bus or car) has arrived. Students riding buses must be lined up based on their assigned grouping along the elementary building. All other students must be seated in their assigned cafeteria until they are given an indication to proceed to the car rider or bus dismissal area. All staff children must remain in the designated dismissal area until a parent comes to pick them up or go to their parent’s classroom or assigned area. Staff children must only be allowed to play outside or on the playground after all students are picked up or after 3:30 p.m. If there are any students remaining after 3:30 p.m., the late duty teacher must remain with the students in Cafeteria A until the office calls via radio to send specific students to the office for departure. Teachers or FLT members on duty must not leave the duty area until all students are gone or transitioned to their assigned areas. Teachers may not leave school before 4:00 p.m. without administrative approval (exception is Friday at 3:30pm). In the event a teacher needs to leave early, permission must be requested as early as possible from his/her supervisor.

**Contracted Bus Duties (3:10 p.m. – 3:30 p.m.)**
The teacher(s) responsible for bus duty must retrieve the bus list from the office, ensure all riders are on the bus, and then signal the bus driver to leave. No food or drinks (exclude water bottle) are to be brought on the bus. All students must wear seat belts but this remains the liability of the contracted company. BIS does not provide or recommend transportation options for students as this falls under the parent responsibility. Also, the school has no legal liability or contractual agreement with any bus company whatsoever. The full liability of placing students on contracted buses remains with the family and their selected company. BIS is not responsible for the students once the students are on the bus. Any issues raised as pertains to infractions with students on the bus should be directed to the parent. The parent, not the school, must follow up with the bus company representative in order to resolve any issues related to the bus service to include behavior and other interactions with students riding a particular bus.

**Staff Children**
All staff children must remain in the designated dismissal area until a parent comes to pick them up or release them to a designated area. Staff children must only be allowed to play outside or on the playground after 3:30 p.m. due to staff meetings or other related sessions. Any issues or problems observed involving staff children should be reported to their respective parent or parents.

**Campus Boundaries and Grounds**
Students are to stay on the school property at all times during the school day. Students are not permitted to leave campus for purposes of lunch or related activities. The
school boundaries include all areas inside the perimeter wall. If any school property is damaged or destroyed, a written report should be made and turned in to the School Director, who will determine with the Business Manager an appropriate amount needed to cover damages.

490  
Campus Security

BIS is diligent in making the school as safe as it can be. Be aware that the school does have surveillance cameras throughout the campus. All faculty and staff should be familiar with all policies and practices related to security issues. If you notice something suspicious, please report it to the office immediately. Please do not attempt to handle a situation yourself unless absolutely necessary. First priority is to move students out of danger and to a safe place. A hand held radio is available for teachers to use when on break or during PE classes. The radio can be used for all emergency communication only. Staff should utilize the classroom phones for communication to the office for non-emergency dialogue. Please keep the radio set on channel 1 throughout the school day.
SCHOOL OFFICE EXPECTATIONS

Front Office
The school office must maintain a professional environment at all times and therefore should not be used as a social area for students or staff. As much as possible, student and teacher traffic to the office should be kept to a minimum. When sending a student to the office, the teacher should always send a note detailing the reason for coming or call the office in advance. Please give the office personnel adequate time to respond to your requests. If you have an urgent personal matter that you need assistance with, please discuss this with your supervising principal or lead teacher. Please do not leave personal items in the reception area such as bags, phones, food items, etc. Teachers should try to limit using the copy and laminating machines to before or after school hours or during planning periods. Otherwise, you may utilize the office assistant to help you make copies during class.

Office Traffic
- As much as possible, student traffic to the office should be kept to a minimum.
- A teacher should not send students to the office for supplies (staples, paper clips, etc.) or equipment. It is the teacher's responsibility to take care of these matters before school or during breaks.
- Teachers should not send students to the office to make up tests.
- The last staff member leaving the office must completely secure that area.
- Staff members are not to use the office as a social area. The office staff works before and after school serving the public. The office must have a professional environment at all times.

Office Telephones
- Local personal phone calls during office hours should be minimized.
- Staff and students may call out for meals to be delivered if the phone is available (no charges for local calls).
- Students who are ill are NEVER to call home themselves; they must go to the clinic and be seen by the school nurse, who will call the parent as necessary. If the school doctor isn’t there, the student will go to the front office.
- Students who have to make a personal call on their handphone during school hours must seek permission from any administrator and must make the phone call in the administrator’s office. The handphone must be returned to the locker following the phone call.

Copy Machines
- The office staff must be given priority for the copiers. Staff members should stop their copying and move aside for the office staff. Please remember that the office staff will not ask to go ahead of you so you must insist.
- In order to decrease copier use and costs, copy jobs requiring more than approximately 25 copies (double-sided) should be sent out for completion by a copy service.
Purchase Requisitions and Work Order Forms

- REQUISITION FORMS need to be filled out completely and turned into the appropriate bin in the business office protocols are reviewed at orientation. There is a bin for the requests having vendors and prices and a bin requesting the purchaser to find the vendor and prices. Upon approval, all purchase requisition forms will be acted upon as quickly as possible (usually 2-3 days). Requisitions that have the price quoted and the vendor location/address will be fulfilled more quickly.

- Requisition forms must have the appropriate account name attached in the account name column. The Business Manager will give everyone their account numbers at orientation. Staff members with multiple accounts must list the correct account number for proper journaling. Incomplete requisition forms will be returned.

- Each month, staff members with multiple accounts (i.e. Managers, Member Care, Activities, Library, IT) will receive a budget update in order to reconcile their expenses for all their accounts. Staff members with classroom/department accounts must request their balance in person with the Business Manager.

- If a purchase is made with personal funds, a purchase REQUISITION FORM should be completed and turned in to the accounting office within one week, seeking reimbursement. The reimbursement will be in the next paycheck unless other terms are discussed with the finance office.

- Any questions on the purchase requisition process should be directed to the Business Manager and he/she will personally go over the process and review your accounts.

- WORK ORDER FORMS need to be filled out for any school-related tasks needing to be done.

Visitors

To provide for the safety and security of the students, staff, and property of BIS, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards staff and student welfare, and avoids potential distraction and disturbances. All visitors will sign-in with security upon entering the gate and be given a visitor badge. The visitor will be escorted to the destination or wait in the reception area until their party is available. Immediately notify the office or any ET member of any unauthorized visitor and/or direct the individual to the office. If you are expecting a visitor, please inform the office or an ET member of the visitor’s name and expected time of arrival. Teachers who desire to have a special speaker in the classroom must seek approval by the supervising principal in advance. Unexpected visitors may not be admitted on campus for the safety of our students and faculty.
Human Resource Information
BIS will comply with all applicable laws and regulations and expects all staff to conduct business in accordance with the letter, spirit, and intent of all relevant laws. BIS and its employees will refrain from any illegal, dishonest, or unethical conduct. The successful business operation and reputation of BIS is built upon the principles of fair dealing and ethical conduct. All staff of BIS is reminded that their attitudes and actions in every situation will directly or indirectly affect the testimony and reputation of this ministry. These suggestions are in keeping with scriptural principles and professional ethics and are provided for one’s guidance.

Equal Employment Opportunity
BIS does not discriminate in employment opportunities based on race, color, sex, national origin, or age. Employment decisions at BIS will be based primarily on one’s Christian testimony, quality of work, job qualifications, available positions, and abilities.

Nature of Employment
BIS seeks to hire educators that are academically trained and certified in the discipline in which they teach. BIS seeks to hire professional staff that is in full agreement with the BIS philosophy of education, NICS Statement of Faith, and the mission statement of BIS. BIS desires to hire staff that will act as appropriate Christian role models in appearance and actions. BIS desires to hire staff that feel called to the ministry and realize that ministry includes sacrificial giving of oneself.

Spiritual Qualifications
All school administration, teaching staff, teaching/learning assistants at BIS must be professing and practicing Christians.

Workbook
The workbook is a legal, required document for all workers, issued in Brazil that contains a summary of an employee’s work contract and vacation benefits. Every company must sign an employee’s workbook. BIS will not employ a locally hired or foreign hired employee without a workbook. This would not include a volunteer given they may not earn a salary or related benefits while serving at BIS. Workbooks do not apply to accompanying spouse members. This contract is in effect until the employee resigns or is dismissed.

Employment Categories
BIS hires local and foreign employees in order to meet the growing needs of the ministry. The goal of BIS is to maintain an equal opportunity work environment as much as possible. Below are descriptions of the basic local and foreign hired employees, and volunteer categories. The clarification of these categories is to help faculty/staff understand their status and corresponding benefits.
Auxiliary Staff
Auxiliary staff include locally hired guards, maintenance, janitorial, and kitchen staff who perform various roles in the school. They are essential to the efficient operation of our ministry.

NICS Associate
NICS Associates are qualified individuals hired locally in Brazil by BIS. Local hires may be Brazilian nationals or expatriates currently living in Brazil. NICS Associates must have their application on file with NICS and sign the NICS Statement of Faith. Faculty includes those administrators, teachers and staff positions that require a license/certification. Professional staff are those associates who work with students in positions that do not require licensure or certification, such as teacher’s aids. The Associate must abide by all requirements established by BIS and by the Brazilian work law. Associates are entitled to all benefits stipulated by the Brazilian work law. This may not include benefits mandated by NICS for NICS Missionaries. Salary is based on an employee’s base pay noted in the employee’s workbook as governed by local labor laws.

NICS Missionary
These are qualified individuals that are NICS appointed missionaries hired to fill positions at BIS. The School Director will make the final decision for placement to best meet the needs of BIS at his or her discretion. NICS Missionaries must work with the Gov’t Liaison to obtain a work or permanent visa, a workbook, CPF number, and Brazilian identification card. They must abide by all other requirements of and are also entitled to all applicable benefits established by Brazilian work law. Salary is based on the teacher base pay.

Volunteer Staff Member
These are qualified individuals that volunteer to fill a position at BIS. Volunteer staff must complete a volunteer application and undergo a background check, before being approved by the School Director in conjunction with the NICS Home Office as applicable. After approval, volunteers must be trained in child safety before volunteering. Volunteers who are not Christian may not serve in a teaching role. Volunteer staff must abide by all policies and practices established by NICS and BIS. They are not eligible to receive a salary. The potential volunteer may be declined for service or dismissed at any point.

Contract, Salary & Benefits
Foreign Hired Employees and Associates must sign an initial two-year contract. This contract is not finalized until the successful completion of IMPACT (NICS Pre-Field Orientation) or arrival in Brasilia. The contract must be notarized with the signature of the Employee or Associate. While the contract is not a legally binding document, it is a commitment made to BIS before the Lord. The contents of the contract will be enforced to the fullest extent to include disciplinary action up to and including termination of
employment. New teachers and administrators are committed to 2 years with NICS and your visa will be for 2 years. Information within the Faculty’s Contract:

- Base pay
- NICS Single Income Family Supplement (SIFS)
- Additional Benefits:
  - Health Insurance
  - 13th Month “Christmas Bonus” if employed for a full calendar year. Staff beginning in summer will be prorated for the amount of time worked. This 13th month bonus will be given over 3 months (½ in Nov, and ½ in Dec.)
  - VISA costs (stateside & in Brazil)
  - Vacation Pay in the June paycheck, this is 1/3rd of a month’s salary.
  - Lunch

- Copies of the signed Contract:
  - Original will be in the personnel file
  - Copy sent to NICS (for new hires)
  - Copy given to the employee

Full Time & Part Time Definitions

- Full time:
  Secondary teachers: 5 periods a day with students out of a 7 period day. 2 periods each day will be allotted for preparatory time without students. Study hall will count towards the 5 periods.
  Specials teachers: 25 individual periods of teaching each week - 10 periods each week will be allotted for preparatory time. Study hall periods will count towards the 25 periods.
  Elementary teachers: 25 individual periods of teaching each week -10 periods each week will be allotted for preparatory time.

- Part time:
  Four periods or less of student contact (classes, study hall, consultations). Whether you teach one or four periods you are considered part time.
  Part time teachers receive half the benefits (personal, sick, spiritual days, and NICS Tenure Bonus).
  Part time NICS SIFS teachers are in their own category as they are under their wife or husband’s contract. They will receive those part time spiritual, sick and personal days.

Payroll Instructions
Staff are paid on a 12 month basis starting August 31st. Staff who have resigned at the close of a school year will be paid for June and July, and 1/3rd of a month’s vacation pay in their June pay.

- Payday: Staff will be paid on the last day of each month.
- Salary Currency: Staff will be paid in Brazil Reals (R$).
- If a teacher has an emergency and needs an advance in salary, a SALARY ADVANCE/EMPLOYEE LOAN form may be filled out and approved by the administration if there is sufficient cash flow.
Invitations to Return

Invitation to Return forms will be handed out at the start of 2nd quarter to faculty members whose commitments are expiring and whom we hope will continue at BIS. These forms are to be completed and returned each year on or before December 1 to secure the staff member’s current position and standing at BIS.

Any Invitation to Return form that is not returned on time will result in the staff’s position being posted with the NICS HR Department, and thus giving the BIS Director the ability to actively recruit for the position immediately. If an Invitation to Return is not returned on time, BIS is not obligated to retain the position for the staff member for the following school year.

An example of the Invitation to Return form is posted in the appendix. If multiple teachers request the same vacant position the Principal will make the final decision factoring in who is the best fit for his/her staff. He/she may interview all the candidates. Seniority may be one of the factors under consideration.

Staff Leave

Leave description: The following restrictions apply to staff leave. Leave cannot be requested a school year in advance, unless it involves buying a plane ticket for a special event. All leave will be handled on a first-come, first-served basis after 8:00 am on the first day of all staff orientation. The only exceptions will be those missing the first day of school due to paternity/maternity leave, or seeing a child off to college (typical examples). Types of leave are as follows:

- **SPIRITUAL DAY:** Each staff member has one day leave to spend time alone with God. This leave is not carried over and not reimbursed if unused. It must be used by April 30th as May is too busy of a time.

- **SICK LEAVE:** Each NICS and Professional Staff member has three sick days each year. These may be used when the staff member is sick and/or a family member is sick and they must stay home to help the family member. Anything that relates to health issues (doctor’s visit, hospital stay, etc) is sick leave.

**Sick Leave Policy:**
- Three days per year are allowed as sick leave without salary penalty. These are not cumulative.
- Sick leave is calculated at either half-day or full-day increments. If a staff member misses three periods or less it is considered a half day. If a staff member misses four periods or more it will be considered a full day (planning periods and classes taught are not factored in).
- Sick leave must be used when sick or helping a sick family member.
- If going beyond the 3 sick days, the staff must present an “Atestado Medico” (official doctor’s note) to his/her supervisor on return from the sick leave. The first 3 days do not need a sick note.
Procedures for Calling in Sick: If a staff member is ill, he/she must call or text the principal who oversees substitutes before 9:00 pm the evening before or after 6:00 am the morning of the absence. The staff member requesting time off must receive a confirmation from the principal that he or she received the message. If a staff member anticipates that he/she will not be able to return the next day, their supervising administrator should be notified before 2:00 pm to allow time to get the same substitute.

- If a staff member gets sick during the school day, he/she needs to go directly to his/her supervising administrator to get coverage and clock out before leaving the building. Sick leave is given in half day increments.
- Building substitutes are not to be called by individual staff members. They will only be assigned to cover classes by the principal supervising substitutes. They will be on-call and assigned to daily subbing needs that quickly arise each day without much notice.

PERSONAL LEAVE: Staff are awarded a day of personal leave for each year they have been working in the Network or BIS, up to 5 days. Personal leave may be used for any reason, but is limited to two faculty members per day (or 10% of the faculty).

LEAVE WITHOUT PAY (LWOP): Leave Without Pay is highly discouraged and rarely approved. It is only given with Director’s permission after all the other leave is exhausted and the reason is valid.

MATERNITY/PATERNITY: This leave will follow Brazilian law and needs to be discussed with the supervisor before needed.

EMERGENCY LEAVE: In the event of the death of an immediate family member, or an emergency situation, the employee shall be granted 2 business days for travel time and time off, mandated by Brazilian law. Immediate family is defined as spouse, child, father, mother, brother, sister, grandfather, grandmother, grandson, granddaughter, and the in-law equivalents.

ADDITIONAL INFORMATION ABOUT LEAVE:
- Any unused "personal" and sick day(s) are not cumulative for the next school year and will be reimbursed at teacher checkout in June. Reimbursement will be based on the amount of Reales a substitute makes that school year for that position.
- Only 10% percent of the faculty (2 people) may use their personal days on any given day. Permission will be granted on a first come first served basis. The professional STAFF (front office and managerial staff) are not counted into the 10% of the teaching staff, but may be denied their request if too many are out on one day (deemed by their supervisor).
• Please use the TIME OFF REQUEST FORM in google docs

• **Flex Time:** Flex time is available on a case-by-case basis, if permission is granted by the supervisor. Two examples of flex time may include a visit to the hospital or bank during planning periods or lunch where the 8 work hours will still be counted; or our whole staff working from noon to 8:30pm for parent/teacher conferences.

• **Late Arrival Policy:** Salaries are paid per diem (typically 190 days for teachers). The salary divided by the total number of calendar staff work days equals the per diem rate and anyone arriving late or altering their contract will have pay deducted at the per diem rate.

• **Overtime Hours:** All overtime must be pre-approved by the School Director or Human Resource Director prior to the work time. Once an Employee has been approved for overtime, he/she may be compensated by receiving overtime pay in accordance with local work law. Employees who work overtime without proper authorization will not be compensated and subject to disciplinary action thereafter, up to and including termination of employment for violation of the overtime policy.

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**6120 Additional Benefits**

- **IMPACT Expenses:** Adult and child registration, program fees, and room and board costs are all covered by BIS as an investment into the staff member’s life and ministry with NICS. IMPACT in 2019 cost BIS about $1,000.00 for each adult attending. Participants need to prepare only for minimal personal expenses. Airfare to/from IMPACT must be covered by the participants.

- **Phone Benefit for Management Team Members**
  FLT Members will have their cell phone covered by the school. The Team Member must supply their own phone.

- **Director’s “Car” Benefit:**
  The director’s car will be used by Brazilian staff during the school day and the director may use it after school hours and weekends. The director will pay for his/her own gas for personal use.

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**6130 Per Diem & Travel for Conferences/Seminars**

- Costs should be kept to a minimum for budget reasons. Transportation must be economy air travel, or executive rail travel. Uber-type travel is preferred but taxi receipts will be accepted. Professional expenditures for business conducted on behalf of the school will be reimbursed under the following conditions:
  - Activity must be approved by the administration in advance.
  - All expenditures must be itemized and receipted when possible.
  - Entertainment of guests or associates must be approved in advance.

- **Per Diem:** For trips outside of Brazil, such as conferences or recruiting (for more than a day) the employee will be given a per diem of $25/day with one receipt written by the school before the trip. For less than a day, dining will be reimbursed only if business requires the employee to be absent from his/her
home area (more than one-hour travel time one way). Maximum to be reimbursed with receipts:
Breakfast: R$ 25.00
Lunch: R$ 35.00
Dinner: R$ 45.00

- Conferences & Seminars – All fees and expenses will be paid for by BIS if the conference or seminar is pre-approved. If BIS can only provide a stipend up to a certain amount, the attendee will choose if that goes to airfare, the conference cost, or hotel and per diem.

The Director will be allotted money to attend the NICS Fall Director’s Conference.

The Director and one Principal will be allotted money to attend the NICS ALC (Administrative Leadership Conference) in February each year for professional development, networking and recruiting as funding allows.

The Business Manager will be allotted money for the NICS Business Manager conference (every 2-3 years).

- Reimbursement for work travel on your personal car – **if a school vehicle is not available** and you must use your personal car for work reasons, get pre-approval first from your supervisor and then put in a purchase requisition for travel/mile reimbursement for the km’s traveled for this work assignment. The finance office has the latest prices for km reimbursement.

**6140 Staff Tuition Policy**
Employees may be eligible for tuition assistance for their legal children who meet entrance requirements. This does not include the registration fee, administrative fee, lunches, online courses beyond school coverage, school uniforms, school supplies, yearbook, athletics/clubs, or damages to school property. All full time teaching staff are eligible for a tuition-free scholarship. Non-full time teaching staff are not eligible for tuition-free scholarships but may apply for Tuition Assistance Program (TAP) assistance to provide financial support for their children to attend BIS. Students must be able to clear all admissions requirements before enrollment is granted. Lunch costs for staff children are paid by the family on a monthly basis.

**6150 Tuition Policy for Friends/Family of NICS Missionaries**
NICS siblings, nieces and/or nephews may come to BIS tuition free. They will be required to pay all the school fees at enrollment (including the capital fee), all the costs for a student visa, and any boarding costs directly to the host family if not being hosted by the staff member. Single teachers would need to make a special request to the administrative team before hosting a family member as there are many factors involved in that decision. Single staff members are not allowed to host a single student
who is not family.

6160 NICS Medical Insurance
All NICS missionaries employed at BIS are covered by Tiecare Global Benefits although carriers may change annually based on network negotiations. Please refer to plan documents supplied to you by the NICS Home Office for benefit coverage and submission of claims. A NICS required health insurance policy is provided for all foreign hired teachers per policy and visa regulations. All other Employees offered a local health insurance policy based on the financial resources of BIS.

6170 Local Hire Medical Insurance
BIS offers a local medical/health insurance option for full time locally hired staff. Staff must work more than 32 hours per week to qualify. The employee is responsible for the cost of any deductible, dependent additions to their policy, and/or co-pays. Costs of health plans are at the discretion of the FLT and can change based on the financial resources of the school.

6180 Personnel Files
BIS maintains a personnel file on each staff member. The personnel file includes information such as job application, resume, transcripts, copies of diplomas, criminal background checks, list of in-service hours, teacher evaluations, visa information, discipline notices, and other employment records or notations. Personnel files are private property of BIS, and access to the information they contain is restricted. Only the School Director, Human Resource Director have access to these files. Staff members who wish to review their own file may do so by requesting permission from both the School Director and Human Resource Director. Staff members may only view their file inside the Human Resource Director’s office. Staff members may not look at other employees’ files.

6190 Time Clock
All registered employees must “punch in” and “punch out” using the official school time clock. This includes the starting and ending of the workday and the designated lunch period. All employees will either use a swipe card or fingerprint to register their time. Any unethical and willful time clock violations will result in immediate disciplinary action up to and including termination of employment. Any functionality issues with the time clock should be reported immediately to the Human Resource Director.

6200 Transportation
All eligible local hired employees must choose whether or not they want the transportation (bus) allowance. This arrangement must be finalized in writing to the Human Resource Director as part of the
initial hiring process. There may be no changes by the employee to the established transportation benefit beyond that point.

6210 Work Day
The work day for all full-time faculty and staff is 7:30 a.m. to 4:00 p.m. Typically, Monday is extended to 4:30 p.m. for all faculty members due to the Faculty Meeting, but may be rescheduled for another day at the FLT’s discretion. Consequently, Friday ends at 3:30 p.m. for faculty unless duties conflict with this time. Auxiliary staff may have differing schedules due to their responsibilities. BIS expects its staff members to be reliable and to be punctual in reporting for work. Absenteeism and tardiness place a burden on other staff members. Those who continually arrive late or leave early may be subject to disciplinary action.

6220 FOREIGN HIRE PROTOCOL
■ Abandonment and Resignation of Contract
If it should become apparent that an employee under contract should become unable to complete his/her contract or unable to accept one for the following year, a written letter of resignation shall be submitted to the School Director. It should be noted that certain NICS requests/requirements must be fulfilled by all NICS foreign hire staff to include an exit interview with the School Director and his/her supervisor before he/she is released from their BIS contract. In the event that an employee fails to complete both years of his/her initial 2-year contract, the employee shall be responsible to repay to the BIS Business Office based on the financial penalties contained in the resignation or dismissals section of the faculty handbook.

■ Penalties for Resignation or Dismissals
Early contract termination creates financial obligations for BIS. The employee must accept responsibility for those obligations either through release of their salary or through a repayment plan. The following guidelines will be used:
● New employee breaking contract during the first year: one month’s pay penalty, full cost of IMPACT, cost of medical insurance (if there is an overlap with the replacement staff), and one month’s rent.
● New employee breaking contract at the end of the first year: one month’s pay penalty, half of the cost of IMPACT, actual rent and utilities through 30 June of the first contract year
● New employee breaking contract during the 2nd year or returning employees breaking contract during the school year: one month’s pay penalty, medical insurance (if there is an overlap with the replacement staff), and one month’s rent.

■ Financial Support
All financial support arrangements for applicable staff must be made with the NICS Home Office. All eligible staff are encouraged to raise support to cover
expenses such as airfare, student loans, auto maintenance, or related expenses that fall outside standard daily living expenses.

- **Home Country Leave**
  NICS missionaries desiring to continue active service with NICS are eligible for a one-year home country leave (HCL) after six years of service. The classification of a NICS missionary status or related descriptors is determined by the NICS Home Office and not that of BIS. This option is provided by NICS for those qualifying foreign hire staff. Approval for HCL must be given by the School Director, FLT, and the NICS Member Care Coordinator before the employee’s contract has been completed. Any ongoing school benefits (i.e. health insurance), while on HCL, must be approved by the School Director. Those applying for HCL must discuss the NICS/Oasis policy and the local school’s policy with the School Director. Up to one year of longevity credit with NICS may be accumulated while on HCL. HCL for medical reasons may be granted on a case by case basis. In accordance with Brazilian work law, any individual taking a HCL will be treated as an employee who is resigning from BIS. Those returning from HCL will be placed according to the availability of positions at the school.

- **Visa Costs**
  BIS will reimburse visa and legal costs for Foreign Hire Staff and members of their accompanying family members who will be serving at BIS or attending the school as a student. However, if a Foreign Hired Employee incurs extra visa costs intentionally or due to irresponsibility, these costs must be paid at his or her own expense. Foreign Hired Employees are required to obtain all necessary paperwork required for their visa and visa renewals. Failure to obtain these documents could result in delayed travel, additional expenses, loss of visa, and/or forfeiture of employment. Any cost incurred by the Foreign Hired Employee that is due for reimbursement; must promptly submit all visa receipts within 10 business days upon arrival in Brazil.

**Housing Regulations for NICS Missionaries**

Housing for Foreign Hires is arranged by BIS, but paid for by the Foreign Hire. BIS will pay the 3 month security deposit which will be returned to the school when the apartment’s contract is closed. BIS will cover August’s rent for NICS teachers just arrived into the country. BIS attempts to find reasonable housing, which will be set up by BIS upon arrival of foreign hire staff. Single foreign hires are generally housed in an apartment with another single teacher or two but this may vary depending upon availability. Foreign Hires who are married with children will generally be placed in a larger apartment or house based on availability. Single foreign hires may not have guests of the opposite sex in staff housing without another staff member present. BIS teachers are expected to be exemplary tenants in that they reflect Jesus Christ to their national neighbors as well as representing the international community.

- **Basic Setup**
Each apartment contains basic furniture to help the Foreign Hire settle quickly into his/her new home. As a general rule whatever is found in the individual's apartment once they arrive for the first time is what will be provided by the school and should stay in that particular unit. Housing units may have items/furnishings that have accumulated and remained in the units. BIS may also have surplus items placed in various housing units that may differ depending on each unit. BIS is not responsible to ensure that each housing unit has the exact items needed other than those in which they provide. Foreign staff are responsible to replace all items, excluding furniture and major appliances immediately if damaged or lost for any reason. All appliances and furnishing will be assessed separately for financial responsibility related to damage.

- **Departure from Housing**
  Departing staff are to return the housing unit both clean and empty of all personal items. If the house is not left in the same condition it was presented to the staff member, there will be at minimal R$150 per day cleaning fee. Departing staff must contact the Business Manager and conduct a meeting to ensure all pending bills or other financial obligations are paid in full. Any unrecognized bills or housing charges (i.e. damages) at the end of the current school year will be due immediately and may be in the form of reimbursing the school via a final payroll disbursement. Departing staff should be courteous and responsible to return the house as nicely as it was found. All costs incurred in the breaking of a rental agreement/contract or return of a rental property, due to the employee’s personal desire to relocate or not fulfilling the employee’s work contract for any reason, will result in the employee’s responsibility to pay all related expenses as determined by the FLT.

- **Housing Damages**
  The apartment or house is considered property of BIS to include all items placed in the units by the school. Foreign Hires are responsible to care for the physical upkeep of the apartment/house, yard, pool, and its contents. This includes making arrangements to keep the apartment clean and sanitary at all times not leaving dirty dishes/clothes out for extended periods of time or items out in public view of a personal nature. Any damage to the property will be the responsibility of the Foreign Hire acceptance of the handbook guidelines. BIS will cover repair expenses for all major appliances however any maintenance issues due to damage or misuse will be charged to the Foreign Hire.

- **Housing Inventory**
  Each year a housing inventory list is prepared to describe the contents in each house. At the end of BIS year, a house inspection will be set up to re-evaluate the condition of the house and its contents. If any damages have occurred, it will be the Foreign Hire's responsibility to pay for or replace the damaged item (at the time of damage or loss). Things wear out eventually over time. It is expected that the Foreign Hire will replace items that wear out and not burden
BIS with replacing items. BIS will provide these items initially, but will not replace them once they wear out. Replacement items, purchased by the Employee, will remain in the unit. All personal items added to the unit should be removed once the Foreign Hire has vacated the property.

- **Housing Maintenance**
  If something is broken or needs repair, please submit an electronic work order. Staff should not submit any general emails or handwritten notes to be considered as a formal work order. In some cases, BIS may first submit the request to the realtor's office. If the realtor will not pay for the repair, it will be the staff member's responsibility to pay for the desired repair. Staff should refrain from submitting maintenance requests for items that do not represent a critical need such as changing light bulbs, installation of personal items, hanging curtains, changing water bottles, moving furniture, or other related items as these are not covered by BIS in terms of housing maintenance. BIS may elect to provide assistance for such services but is not required and may take an undetermined amount of time to complete. Staff may choose to seek out their own options if this does not meet the desired timeframe. There will be times the administration and support staff will need to enter school housing for various reasons to include maintenance or setup. The will take place during school hours or during periods whereas school is not in session. Those housed in staff housing will be notified 24 hours in advance if there is a need to enter the unit.

- **Opting Out of Staff Housing**
  All Foreign Hires are required to move into pre-selected staff housing upon their arrival to Brazil. Foreign Hires may opt to live in housing other than that set up by the school or with that of a host family at their own expense. The Foreign Hire must notify the School Director in writing at minimal 90 days prior for a request to relocate from staff housing. The request to live alone may be denied requiring the Foreign Hire to remain in their current staff housing unit, or to contribute to any expenses related to contractual obligations or otherwise. BIS is not responsible for any damage to personal items or other acquired expenses related to any move from one location to another if either voluntary or mandated by BIS.

- **Payment of Housing Costs**
  Foreign Hire's will be responsible for the payment of monthly rent, HOA/Condo fee, and taxes (~on time around June of each year). Tenants are responsible for making their own rent, condo fee and utilities each month. Any continual late or lack of payments as pertains to required housing fees by the Foreign Hire may result in paying accumulated late fees.

- **Pets**
  Foreign Staff may not have a pet(s) in their home either constantly or temporarily without approval from the School Director to who will contact the real estate company or owner for authorization. Any damage caused by dogs, cats, fish,
reptiles, birds, or any other animal deemed as a pet inside or outside of a staff member’s home is the sole responsibility of the staff member. This includes painting, carpets, cabinets, doors, furniture, wood work, green area, and any other item that must be fixed or modified related to pet damage. Foreign Staff are monetarily and legally responsible for any expenses related to a legal action brought forth by the real estate company or owner related to having a pet in the housing unit or apartment complex. If multiple staff members reside in the same home; then all must agree in writing for a pet to be allowed to dwell in the housing unit if approved. There may be no more than one pet of any kind per housing unit unless approved by the School Director.

- Placement of Staff
  The School Director may receive input regarding staff housing placement, unforeseen relocation adjustments, or other issues that may arise. However, the School Director will work with the LMCA (Local Member Care Associate) and in consultation with the ET to make the final decision and/or other related adjustments in regards to staff housing. The School Director reserves the right to make any changes to staff housing placement at any point deemed necessary. The Foreign Hire will, if possible, be given a 30-day notice by the School Director should there become a need to relocate the staff member to another unit.

- Travel Periods
  When traveling, it is the Foreign Hire’s responsibility to reasonably care for his/her house or apartment in his/her absence. Keys need to be turned into the Human Resource Director and arrangements made to pick up the mail. BIS is not responsible to care for pets while the Foreign Hire is traveling or away for an extended time nor may they be left in the unit for others to attend to them.
ACADEMIC, CURRICULUM & CLASSROOM EXPECTATIONS

The following standards describe what is expected for the BIS staff.

Classroom Set Up and Take Down Guidelines
It is the teacher’s responsibility to set up his/her classroom at the beginning of the year and to take it down at the end of the year. Teachers will be given specific instructions for the end of the year check-out by their supervising principals. The classroom and the teacher’s work area must be neat and tidy, reflecting favorably on the teacher’s organization. Tables need to be cleaned each day, chairs to be stacked or neatly arranged and whiteboards erased at the close of the school day. Students should help close out the day by picking up trash, arranging the room in an orderly way, and anything truly found without an owner should be placed in the ‘lost and found’.

End-of-the-Year Checklist
An End-of-the-Year Checklist will be given during the last All Staff meeting of the year. The Checklist must be completed before the last staff work day. End-of-the-year pay will be released upon the completion of all duties listed on the checklist.

Bulletin Boards
Classroom bulletin boards need to be attractive, neat, and changed at minimal each quarter or as requested by your principal. Examples of themes are student work presentations, Christianity, holiday celebrations, designated school events, schoolwide learning goals, school mission/vision, promoting the NICS network, etc. Staff needs to use care when hanging things on the wall. A majority of ALL signs and information should be laminated and taped from the back. There are to be no handwritten signs posted throughout the school, unless approved by your principal.

Curriculum Inventory
Each teacher is given an inventory sheet at the beginning of the school year. This sheet includes all textbooks, classroom books and resources the teacher is responsible for during the school year. All textbooks or resources a teacher is not using should be carefully stored in their classroom or designated area. Secondary students must write their name in the appropriate section of the textbook. At the end of the year, the teacher must recheck all textbooks/resources and return them to the proper location in the classroom or storage area as instructed by their supervising principal. All textbooks and workbooks are school property. Lost or damaged books should be reported immediately to the Principal. Students must pay $100.00, $25.00, or the actual cost for purchase and shipping for lost or damaged books. A letter and boleto will be sent home with the amount of the charges.

Curriculum Review Cycle
The Executive Team will share the curriculum review plan at the beginning of the August All-Staff Orientation. A review committee will be set up by the Principal overseeing the curriculum review cycle. This committee will focus their efforts the evaluation, research and purchase of new curriculum for the subject area under
review.

### Curriculum Review Cycle

All curriculum subjects will be reviewed on a six-year cycle: The BIS six-year curriculum review cycle is as follows:

<table>
<thead>
<tr>
<th>Yearly Curriculum Review</th>
<th>Year</th>
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<tbody>
<tr>
<td>Math</td>
<td>2018-2019</td>
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<tr>
<td>Specials/Electives</td>
<td>2019-2020</td>
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<tr>
<td>ELA/ELD</td>
<td>2020-2021</td>
</tr>
<tr>
<td>Science</td>
<td>2021-2022</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2022-2023</td>
</tr>
<tr>
<td>Bible</td>
<td>2023-2024</td>
</tr>
</tbody>
</table>

### Atlas Curriculum Mapping Program

BIS believes that education is characterized by a strong curriculum coupled with a high expectation for student achievement (II Timothy 2:15). Unit plans should demonstrate instruction that will be directly related to the standard(s), logical in sequence, and ensure that time is used wisely and effectively. Unit plans include activities that are age appropriate, engaging, differentiated, and address the whole child of which include physical, spiritual, emotional, and cognitive needs. Teachers must engage students using a variety of teaching techniques and strategies, as well as provide students with plenty of opportunities for guided and independent practice, before the summative assessment. Various types of formative and summative assessments should also be used. Teachers must invest in the necessary learning skills of each student that will enable him/her to think logically, independently, and creatively throughout life. (Proverbs 1:17; Luke 2:52)

**Additional Considerations for Atlas Curriculum Mapping**

BIS teachers are encouraged to stimulate biblical character, spiritual discipline, and growth in Christ through modeling and training. (I Timothy 4:12; II Timothy 3:14,15) Teachers are expected to facilitate biblical illumination in each unit of study.

### Spiritual Formation Strategy

Faculty and staff will participate in school in-services designed to expose them to evangelism and discipleship techniques, and resources that will help equip them to successfully conduct evangelism and discipleship. The classroom teacher is the primary person responsible for the student spiritual formation that takes place at BIS.
• Nature of the Plan: Students will be given opportunities to learn about and encounter God's saving grace without undue pressure. Students will also be given opportunities to grow and mature in their faith in God. Bible classes and chapels will play an integral part in students’ initial exposure to God and His provision of salvation. Teachers are expected to extend this exposure to God through the illumination of the Bible into all subject areas. The staff of BIS are encouraged to develop appropriate relationships that would foster the ability to evangelize and disciple students.

Faith Based Programs
Spiritual Emphasis programs such as The Landing (elementary) and The Loft (secondary) will typically be held once a week unless there is a schedule change. If there is a holiday or early dismissal on such days, these programs are typically canceled for that week. All teachers must attend The Landing or The Loft unless they are assigned a task by their supervising Principal. The teachers in these sessions may be asked to make a schedule of duties such as speakers, music, prayer, and announcements. All teachers are responsible to be on time and attend these sessions. They are to help maintain control of the students during the session, even when they do not have a specific responsibility. All students are encouraged to bring Bibles to these events but not required. The Landing and The Loft leaders are responsible for starting and ending chapel within the time period given if at all possible. Spiritual Emphasis Week (SEW) will be held once a year with the focus on school-wide spiritual formation.

Technology Integration
The use of technology is both expected and encouraged to assist the teacher in providing each student with a strong academic foundation in preparation for higher education (Proverbs 4:10-13; II Timothy 2:15). Teachers must use good judgement when selecting technology for the classroom. Technology integration must be purposeful, planned, and age appropriate. Teachers must be especially sensitive to cultural, religious, racial, and other prejudices or bias which may be present. Technology resources should be free of profanity and nudity (including partial or implied), and must be in good taste and appropriate. If a movie will be shown in class, it should be approved beforehand by the supervising principal.

Lesson Plans
BIS requires a weekly lesson plan for all core subjects and electives. All lesson plans must be completed using the template provided by the school. This is to be completed each week and submitted to the appropriate shared drive folder. These plans are due by 8:00 a.m. on Monday morning or the first workday of the week. All lesson plans will be reviewed by the supervising Principal.

- Weekly Lesson Plan contents must minimally include, supervising principal may request more:
- Subject name and/or time taught
- Standard(s) to be taught
Sub Plans
Each time a teacher has a substitute, the teacher must leave on his or her desk a substitute folder which includes detailed lesson plans and information for each class. Each time you have a substitute, you must leave a copy of the role and seating chart, discipline procedures, computer login information, and daily schedule. Copies of extra practice work should also be included in case students finish assigned work early. It is expected that any person subbing should be able to follow the lesson plan.

Emergency Lesson Plans
All teachers must have an emergency substitute folder should include 3 days of emergency lesson plans and information such as seating chart, discipline procedures, routines, and daily schedule. Copies of extra practice work should also be included. These can be used by anyone, not necessarily following the scope and sequence, and prepared in advance. Substitute folders are due by the first week of September. Teachers should periodically update substitute folders, especially after an absence. Your supervising Principal must know where your emergency Sub Plan folder is located.

Syllabi, or Elementary Parent letter, introducing School Year
By the end of the first week of school teachers must send home a parent letter (elementary parents) or a syllabus (secondary students). The following information needs to be included in the parent letter home and the syllabi:

- Teacher information including contact e-mail
- Description and objectives of the course or classroom grade
- Grading criteria
  - weighting of finals, exams, homework, projects
  - acceptance of late work, penalties (time frame), and make-up work
- Policy for absences, tardies and credit
- Behavior expectations and consequences
- Scope and sequence of units
- The syllabi need to be signed by the parent and returned to the school so teachers know that parents are aware of the above information. Syllabi should also be posted in the “materials” section of each google classroom for easy reference. If there are any significant changes to the syllabus over the course of the semester parents and students must be notified.

Homework Policy
Homework is for the purpose of reinforcing what has been taught during the school day. Homework allows the student the opportunity for further practice. It also helps to teach the student responsibility and good study habits. Homework will not be given during
Christmas Break, Spring Break, and June/July Break with the possible exception of AP courses. Teachers may use their discretion for assigning homework over shorter breaks. No textbooks or school materials should go home between semesters unless specific approval has been granted by the Principal.

7151 Homework Policy – Early Learning Center and Elementary

All ELC and elementary students should be encouraged to read or have someone read to them for at least 20 minutes each night. In addition to this, on average, homework should not exceed 10 minutes’ times the student’s grade. For example, 1st graders should not have more than 10 minutes of homework each night, while 4th graders should not have more than 40 minutes. Homework should be turned in as assigned by the teacher. Students may be required to miss recess or breaks to make up late assignments. No more than one letter grade may be taken off for every day an assignment is late for Elementary Students.

7152 Homework Policy - Secondary

The purpose of homework is to reinforce and/or practice what has been taught during the school day. Homework may also be used to introduce new topics which will be taught in subsequent classes or to encourage critical thinking skills. All assignments are purposeful and tied to the overall objectives and standards for the unit and class. Homework will not be given during Christmas Break, Spring Break, and June/July Break with the potential exception of AP and NorthStar classes or required summer reading. Teachers will use their discretion for assigning homework over shorter breaks. No textbooks or school materials should go home between semesters unless specific approval has been granted by the Principal.

In grades 6-8, homework should not take more than two hours to complete on an average day. In general, students in middle school will not have more than 20-30 minutes of homework per class each day. In grades 9-12, the intended time to complete homework assignments should not exceed three hours. These time frames may vary for those students who require more study time, are taking advanced classes, or lack of good time management skills. Special projects such as STEM Fair, International Fair, research papers, or other long-term projects may be an exception. As students’ progress through the different academic stages, homework may increase and become more difficult.

7160 Make-up Work

The specific missing or late assignment policy for each class will be set by the individual secondary teachers and outlined in the class syllabus. Teachers will go over it at the beginning of the school year in class. It is the responsibility of the student to know the policy. A student who is granted an excused absence will be responsible to arrange with his/her teacher to make-up his/her work. For each day a student is absent, he/she
has one day to make up the work. If a student is absent two days, he/she has two days
to make up the work and so on. Any work not completed within that time is considered
late. Quizzes, tests, and projects due on the day of the absence are due the day the
student returns to class. A student who is granted a pre-arranged absence must request
all work at least four days prior to the absence if such requests can be accommodated.
The student must return all work completed on the day he/she returns to school after a
pre-arranged absence. Any work not completed by the designated time is considered
late. Teachers should refer to late assignment section of the Faculty & Staff Handbook
in dealing with late work. If pre-arranged absences happen over the end of a grading
period or semester, an INC (Incomplete) will be posted on the grade report and students
will have the number of days absent to get the INC up to a true grade.

MAP Testing
The MAP assessments are computer-based, adaptive assessment tools that measure
growth in learning for math, reading, and language usage. Adaptive means as students
answer questions correctly the questions gets harder and conversely, as the student
answers a question incorrectly the questions gets easier. Therefore, each student
takes a test specifically targeted at his or her learning level. When data is
disaggregated by individual student, class and grade level, teachers are then able to
pinpoint a student's instructional level and how to best support them. The MAP tests
are administered three times a year in Sept., Jan., and May. Parents will receive the
results at the end of each testing session. These results enable parents and teachers
to empirically track and measure student growth and achievement throughout the
academic year.

Number of Students per Class
Listed below are guidelines BIS uses to determine how many students may be placed
in each classroom. The FLT may deem it necessary to extend the published numbers
based on some extenuating circumstances in communication with the classroom
teacher.

- ELC-K: 18 students/grade
- 1-5: 20 students/grade
- 6-12: 25 students/grade

Honor Roll
The Honor Roll Award will be given to any student from 1st grade to 12th grade who
has maintained an “A” or “B” in all subjects with no grade lower than a C. The Principal’s
List award will be given to any student from 1st grade to 12th grade who has maintained
an “A” gpa in all subjects with no grade lower than a C. Additional recognition may be
given by the Elementary and Secondary principal each quarter or semester.

Semester Exams
Semester exams are given in High School (9-12) at the end of the first semester and
second semester during the last 2 days of school. Any student who misses an exam
due to sickness or travel must coordinate with the principal for a make-up date on their
return (exams are not given early). Exams will be given in all core classes (English, History, Math, Science & Bible). Exams may or may not be given in other elective classes but remain at the discretion of the classroom teacher. If an exam is given in a non-core subject at the end of first semester, then an exam must be given at the end of second semester. Teachers may have flexibility in the format of their semester exams. Semester exams for high-school students will count 10% of the semester grade.

7210 Classroom Information
Class time should be used to the fullest for the benefit of the students. The teacher's own personal work (writing lesson plans, grading papers, etc.) should not occur when students need the teacher's attention. Teachers should not consume food in the classroom while class is in session unless a teacher’s schedule or unplanned/medical circumstances make eating necessary. Although custodial services are provided, the teacher is responsible to keep the room neat and presentable. Please conserve energy by turning off lights, fans, air conditioners, computers, etc. when they are not needed. Air conditioners must be turned off as soon as the staff member leaves the room. When air conditioners are on, the doors and windows must be closed. Please submit an electronic maintenance request for maintenance work as soon as possible. If there is a janitorial emergency or maintenance emergency, please contact someone in the office, an available teacher, or an FLT member for assistance.

7220 Classroom Management Policy
The faculty and staff of BIS believe that each student is a special person that deserves to be respected (Genesis 1:27). Students want to feel safe and secure at school. Students need to be taught how to interact correctly with others and how to make good choices about their behavior (Proverbs 22:6). Without some type of order and structure, learning cannot take place. Thus, in order to create an environment conducive to learning, each classroom has a set of rules for the students to follow. Normally, the classroom teacher and the students write the rules for their class at the beginning of the school year. Students and teachers may incorporate more or less rules, but the basic ones are always the same: use inside voices, walk inside the building, obey the teacher, and respect other people and their things. After the rules are written, they must be posted in the classroom for everyone to see. If a student chooses to disregard these rules, there should be appropriate, immediate consequences for their choices. Those consequences would include: a verbal warning, loss of recess time, note or phone call to parents, or being sent to the principal's office. If inappropriate behavior continues, a conference with parents should be arranged. If a student continues to have trouble following the rules or if a student does something extreme, there are other more serious consequences that are described under the “Discipline Consequences.” As students at BIS learn to get along with each other and respect those in authority over them, not only, are they happy and secure, but also they are becoming productive citizens who will function well in society.

7230 Classroom Management Expectations
BIS teachers are expected to set clear standards for expected classroom behaviors. Teachers are to establish and maintain an orderly, safe, and academically stimulating classroom climate. Teachers should recognize conditions which may lead to disciplinary problems and attempt to resolve potential difficulties. Teachers should reinforce desired student behaviors and respond as necessary to disruptive student behaviors. FLT members may intervene with a collaborative change should a specific management style be deemed as having a negative implication for the student to include the mental and physical well-being of the student(s). Each teacher is to submit a classroom management plan to the Principal before the start of each school year. After approval by the Principal, a copy of the classroom management plan must be provided to the parents and communicated to the students on the first day of class.

The following are expectations set forth by the FLT for teachers to use as a guide in their classroom management standards. Keeping in mind, all teachers should provide an example to the student of grace, love, godliness, and modeling to them the same behavior the teacher expects from them in return.

- Build a genuine rapport with the students, encouraging them and being personal, warm, interested, and actively involved in their lives.
- Remember that you are the students’ authority, not their "buddy." Expect the students’ respect. Don’t be intimidated by the students. Act maturely and refrain from stooping to the level of your students in order to win their acceptance. Have students call you “Mr.” and “Mrs./Ms.” and refer to one another by these titles when in the student’s presence.
- Clearly communicate your standards by posting a list of basic classroom rules and applying the consequences consistently.
- Be prompt to class and well prepared in your teaching. Let the students know by your words and actions that you are in complete control.
- Be consistent. Your standards should not fluctuate. Be sensitive to your moods and control them. Don’t explode. Be calm and fair with the students, treating them with the same respect you desire. Do not employ sarcasm or embarrassment as a disciplinary tool, as this only frustrates and provokes the students. If you lose control in this area, don’t be afraid to ask the forgiveness of your class.
- If you wish to constructively criticize a student to another person, see your Principal or setup a conference with the parents, rather than prejudice other teachers against that student.
- It is not allowed for a teacher to be alone in the classroom with a student. If this is necessary, leave the door open following child safety protocol.
- Keep an electronic log of disciplinary actions in the School Information System. This will provide objective material for conferences and report cards.
- Handle your own discipline problems until it progresses to the point of Principal referral. Please know your principal or is always ready to assist if needed. Should a child need to be sent to the Principal please contact the office before sending the student to assure that a person is available. A note communicating the reason should also be sent along with the student.
When progressive discipline reaches the level of suspensions, expulsion or exclusion, your principal will be investigating and issuing these consequences. If you are asked for information regarding a student by the principal try to be complete and objective. Keep discipline issues confidential.

Students in violation of school rules when not under the supervision of a specific teacher should be disciplined by the observing teacher and follow up with the classroom teacher and/or FLT members as necessary.

Be above argument, insisting on obedience. When a teacher begins to argue, they place themselves on the student's level.

Be firm, final, and loving from the first day of class. Say what you mean and mean what you say. Don't make empty threats. Be swift to deal with any misbehavior or defiance in a God-honoring fashion given you are an ambassador of His word to all who may observe your interactions.

Utilize the Student Referral Form as necessary to document any situations that happen throughout the school day.

Fully support and enforce all the school's rules.

Counseling and prayer are effective tools for discipline. Ask the Lord for wisdom in these matters.

Respect the decisions of the principal as pertains to student discipline or related policies. Please recognize that there are always mitigating and extenuating circumstances that are factored in with student discipline.

Staff must never talk about the “other child” in a discipline situation with other parents or students. When documenting the incident on PowerSchool and in following-up with both sets of parents, refer to the other student as such “other child/other student”. When parents want to know the name of the other child, please state that with “student privacy, I can not share the other’s name but please have a conversation with your child to get the name and his/her account of the version, making sure you are giving your account of the situation as well”. Parents will always believe their child’s story and the child will not usually admit to their wrong doing in avoidance of punishment.

7240 Classroom Supervision
Effective supervision of students will require walking around and being aware of what is going on in the classroom. Teachers should never leave their students unattended. If the teacher must leave the classroom, a neighboring teacher or available staff member must be asked to supervise their students. When transitioning between specials, do not leave your class until the special area teacher has arrived. Please do not allow your class to go alone to any destination on campus. If you have an emergency, please contact the office, team leader, FLT member, or another teacher.

7250 Covering Textbooks
All school-owned textbooks will be covered with some form of laminate covering the School Office on the first day of school. The covering is designed to protect the investment of school resources and to help prevent damages of which the student is responsible. The student and family will be responsible to keep the textbooks covered
throughout the school year if the original laminate covering breaks or is torn while in
the student’s possession.

7260 **Non-Scheduled School & Class Activities**
Teachers who desire to plan an event or activity that is not on the school calendar
must submit the details to the Head of School in writing or email at least three weeks
prior to the event in order to collaborate with the FLT. All staff must be informed no
less than two weeks in advance. This does not include field trips or already scheduled
activities.

7270 **Parent/Teacher Conferences**
The first quarter parent/teacher conference is required and happens after progress
reports are issued and Sept. MAP testing has occurred. Teachers will meet their new
parents and discuss the student’s academic and behavioral progress as well as review
the current MAP data. These conferences are a vital way for parents and teachers to
work together to help ensure that each student reaches his/her full potential. BIS
requires a scheduled parent/teacher conference by the end of the first quarter. These
conferences typically last 10-15 minutes.

The third quarter parent/teacher conferences are optional for families but required for
those whose student may have a failing grade, a drop in grades, or appear to be
struggling personally, socially, or academically. The principals will request an
appointment for these families but all parents may schedule an appointment if
requested. Any parent who wishes to meet with a teacher in addition to the
conferences is asked to arrange for a meeting time in advance. Since teachers have
certain duties and responsibilities before and immediately after school, they are not
always available.

7280 **Classroom Visitation from Parents**
Parents of students may visit classes or the LOFT/LANDING if prearranged.
Arrangements should be made through the school office at least 24 hours in advance
for a class visit. We request that parents always check-in at the Front Office. From time
to time, teachers will invite parents and guests to assist them in their classrooms. The
presence of persons other than those who are in attendance on a regular basis can
alter the normal classroom operation and significantly change the learning environment.
BIS must, therefore, restrict parent visitation to classrooms. If you have a specific
concern regarding your child’s performance, please contact your child’s teacher to
establish a mutually-agreed-upon time for a conference. BIS staff who are parents are
also asked to talk directly to the teacher before talking to their own student to keep
classroom interference to a minimum.

7290 **Other Conferences**
Teachers are encouraged to schedule other conferences as needed. A direct email is
the preferred mode of communication to initiate conferences or a telephone call to the
parent should email prove effective. Teachers should make a point to dialogue
regularly with parents. A conference must be scheduled with parents in regards to any student in danger of failing or has other complications or concerns. Teachers should be mindful that conferences should take place as needs arise and not simply during schoolwide conferences per the school calendar. Students and parents should never be surprised by failing grades, good communication is essential.

7300 Communication with Students
BIS staff are expected to display a sincere concern for all students. Staff are to create an atmosphere of mutual respect and tolerance for students of all ethnic backgrounds. Staff are to praise students and encourage them. Staff are to evoke student interest throughout lessons and engage students in active participation. Staff must maintain an appropriate teacher/student relationship in and out of school. Sensitive school information, class information or individual student information should not be sent by way of a social network (Facebook, Twitter, YouTube, WhatsApp, or Instagram) or student agendas.

7310 Communication with Parents
Before sending a notice to parents or students, be sure to check grammar and spelling. Please keep parents informed of a child’s progress by making phone calls, sending home notes, weekly newsletters, or emails. Teachers should provide unit requirements to parents at the beginning of each unit, such as expectations for learning as well as projected dates for projects, quizzes, and tests. If a student is having behavioral or academic problems, the teacher may choose to call the student’s home to share the situation with the parent or send a detailed email correspondence. Teachers will cc any email to the parents to the principal for purposes of administrative support and professional “heads up”. Any time a conference, by phone or in person, is held between a faculty member and a parent, keep a written record of the content and results of the conference in SIS under log entries and also notify the supervising principal. When emailing multiple parents, please use the bcc function, so that parents’ private information is not shared.

7320 Public Address (PA) System
The PA system will be used periodically in the morning for schoolwide announcements and prayer. Announcements must be preplanned and approved ahead of time by the supervising Principal. Otherwise it should be reserved for minimal use unless it be an emergency drill or scheduled school event.

7330 School Celebrations
BIS acknowledges four celebrations per year in regards to school/classroom parties: Christmas, Valentine’s Day, Easter, and end of the school year. BIS does not celebrate Halloween nor place emphasis on the secular aspects of Christmas and Easter.

7340 Class Parties
Class parties should be limited in number and pre-approved by the principal. Teachers may plan class parties for holidays, students who are leaving, and special awards. These should be limited to no more than once a month. Parties should normally take place in Cafeteria B during the last period of the day in or least disruptive time in terms of instruction. For allergy and health reasons, please do not bring anything with nuts in it. Teachers must supervise the students during the party. If a child/parent is planning a party outside of school, distribute invitations to all the students in a class, or for all the boys or for all the girls.

7350 Student Hall Passes
It is seldom necessary for a student to be granted permission to leave from class, chapel, or study hall. But if leaving class becomes necessary, the student must have a pass (for restroom, library, office, or to run an errand). Please devise a permanent pass for your class and identify it as yours as well. Please do not make a student late for his/her next class by detaining him/her in your room after class or during the lunch/break times. However, if you do cause a student to be late for the next class, please send a tardy hall pass which can contain a brief note of apology and explanation to the next teacher, via the student.

7360 Student Achievement Awards
These awards will be given during the end of the year awards assemblies unless otherwise noted. However, awards are not mandatory and are given based on teacher/administrator discretion and award criteria. If no student qualifies for the award, an award will not be given. These are the awards given:

- ACADEMIC ACHIEVEMENT AWARDS (Secondary Only):
  To qualify for this award, a student must have a minimum of an ‘A’ average (90% or higher). This award goes to the student with the highest numerical average for the year in each grade for secondary (core and elective classes). If there is a tie, two awards may be given (accuracy will be clarified through the Guidance Counselor’s Office). Students must be enrolled at BIS for the entire academic year to be eligible to receive these awards.

- CITIZENSHIP AWARDS (1 boy, 1 girl per grade)
  - Must be punctual, diligent, respectful, honest, and have no discipline issues.
  - In the event of a tie, two awards will be given.
  - This award can be given to students who were here less than a year.

- EAGLE AWARD – This is the school’s highest award!
  For elementary, middle school, and high school the Eagle Award will be given to one boy and one girl at each level. In both elementary and secondary in the event of a tie two awards may be given.
  Criteria: (for both Elementary and Secondary)
  - Christian Witness – the student must have a clear Christian testimony concerning salvation
● **Character** – the student must have good work and study habits, be on time, be considerate, demonstrate integrity, and be cheerful (exhibit the “Fruits of the Spirit”)

● **Academics** – The student’s GPA for both semesters must be 3.0 or better. Special consideration may be granted by the Elementary or Secondary Principal on a case-by-case basis. Students must be here a minimum of 2 quarters to qualify for this award.

● **Attendance** – Attendance will only be considered on a case-by-case basis, but will not automatically disqualify a student from being considered for this award.

### EAGLE LIVING SERVICE AWARD

In addition to the athletics and activities that BIS offers its students, the Eagle Living Service Program is also encouraged. This program is a voluntary program that offers the students an opportunity to receive special recognition at graduation. The Mission Statement for Eagle Living is: the heart of the program is to develop a lifestyle of service in BIS students, to mobilize them to see beyond the school walls, and to see them become a part of the larger community around them. Mark 10:45a “For even the Son of Man did not come to be served, but to serve.” Students are required to complete a total of 15 semester hours per semester they attend BIS in order to receive graduation acknowledgement. These hours should not be lumped into one week, or one event, as the goal is to have a heart for continual service. For graduation purposes BIS will be looking at the total hours of time while here at BIS. Expectations:

- The Guidance Counselor oversees this program and pre-approves the hours and service.
- A Service Point Form must be filled out and pre-approved before the event.
- The student must volunteer and not be paid for their service.
- The hours must be outside of school hours.
- The student must not receive any school credit for the volunteer service.
- No more than 2 hours can be earned for one project on one day.

On occasion, an on-going activity may be pre-approved for participation throughout the year. If you have an activity that you would like pre-approved, visit the Counselor. Hours, once completed, will be posted and recorded on PowerSchool.

### HONORS GRADUATE

The graduating senior must have a cumulative of 3.67 (A- average) or higher.

### HONOR ROLL for the YEAR – Secondary

- **A Honor Roll for the Year – Secondary**
  Students must be on the “A” Honor roll each quarter. Must have an “A” average with no grade lower than a “C”.
  Secondary transfer students may get the yearly award if transferring in on A Honor Roll.

- **B Honor Roll for the Year – Secondary**
  Students must be at least on the “B” Honor roll each quarter.
Must have an “B” average with no grade lower than a “C”. Secondary transfer students may get the yearly award if transferring in on B Honor Roll.

- **B HONOR ROLL for the YEAR- Elementary**
- **Gold Achievement Award for the year**
  Students must have earned the Gold Achievement Award for each of the quarters they were enrolled at that given year.
  Students must be here a minimum of 2 quarter to qualify.
- **Silver Achievement Award for the year**
  Students must have earned at least the Silver Achievement Award for each of the quarters they were enrolled at that given year.
  Students must be here a minimum of 2 quarters to qualify.
- **PERFECT ATTENDANCE**
  Allowed ½ day excused absence
  Allowed excused tardies (Doctor’s appointment, etc)
  Allowed 2 unexcused tardies
- **SPECIAL AREA SUBJECT AWARDS (Elementary Only):**
  Special subject awards may be given in the areas of art, music, computer and/or library to deserving students. This is not to exceed one award per grade level.
  For physical education, fitness awards may be given to qualifying students.
  For Portuguese class, one award may be given per language level instead of per grade level.
  It is the responsibility of the teacher giving the award to determine award criteria.
  Administrative approval must be given to all special subject awards
- **VALEDICTORIAN/SALUTATORIAN** – these two academic awards are given to graduating seniors each year at high school graduation. The criteria for each award are as follows:
  The **Valedictorian** award is given to the student who achieves the highest cumulative Grade Point Average for the graduating class.
  The **Salutatorian** award is given to the student who achieves the second highest cumulative Grade Point Average for the graduating class.

### After School Care & Extra-curricular Clubs/ABILITIES

Based on a biblical worldview, ABILITIES was created to help educators, parents, and children to develop social, emotional, and intellectual skills in order to promote, create and maintain healthy and long-lasting relationships. ABILITIES runs the after school program Mon. to Fri. from 1510-1800 hours, depending on which activities the parents request. BIS partners with ABILITIES which allows the school to provide a Christian environment, fun and safe place for children during after school hours. In order for a student to participate in extracurricular activities, he/she must be in attendance during the school day on the day of the planned activity.

### COMMITTEES

It takes all of us to make the activities at school happen! The following committees are set up to help facilitate the extra activities that take place during the school year. Each
committee will have a chairperson and a member of the FLT. The FLT member only needs to chair the Graduations and Open House. It is encouraged to have a staff member chair each committee to have a new voice and ideas in the yearly activities. In August during All-Staff Orientation, staff will sign up round-robin style for the Committees. The number will depend on the current staffing number. The 4th Monday Staff Meeting of each month will have time for committees to meet.

- Member Care (Aug)
- Staff Christmas Party
- End of the year Staff Party
- Picture Day for Staff and Students) - (Sept) for ID’s, Yearbook, & SIS
- New Staff Orientation (Aug)
- Open House (Aug)
- Brazil Day / Children’s Day (Oct)
- Science Exploration Day (Nov)
- Christmas Program (Dec)
- Staff Retreat (Jan)
- Spiritual Emphasis Week (SEW) - TBA
- Week Without Walls (WWW) - TBA
- I Love to Read Month (Mar)
- Spelling Bee (Mar)
- International Fair (Apr)
- Field Day (May)
- HS Graduation (May)
- ES Graduations (May)

For August
- New Staff Orientation (planning for July)
- Open House (planning for Aug)

7390  **TEACHER REQUIREMENTS**

This document is to aid teachers and staff in knowing specifically what is expected of both within classroom and outside of the classroom. It should be noted this chart is simply a general overview and may be modified by the FLT of which compliance is mandatory by all teachers as based on the needs of the ministry.

<table>
<thead>
<tr>
<th>Document</th>
<th>Location</th>
<th>Frequency</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Lesson/Unit Plans</td>
<td>Google Drive or Atlas</td>
<td>Weekly</td>
<td>Faculty &amp; Staff Handbook</td>
</tr>
<tr>
<td>Update grades</td>
<td>SIS</td>
<td>1st &amp; 3rd Monday of the Month</td>
<td>Faculty &amp; Staff Handbook</td>
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<tr>
<td>ESO Documentation</td>
<td>Google Drive or Atlas</td>
<td>Monthly</td>
<td>Continuous School Improvement Plan (CSIP)</td>
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<td>Atlas</td>
<td>Atlas Login</td>
<td>On-going</td>
<td>CSIP</td>
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<tr>
<td>CSIP</td>
<td>Google Drive</td>
<td>On-going</td>
<td>CSIP</td>
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<tr>
<td>Surveys/Stakeholder Input</td>
<td>Online</td>
<td>Throughout the year</td>
<td>CSIP</td>
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<tr>
<td>BIS School Climate Survey</td>
<td>Online</td>
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<td>Annual Survey for CSIP</td>
</tr>
<tr>
<td>Student Portfolios</td>
<td>Classroom, Student Files</td>
<td>As needed</td>
<td>Faculty &amp; Staff Handbook</td>
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<tr>
<td>Spiritual Inventories for Students</td>
<td>Google Drive</td>
<td>Yearly</td>
<td>CSIP, Spiritual Emphasis Week</td>
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<tr>
<td>Professional Development</td>
<td>Staff Calendar or Curriculum Calendar</td>
<td>As guided by Principals</td>
<td>Continuous School Improvement Plan (CSIP)</td>
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7400 Mentoring for New Staff (new to profession or new to BIS)
NICS and BIS recognizes that new teachers and staff members to the school need to learn the culture of the school, as well as get acclimated to the many policies and procedures onsite. Each year, these new teachers and staff members will be partnered with a traditional mentor who volunteers for the position, someone who is experienced with the culture, policies and procedures, and who will “mentor” the new staff member into that school culture over the first semester. BIS recognizes that administrators must have some flexibility as some new school years there may not be enough mentoring volunteers. In these situations there could be a Barnabas Group with all the new hires
with a leader who will do the New Teacher/Staff Checklist together with; or the lead teachers (if applicable), or the principals themselves will do it. A decision will be made for each new staff orientation.

Expectations for traditional mentors include:
- He/she will have volunteered for this assignment, having a heart to mentor new staff.
- He/she will follow the new teacher checklist, or New Teacher/Staff Checklist, spending the first quarter specifically answering questions and discussing each item.
- For new teachers specifically, the traditional mentor will agree to start answering questions and connecting with the new teacher over the summer before school starts.

New Teacher/Staff Mentor Checklist
All Grades
- What should my very first day look like? How should it start?
- What paperwork is required in giving parents the first day/or first week of school?
- Does my syllabi need to be signed and returned? Where are they posted?
- What is expected on emails here? Cc’ing, and Bcc’ing people? How do I do a discipline referral? What happens to them?
- How do I request an RTI (Response to Intervention), student interventions for academic or behavioral issues?
- What do I do if a student is breaking the dress code?
- Where are the students allowed to be at lunch and break?
- What do I do if a student gets a pass to see someone?
- How do I take and record attendance?
- What do I do if a student shows up tardy to my class?
- How do I mark a student absent? What if it is excused later, how is that handled?
- How do we set up parent teacher conferences?
- What if I can’t speak Portuguese or another language for a parent meeting, what do I do?
- What school-wide testing am I responsible for? How often does the testing happen?
- I understand we do all filing and sharing folders on Google Drive, what are the expectations for maintaining My Drive, the shared Team Drives, and filing?
- How do I get trained on the Google Suite of Applications: Docs, Sheets, Slides, Calendar, Drive, Classroom, YouTube, Meet? What if I get confused?
- How do I enter grades into the SIS, School Information System?
- What is a good way to track grades? (Make sure teacher has a sample copy of the report card.)
- What are the expectations on me for progress reports? Do all students get a progress report? How often are progress reports?
- How do I do comments on a progress report?
Do I have to always write comments?
How do I reserve audio-visual equipment?
How do I put in a technology help-desk request?
How do I put in a work order for my classroom?
How do I put in a purchase requisition?
How do I put in a field trip request?
What is the protocol for field trips? First aid? Ordering transportation? Chaperones?
How do I reserve the library, or multi-purpose room?
How do I schedule a substitute?
How do I call in sick? Whom do I call? By what time should I call?
How many sick days are available to me?
How can I request a temporary sub so that I can observe another teacher?
When do I have devotions and how do I find out when I am scheduled?
How do I know when I have duty? What are my duty responsibilities?
What staff meetings am I required to attend?
What outside-of-school meetings am I required to attend?
When are staff meetings? What time do they end?
What should I bring to a staff meeting?
What are CEUs?
Am I expected to be on a committee? Which one and how often do they meet?
What is SEW (Spiritual Emphasis Week), and how am I supposed to participate?
What is WWW (Week without Walls), and how am I supposed to participate?
How do I post lesson plans?
What should my lesson plans contain? Is there a template?
What expectations are on me for bulletin boards? Where are bulletin board supplies?
Do I have any money for my classroom?
How do I submit a leave request? (spiritual leave, personal leave)
How do I use the copy machine? Does it need a code
What do I do with a sick student?
Where is textbook inventory? How do I find it and how do I fill it out?
Where is the classroom inventory? How do I find it and when do I fill it out?
How should I manage Rubicon Atlas?
What is expected of me for Rubicon Atlas?
What standards are required of me for curriculum planning?
How often is there supervision of me and my curriculum mapping?

**Elementary Only**

What are the arrival and dismissal procedures for elementary?
How are the elementary report cards and progress reports different from the secondary report cards? Where are they? How do I fill one out? What is the timeline?
What is the elementary discipline policy and procedures, including the specials classes?
● May elementary classes walk to and from a specials class by themselves?
● What are my LANDING responsibilities?
● What are the elementary lunch procedures?
● What duties do I have and what are my specific responsibilities?
● How do committees work? What committees am I on?
● What is “I Love to Read Month” and what would be my responsibilities?
● What is the 100 Days Celebration (lower elementary)?
● What is a good way to track grades?
● What is Principal Time?
● What is my class schedule?
● How do I do attendance?
● How do I handle tardiness?
● What do I do with “Reading Buddies” and with whom?
● What are good ways to use teaching assistants?
● What is the program, “Word Journeys,” “Reading A-Z”, etc. and how do I start it? administer it?

Secondary Grades
● Do I need to have hall passes?
● How do I put assessments on the assessment calendar?
● What happens during the LOFT and who leads it?
● What are the graduation requirements?
● How do I do my syllabus?
● How are grading expectations here?
● How do students register for classes?
● How does the ELD program work?
● What is the discipline policy?
Please reference the current attendance policies in the Parent-Student Handbook, section #5.

Procedures for taking Daily Attendance
Elementary teachers will take attendance 1 time/day at the beginning of the day. Secondary teachers will take attendance the first few minutes of each class period. Attendance is uploaded into the SIS system. Procedures for tardies and absences are listed in the Parent-Student Handbook.
Grading and Assessment Policy
Grades should reflect how well a student has mastered the content material and the specific learning objectives for the course. Teachers should be consistent and fair in determining grades. Each teacher should turn in an explanation of how they determine a student’s grade in each subject area, i.e. how the grade is weighted and what type of assessments are used. Teachers should not assign work or projects they do not intend to use for assessment to avoid unnecessary “busy work” for their students. Teachers are also expected to participate in the evaluation of and implementation of assessment data from school wide assessments, such as MAP testing, writing prompts, and Reading Benchmarks.

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work helping teachers recognize where students are struggling and address problems immediately. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include: unit exams, midterm exams, final projects, and a research paper. Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent courses.

Grading and Assessment Guidelines
The following represent general guidelines for grading followed at BIS.
■ Homework for secondary students may not count for more than 25% of a student’s quarterly grade.
■ Extra credit work may not count for more than 3% of a secondary student’s quarterly grade.
■ Participation grades should not count for more than 5% of a student's quarterly grade.
■ Technical errors in secondary junior school (such as forgetting a name on a paper, spelling, grammar, punctuation, etc.) should not deduct more than 10% from a test, unless it is a language test.
■ Semester exams in core classes for high-school students will count 10% of the semester grade.
■ Be cognizant not only of the overall weight assigned to each category in your grading plan, but also be aware of the actual weight of each individual assignment. No single elementary assignment (test, project, etc.) should count more than 15% of a quarterly grade for any subject, nor any secondary
assignment more than 20%.

- Individual teachers’ grading policies (i.e., weighting of tests, quizzes, homework, projects, etc.) should be prepared prior to the start of school, approved by a Principal, written in the secondary syllabus or elementary start-of-the-year letter for parents, and announced to students on the first day of class.

- Evenly distribute graded assignments to prevent the bulk of them from falling in the latter half of any quarter, so that mid-term reports will reflect a fairly accurate depiction of a student’s academic standing in the class.

- There must be a minimum of 2 grades issued per week. For electives in elementary, this may mean a participation grade for each session attended.

- All tests should be graded by the teacher within one week of the time they were administered. Homework and quizzes should be used to provide immediate feedback on student learning and should be graded and returned as soon as possible, but certainly within a week. Teachers may take additional time to grade major essays/projects but regular communication concerning this progress should be made to the Principal.

- Grades must be current in SIS/Google Classroom on the first and third Monday of each month. One of these Mondays will be designated on the School Calendar for the issuance of Progress Reports as grades will be current.

- Projects should be accompanied by written instructions or Google Classroom. If a project requires students to use a particular skill, make sure that skill has been taught to them. Any group projects resulting in group grades should not constitute major grades in the class but have a balance.

- For every three or more weeks of content there should be more than one summative assessment. There should be checkup quizzes and other formative assessments along the way to provide students with feedback.

- Submit an explanation of your grading and homework policies to the Principal for approval before placing it in your secondary syllabus or elementary start-of-the-year letter for parents These policies must be communicated to the students on the first day of class and in writing for students and parents through the syllabus or start-of-the-year letter.

Grades

Grades are relative to the difficulty of the subject matter and the ability of the teacher to properly ascertain the student's acquired knowledge in relation to the student's ability. All grades will be kept in the SIS. Quarter grades are a percentage grade derived by averaging summative and formative assessments, with participation and extra-credit, all of which goes on the report card. The semester grade is derived from averaging the 1st quarter grade with the 2nd quarter grade. Semester credit is given; therefore, tests should not be given over the material for the entire year. There must be a minimum of 2 grades per week.

Semester grades at the high school level will be calculated using the following scale for core classes (not electives):

1st (3rd) Quarter grade = 45%
2nd (4th) Quarter grade = 45%
Semester Exam /Project = 10%

The weighting scales for each class at the high school level will be stated on the teacher’s individual course syllabus to be turned in to the Principal and distributed to students the first week of school. Students transferring to BIS midyear will give their current grades/transcript to the Counselor, who will recommend to BIS teachers a splicing of previous grades earned up to the point of transfer and current classes enrolled at BIS. Any questions on this issue should be directed to the Counselor. Students transferring to BIS from a home-school situation must give grades to the Counselor as well before enrolling at BIS.

Grading at BIS follows the traditional approach, which evaluates the student’s progress in light of the standard that has been set for that grade level.

A grade of "A" should represent outstanding achievement.
A grade of "B" represents above average.
A grade of "C" represents average, not below average.
A grade of "D" represents below average.
A grade of "F" represents failure to meet minimum standards.
BIS uses a plus and minus system to accentuate its grading.

Grade Point Average (GPA)
Semester and cumulative grade point averages are calculated each semester. A cumulative GPA is also used for determining class rankings for the senior class. Each student’s cumulative grade point average reflects only those classes that have been taken during the student’s enrollment in grades 9 through 12 (with the exception of 8th grade Algebra if taken at BIS).

Grading Scales for Secondary

The following grading scale is used by BIS for secondary grades for both core and elective classes:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59%</td>
<td>Failing</td>
</tr>
<tr>
<td>I</td>
<td>0 - 59%</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

BIS uses a plus and minus system as follows percentage:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 - 100</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>93 - 96</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73 - 75</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>63 - 65</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
<td>0.75</td>
</tr>
</tbody>
</table>

Grading Scales
BIS GPA equivalents for weighted AP Courses (AP students must take the test to get the weighted score):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 - 100</td>
<td>5.00</td>
</tr>
<tr>
<td>A</td>
<td>93 - 96</td>
<td>5.00</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
<td>4.67</td>
</tr>
<tr>
<td>A</td>
<td>93 - 96</td>
<td>5.00</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89.43</td>
<td>4.33</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
<td>4.00</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
<td>3.67</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79.23</td>
<td>3.33</td>
</tr>
<tr>
<td>C</td>
<td>77 - 79</td>
<td>3.00</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
<td>2.67</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
<td>2.33</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66</td>
<td>2.00</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
<td>1.67</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59.4</td>
<td>0.00</td>
</tr>
</tbody>
</table>

0 = Usually means no work done

Elementary Grading

ELC and Kindergarten uses standards-based grading, in which teachers evaluate each student based on their ability to meet each standard. The following is the grading scale used.

- **M** = Mastery
- **D** = Developing
- **NA** = Not Apparent
- **X** = Not Assessed

For 1st-2nd grades, formative assessments will be 80% of a student’s grade and summative assessments will be 20%.

For 3rd-5th grade, formative assessments will be 60% of a student’s grade and summative assessments will be 40%.

Types of assignments that were previously given (i.e., participation, discussion, homework, tests, quizzes) can still be used, but must be placed under one of these categories. 1st-5th grade will continue to use the same grading scale used in secondary.

IEP Grading Modifications

Students receiving special services who have an IEP may receive grading modifications according to the decision made through the Multi-Disciplinary Team (MDT). An MDT must include the following people: principal, SpEd Teacher, counselor, sampling of the student’s teachers and at least one parent. The modified grade must be noted on the student’s report card if grading modifications have been made. Students with an IEP will also have a student service report to indicate their progress on identified objectives. Accomodations for a students’ learning do not need to be recorded in the grades, modifications do. However, IEP notations may not be listed on the progress report, report card, or transcript.

ELD Grading Modifications
Students receiving ELD services may receive grading modifications according to the decision made through the Multi-Disciplinary Team (MDT). An MDT must include the following people: principal, ELD teacher, counselor, sampling of the student’s teachers and at least one parent. The modified grade must be noted on the student’s report card if grading modifications have been made. ELD students will have a separate student services report to indicate their progress in English proficiency. Accommodations for a students' learning do not need to be recorded in the grades, modifications do.

Graduation Requirements
In the American system of education, Carnegie units are used to measure credits earned. A 1.0 high school credit class is based on 120 hours of teacher-student contact. A 0.5 high school credit class is based on 60 hours of teacher-student contact. Accreditation requires 180 student contact days; this coupled with the Carnegie unit structure sets parameters for our system. Colleges look for full schedules of academic learning throughout a student’s high school career. It is recommended that high school students take 28 credits to be competitive for college (7/year times the 4 years of high school). 28 credits coupled with rigorous courses (Honors and AP) will play a big part in college admissions. The minimum requirement needed for graduation at BIS is 2 credits. BIS graduates will receive a high school diploma for meeting the credit requirements listed below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>BAIS Graduation Requirements</th>
<th>Additional College Entrance Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Bible</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Visual/Perform Arts</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Computer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>P.E.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Career Ed</td>
<td>0.5</td>
<td>.5</td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
<td>.5</td>
</tr>
<tr>
<td>Electives</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>24</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Progress Reports
Progress reports are technically available on our SIS (school information system) the 1st and 3rd Mon. of each month when all grades are required to be current/up-to-date. Hard-copy progress reports will be issued to all students during 1st quarter and those with D’s and F’s for quarters 2-4. These reports are used to
inform parents of student progress and behavior, as well as any significant changes or highlights involving a student’s academic performance.

9110 Report Cards
Report cards are issued every nine weeks. At the end of the school year, the final report card can be retrieved by parents through the school office. Teachers will be informed through the staff calendar when grades and report cards need to be completed. Teachers need to be prompt in turning in grades. Special area teachers are to add their own grades to generate with the student’s report card. Special area teachers should add or utilize comment codes and not simply rely on posted grades.

9120 Academic Probation
Any student failing two or more subjects (including online courses) per quarter will be placed on academic probation. Academic probation is re-evaluated every four weeks. The principal will inform the parents of any student being placed on academic probation. The parents will be asked to meet with the principal, teachers, counselor and any other applicable staff to discuss the conditions of the student’s probation. Students on academic probation may be required to attend tutoring or designated academic-based club activities or before/after school tutoring if available. Students may not be allowed to participate in certain extracurricular activities to include team sports. A student may not participate in athletics if he/she is failing a course. This will be re-evaluated with the student on a weekly basis until the grades are passing.
Behavior Expectations for Students

Each classroom teacher has class rules which are stated in the course syllabus as well as posted in the classroom and discussed with students. Excluding cases of extreme class disruption or violence, the first step of dealing with a student discipline issue is handled by the classroom teacher.

The school follows a progressive discipline plan, meaning that if a student continues an unwanted behavior, the consequences of that behavior become progressively more severe. It is the school’s goal to help its students develop self-control and to promote peace in their relationships with others. It is the school’s desire for students to be successful in learning and maturing. The following examples are considered inappropriate behavior and demonstrate a lack of self-control. Therefore these will be grounds for progressive disciplinary action:

- Tardies / Absences (skipping class or school)
- Disrespect (towards students or staff)
- Disobedience (insubordination)
- Damaging school property (vandalism)
- Vulgarity or profanity (swearing)
- Violation of the EOP policy
- Cheating and/or plagiarism
- Breaking local laws in Brazil
- Intimate displays of affection versus friendly gestures
- Physical aggression including assault (typically one person instigating), fighting (typically both people involved)
- Out of school behavior bringing dishonor to BIS’ Christian testimony and the Lord
- Use or possession of illegal drugs (including paraphernalia) and/or alcohol at school or at any school functions
- Smoking and/or possession of tobacco products at school or any school functions
- Possession of knives and/or instruments that may be viewed as weapons

If a teacher has disciplined a student for an unwanted behavior and the behavior continues, progressive student discipline will be followed to address the specific behaviors the student exhibits. The teacher will write a referral (email) to the principal, who will then conference with the student(s) and investigate if necessary.

The teacher will write an email by the close of the day to the parent so he/she is informed. Progressive student discipline typically follows the following steps, but there may be mitigating and extenuating circumstances factored into the discipline (including disability, etc.). This discipline is not to embarrass or humiliate the student but to help the student learn to make better choices in his/her behavior. The principal will record the referral and discipline in the SIS (school information system) before closing the referral.
Progressive Student Discipline (Continuum):
Progressive discipline typically follows this order, but there may be mitigating and/or extenuating circumstances factored into the discipline by the principal (including disability, honesty, repentance):

- Warning by teacher/staff
- Classroom Detention by the teacher (lunch or break)
- Administrative Detention by the principal
- 1 day ISS (In-School Suspension – excused absence, classwork/tests still count)
- 3 days ISS (In-School Suspension – excused absence, classwork/tests still count)
- 1 days OSS (Out-of-School Suspension – unexcused absence, late-work reduction policy enforced), parent meeting to talk about other school options for the child
- 3 days OSS (parent-student-administrator intervention meeting)
- Expulsion/Exclusion

The following five discipline infractions are more severe and will start at the suspension stage (by-passing detention and in some cases ISS):

- **Physical Aggression** (spitting, kicking, slapping, etc.) will go directly to 1 day ISS.
- **Fighting** (both people engaged regardless of who started it) will go directly to 1 day ISS.
- **Assault** (one person punching another, the other not fighting back) will go directly to 3 days OSS and triggers a parent-student-administrator intervention meeting.
- **Smoking** at school or on a school trip will go directly to 1 day ISS
- **Possession and/or usage of Drugs/Alcohol** at school or on a school trip will go directly to 3 days OSS and triggers a parent-student-administrator intervention meeting.

Listed below are some other methods, which may be utilized when considering disciplinary action.

- Classroom detention
- Restitution for physical damages
- Student-administrative conferences
- Parent-administrative conferences
- Student-teacher conferences
- Clean up/service duties

Christian discipline is three-fold: instruction, prevention and correction. Discipline as instruction, prevention and correction is more than just rules, but seeks to set limits which will provide the greatest freedom for all: freedom to learn, to grow, to be safe, and to reflect what God has created us to be. Teachers need to set the standard and example as students are instructed in the value of limitations which:
- **Protect** – not only their freedom but the freedom of others (ex.: walk don’t run in hallways and on stairs; lock their lockers; ipods, phones, smartwatches, must be locked away during school hours; humiliating, teasing or bullying others will not be tolerated)

- **Demonstrate sensitivity** – to others who are weaker or still living in darkness.

- **Encourage sacrificial love for others** (ex.: giving up something that is legitimate and acceptable for the sake of others who may not share the same values and beliefs)

**1030 Discipline for Cheating**

Cheating is the giving or receiving of information about an assignment, or quiz/test and/or handing in someone else’s work as your own. In addition to the more obvious deceptions (looking up the answers or looking at someone else’s test or paper), cheating includes telling a friend what is on a test. Even if a student has turned in his test paper, talking during a test is considered cheating. Copying a friend’s homework in your own handwriting is also cheating. Studying and working together with the permission of the teacher is not cheating. Cheating also includes plagiarism, in which a student copies the work of another source without properly citing the source. Plagiarism is a highly nuanced topic and teachers will work with students to learn how to properly cite sources to avoid plagiarism. We do recognize that occasionally unintentional plagiarism occurs. Intentional plagiarism, such as copying an entire paper from the internet and turning it in as one’s own work, will be treated as cheating. BIS will follow the progressive discipline steps (starting at the administrative detention) but the student will also receive a “0” on the assignment, quiz, test, or final (finals worth 10% of the semester grade)

**1040 Discipline for Bullying/Cyberbullying**

Bullying is defined in Section 10.2 in the Parent-Student Handbook. At BIS, bullying will not be tolerated. Cyber-bullying is bullying using email, instant messages, text messages, or other internet media. All members of the school community, including teachers and parents, are required to report any acts of bullying that they encounter. The student who believes s/he has been bullied and/or the bystander who has witnessed the bullying are required to report the bullying to the principal. Reports of bullying by the bystander will be kept confidential in order to encourage bystanders to come forward and to prevent them from becoming part of the problem. The principal will investigate and liaise with the relevant parties to establish the nature and extent of the bullying and the bully will receive the appropriate discipline via the school’s progressive discipline policy.

**1050 EOP: (English Only Policy)**

Parents who send their children to BIS often do so with the express purpose of assuring that their children learn proper spoken and written English, also known as “the common language of BIS”. All instruction at BIS is done in English (exclude Portuguese language classes). All documents, signage, and forms are done in English. Research studies have shown that an effective way for students to acquire
a foreign language is through immersion. Students who speak a language other than English on campus at any time will be assigned an appropriate consequence depending upon their age. For those students who continue to violate the school’s “English only” policy, other means of discipline may be used. Of course, our staff understands that language development can take time and are therefore committed to encouraging our students, celebrating their accomplishments in the English language, and showing them the love of Christ in our daily interactions with them.

1060 Playground Expectations

The playground is for lower elementary students only (grades ELC through 2nd grade). Any upper elementary (grades 3 through 5) or secondary students (grades 6 through 12) shall be issued a detention for using the playground. The BIS Garden is a designated area for students in grades 3-12 to participate in recreation activities during their break/recess along with the sport courts (exclude main soccer field).

Elementary school students are expected to adhere to the following playground rules.

- No student is allowed on the playground at any time without BIS staff supervision.
- Food and drinks are allowed in designated areas.
- Real or play fighting is not permitted.
- Students should help keep the playground neat and clean.
- The student must first get the teacher’s permission before leaving the playground area to retrieve a ball or other object.
- Students are not to climb or play on fences or walls.
- No jumping off any equipment.
- Students must wait their turns at all times; no cutting in line.
- Tackle sports or play is not permitted.
- Students must line up immediately when the teacher blows the whistle or calls for the line-up.

1070 Playground Equipment Rules

In order to maintain a safe environment for our students to play and interact socially, the teachers of BIS have written the following playground guidelines. Students must:

- be within the sight of the teacher on duty at all times.
- ask permission from the teacher on duty before leaving the playground.
- enter the playground areas through the designated gates.
- not to climb trees or unauthorized items that are on the playground.
- throw their trash in a trash can & help keep the playground clean.
- always wear shoes on the playground, courts, and fields.

**Swings:** Only one person is to be on a swing at a time. Students must swing on their bottom only. They may not swing on stomach, knees, or while standing. Swings are to go straight with no twisting or turning. Students should maintain a safe height while swinging.

**Slides:** Only one person is to be on a slide at a time. Slides must be used in a seated position, not on stomach, side, or standing. Students must go down the slide,
not up the slide. No pushing or shoving.

**Monkey Bars:** No jumping off the top of the structure. Students may not hang upside down from the bars.

**Sand:** No throwing or playing with sand in the air. Students may not bury one another in the sandbox. The school is not responsible for items lost in the sandbox.

**Merry Go Round:** Students should sit on their bottom and hold on with 2 hands. No kneeling or standing. Feet must stay inside the merry-go-round. Stop turning the merry-go-round when other students says to stop.

**Workout Stations/TRX:** The workout station is for pull-ups, dips, push ups, sit-ups, and it is not for climbing or jumping off. Students are not allowed to play on the TRX equipment. This includes swinging from them or hitting them against the wall.

**Balls:** Only specific balls may be used for recess. These will be designated by the PE teacher. Balls should remain within the school campus. If the ball goes over the wall, the student should notify a teacher, who alerts the Office. All balls should be returned to the designated area after each recess period.

- Only those students playing soccer should be on the soccer field. Rough or dangerous play, including extremely hard kicking, is not allowed. Disagreements should be discussed, resolved, and left on the field. If a disagreement is brought to the teacher on duty, then the students involved may be required to sit out the remainder of the recess.

- Students are not allowed to enter the sports equipment room without a faculty/staff member with them. Students should not remove balls or athletic equipment from the equipment room unless specifically asked by a PE teacher or coach. Students should return balls and equipment used to the appropriate storage area.

If a student is not following the playground guidelines, he or she will be given a verbal warning by the teacher on duty. If the student continues to disregard the playground guidelines, he/she will be given a time out. The student’s classroom teacher will be notified at the end of recess. If a student commits a serious infraction to the school handbook during recess, he or she will be sent immediately to the principal with an email referral and will be appropriately disciplined. It is very important to the staff of BIS that all children are safe while on the playground.

1080 **Public Displays of Affection (PDA)**

BIS believes that proper, God-glorifying relationships between young men and women should be encouraged. We encourage BIS to be a place where students can be loved and appreciated with a sense of family. At the same time, the school will not permit students to participate in PDA or "prolonged contact" of any kind whatsoever. This includes placing arms around the person, holding hands, or playing with hair or placing hands anywhere on another individual while at school or any school activity on or off campus.

1090 **Student Dress Code**
The following are guidelines as pertains to the BIS student dress code and uniform policy. Families must purchase ALL uniform-related items from the uniform store. This includes jackets, hooded sweatshirts, sweaters, or other related items.

- **Hair:**
  The following guidelines are in place for students as relates to their hair and general appearance at school to include any related school events that may take place off campus. Hair must be groomed, clean, and not cover eyes. The administration reserves the final determination of acceptable and non-distracting hair coloring and hairstyles.

- **Makeup and Cosmetics**
  The following guidelines are in place for students as relates to makeup and cosmetics at school to include any related school events that may take place off campus. The administration will determine what is compliant or a violation of the stated policies.
  - **Elementary Students:** students may NOT dye or color their hair or wear makeup. Girls may wear clear lip gloss (no lipstick) and nail polish that does not prove distracting. Boys may not wear makeup or nail polish.
  - **Secondary Students:** female students may wear makeup in moderation, in a manner that gives a more natural appearance. Male students may not wear makeup or nail polish. Students may not wear “Goth” makeup, loud/dark eye shadow or lipstick, face paint, or sparkles.

- **Jewelry and Accessories**
  The following guidelines are in place for students in regards to any jewelry or accessories that may or may not be worn by students to school. Necklaces, bracelets, and rings should not be excessively large, distracting, or noisy. The following items are not permitted: jewelry with inappropriate images, offensive tattoos; visible body piercings including gauges (ear rings and a nose ring are allowed); scarves, armbands, or headbands (exception being for girls restraining their hair); pins, buttons or stickers (unless issued by the teacher). Smartwatches, like cellphones, are not permitted in school due to their internet capacity and the potential of cheating. Phones and smartwatches must be locked in lockers or hidden in backpacks. If seen or heard, they will be confiscated and parents must collect them from the principal.

- **Uniforms**
  All students are to wear the school uniform, unless the school administrator has granted special permission. Please note that uniforms are not optional and should not be worn as undergarments. Students may wear any combination of the following school uniforms: gray/white polo shirt, green t-shirt, blue shorts/skorts, or blue pants (leggings may be worn under the uniform). There are also accessories that are authorized from the uniform store such as sweaters, hoodies, jackets, and hats. Students are not permitted to wear any clothing or accessories to school UNLESS purchased at the uniform store (exclude footwear).
Any special BIS issued t-shirt (i.e. School Spirit, Reading Month, Sport Teams) may be worn with a school uniform bottom on Friday but should not be worn during the rest of the week. Parents of students who do not wear the school uniform may receive a phone call to bring in the uniform. Uniforms are to be neat, clean and in good condition. Information regarding where to purchase school uniforms may be obtained from the BIS Front Office. Students are allowed to be out of uniform on their birthday but still must wear modest items within the dress code. Authorized hats may be worn for outdoor activities such as PE and recess but NOT inside the building or hallways. All students in grades 6-12 must purchase at least one polo shirt for use when visiting college fairs, field trips, school pictures, or other important school functions.

**Footwear**

For secondary students, the following guidelines are in place for students to ensure proper and safe footwear while at school or participating in school events.

- Shoes must have enclosed toes and heel
- No Crocs, sandals, moccasins, high heels, house shoes/slippers, or flip-flops (i.e. Havaianas)
- Socks must be worn with shoes
- No roller blade shoes or roller skates
- Students unable to tie their shoes with laces must wear “mesh-on” or Velcro versions.

For elementary students, the following guidelines are in place for students to ensure proper and safe footwear while at school or participating in school events:

- Gym shoes with socks need to be worn on the days that students go to PE
- Students may wear crocs and sandals, or gym shoes any other day.

10100 Dress Code Violations

The following policy will be in effect for violations of dress code or improper uniform attire:

- 1st violation: warning
- 2nd violation: parents called to bring proper uniform
- 3rd violation: parents called to bring proper uniform, detention (progressive discipline)
- 4th violation: parent & student meeting with the principal (progressive discipline)
Progressive Staff Discipline

The following are standard procedures in sequential order for any violations related to the school policies. The School Director in collaboration with other FLT members may choose to escalate the following procedures based on the severity of the violation to include termination of employment (with or without cause). Brazil allows employment to be “at-will” and provides a 90 day probation period for new hires.

**Progressive Staff Discipline:**

**Positive:**
- Recognize verbally or in writing performance that exceeds standards
- Recognize best practices seen in the workplace and purposefully encourage staff for doing their job well

**Negative:**
- **Verbal conversation:** on seeing an action, conversation or performance standard that is not meeting standards, the supervisor will meet with the staff member and let him/her know what was seen, clarifying what the expectation is, and explain verbally how the situation could be handled better. Frequently, verbal conversations happen over tardiness to work, missing a duty, being late to devotions or a required meeting, failing to do required paperwork, etc.
- **Verbal warning:** if the same action or performance standard is witnessed again, a verbal warning is given. This shows the staff member that the supervisor is serious about holding the standard or policy, and gives the employee another chance to address and change the behavior.
- **Letter documenting a verbal conversation:** if the same action continues, the supervisor will need to do a formal investigatory meeting and pending its finding may choose to do a letter of reprimand, or give another warning but this time documenting the warning with a 'letter documenting a verbal conversation'. This type of letter is not considered a letter of reprimand, BUT will send the message that the action or standard is important to the school and in maintaining a professional climate and that the current behavior is unacceptable.
- **Letter of reprimand:** if the same action continues, the supervisor must do another investigatory meeting and this time give a letter of reprimand. Letters of reprimand may trigger an immediate ‘plan of improvement’, which usually means an immediate performance evaluation to highlight standards that are not meeting standards. If the investigatory meeting shows incompetence, insubordination, or immorality the supervisor doesn’t need a letter and may suspend the employee pending a more formal investigation.
- **Letter of reprimand 2:** if the same behavior happens while the staff member is still on a ‘plan of improvement’, another formal investigatory meeting must take place which could lead to immediate dismissal – or a second ‘letter of reprimand’ coupled with 1-3 days suspension.
- **Letter of reprimand 3:** if the same behavior surfaces, the supervisor must do
another investigatory meeting, and if indeed the employee hasn’t changed his/her behavior there must be a final evaluation and a dismissal with cause. All the documentation must clearly show that the employee isn’t meeting the work/professional standards required for the position and the interventions have not worked.

With progressive discipline, the disciplinary action process is designed to be proactive in addressing standards and in monitoring progress, keeping the employee accountable and informed throughout the process. Each investigatory meeting should have witnesses and documentation should be signed summarizing the meeting. Employees don’t need to agree with the findings but must acknowledge that he/she was given due process to explain his/her side of the story. If an employee doesn’t sign the documentation, one of the witnesses will sign saying he/she was given the opportunity to sign but refused.

1120 Improvement Plans (apart from evaluations)

If an employee is not meeting professional standards the supervisor may choose to use the following guidelines to bring about improvement:

- The supervisor will outline, in writing, the specific areas of concern to be given to the employee. These areas of concern will be discussed with the employee and an attempt made to discern the root attitudes or problems, and seek to counsel the employee accordingly. The employee will respond from his/her perspective. The supervisor will document the details of this meeting.

- If the areas of concern are not improved by the employee, the supervisor will outline a specific plan of improvement that will include: the specific concerns that need to be corrected; the root or attitude problems discerned; the specific steps of action to correct each problem area with follow up dates if deemed necessary by the supervisor. The employee may speak into the plan but the final version will be written by the supervisor.

- An Improvement Plan is to be signed and dated by the supervisor and the employee and will typically be a minimum of 45 days up to a semester. Improvement plans should end at a close of a semester. A copy is to be given to the employee and a copy placed in the employee's file. Periodic reviews to follow-up on the progress of the employee's steps to address the areas of concern are to be scheduled into the Improvement Plan.

- If the Improvement Plan is successfully completed by the employee, a follow-up letter indicating this will be written by the supervisor and placed in the employee's file.

- If the Improvement Plan is not properly completed by the employee, the following procedures are to be followed:

The supervisor must report on the progress they feel has or has not been made in following the steps of corrective action as outlined in the plan of improvement. The supervisor may terminate the employee in which case a letter stating the following: detail the reasons for dismissal; a review of the steps of action not followed and
problem areas not corrected.

For NICS missionaries or Foreign Hires, the NICS VPSO will be notified.

An employee has the option, after his/her termination, to appeal the supervisor’s decision based on the Staff Grievance Procedure. However, due to Brazilian work law, this appeal may not change the termination process requiring a Foreign Hire employee to depart the country as their visa will be revoked given a cancelled work contract by the school.
Field trips are an extension and reinforcement of the classroom learning. There is a school-wide plan for each class to have a mandatory field trip built into the curriculum. Therefore, each teacher is strongly encouraged to plan at least one minimum field trip each year, preferably one per semester. The field trip must have educational value and be treated as part of the curriculum, with plans, goals and follow-up. Field trips can be valuable to provide students experience with things that cannot be brought into the classroom, but please to use godly discretion when planning them. For example, do not take students to temples or places of false worship. Always bring first aid kits, cell phone, and field trip permission slips along on your field trips. The procedure for planning a field trip is as follows:

1. There must be a staff member or approved individual attend each field trip that is fluent in Portuguese. Some trips may also require added security such as a guard as determined by the supervising principal.

2. The classroom teacher must research the trip, then fill out a field trip request form and submit it to the supervising principal at least two weeks prior to the trip. Please check the school calendar for events and exams before you request a certain date.

3. After the supervising principal has approved the trip, the request form will be returned to the classroom teacher. The teacher must then follow any instructions listed on the field trip request form. This includes sending home permission slips and other related information.

4. The classroom teacher will coordinate with the Executive Assistant to assist with any transportation needs.

5. If a student has not returned a permission slip, a personal call to the parent may be made to request an email. The student may be required to remain at school under the supervision of another staff member. The supervising principal will make the final decision if a parent cannot be reached.

6. On the day of the field trip, take the permission slips on the trip, distributing each student's information to his/her chaperone. The classroom teacher must check attendance and make any assignments for chaperones. It is important that a contact number be left with the office so the teacher can be reached while on the field trip.

7. All students must return to school following a field trip no later than 2:45 p.m. Please leave more time than you think is needed to get back to school, as transportation can sometimes be a problem.

8. Regular dress code applies unless special permission has been granted by the supervising principal.
International Field Trips

The international field trip must have educational value and be treated as part of the curriculum, with plans, goals and follow-up. Trips may fall under three categories (and may be a mixture of the three): mission, educational, or recreational (travel club). The trip leader must fill out the Field Trip Proposal Form and Field Trip Objective Form relating the trip to the school philosophy and the Expected Student Outcomes.

1. International field trips must be limited to two times during the school year to not impact the core subject areas at BIS: Christmas break and Spring break. At most 3 days of school may be missed if the field trip extends beyond the days within the break. The length needs approval by the September DAC, but parameters of 7-14 days are healthy limits recommended by the administration. There is not a maximum number of trips that may happen each year as long as they are during these two breaks. Teachers may travel with multiple students over the summer, but it won’t be a school-sanctioned field trip. Parents must work with the teacher on permission and insurance forms.

2. Only academically eligible students are allowed to participate in international field trips. Students must meet the eligibility guidelines set in place for BIS athletics/activities. If a student has paid for his/her ticket and becomes academically ineligible, he/she must seek a refund for the ticket and his/her family must bear responsibility for the financial loss.

3. International field trips are for secondary students only, except in the case where an elementary teacher wishes to take members of his/her class and it is solely elementary focused (no secondary students). If this situation occurs, the teacher will look for some parents of participating students to help chaperone, and they must agree to a “chaperone job description” and the NICS Statement of Faith. Any teacher may chaperone a trip if it falls during a break and does not impact the teaching of his/her classes. For trips that extend into a school week, the administrator will limit the chaperones to those who teach the participating students (with care to always have 3 or fewer teachers missing on a given day).

4. The minimum number of students for a trip would be 2 with 1 chaperone. The maximum number for a trip would be 16 with 4 chaperones (recommended: 4 students per chaperone). If the group is all the same sex, the chaperones must have a member of that sex. If the group is mixed, there must be a minimum of 1 chaperone per sex.

5. Procedure for Approval of Field Trips outside of Brazil:
   ○ The BIS trip leader must submit a completed Field Trip Proposal Form and Field Trip Objective Form by September 1st.
   ○ If approved by the administration, it will be forwarded to the DAC for placement on their Sept. DAC meeting agenda, and a more in-depth proposal must be submitted and then presented in person at the Sept. DAC meeting, including:

6. Trip name
7. Purpose and objectives of the trip (mission, educational, recreational)
8. Description on how the ESO’s will be taught throughout the trip
9. Dates of trip
10. Application procedure for students (or how they are chosen)
11. Chaperones for the trip
12. 50%+ must be BIS staff
13. 1 chaperone per 4 students
14. 1st year teachers may not LEAD an int’l trip.
15. Chaperones must sign an agreement letter re: BIS chaperone expectations and agreeing to the NICS Statement of Faith.
16. Estimated price of the trip per student
17. Timeline for funding the trip (benchmarks for plane tickets, visas, spending money, etc.)
18. Plan for getting VISAs
19. Plan for preparation – weekend meetings, family meetings, fundraisers, etc.
20. Plan for developing a syllabus if elective credit will be given
21. Plan for a commissioning service (if a mission trip)
22. After approval is obtained from both the administration and DAC, an informational letter must be sent home explaining the trip, along with an invitation for parents and students to attend an informational meeting where they can learn the details of the trip and receive applications (if applicable).
23. After the students are chosen, there must be another family/student informational meeting to go over the details and to talk about securing funds and visas for the trip. A group e-mail list will be made for the students and another for the students, parents, and administrators, so that all group information is recorded and read by the different parties.
24. At this time, a list of students involved will be communicated to the following people:
   ○ All teachers affected
   ○ The ET
25. Timelines must be made for when money is expected and for any fundraising that may happen (with principal approval).
26. Two months before the trip, the following must have already happened:
   ○ VISAS secured
   ○ Airline tickets bought
   ○ Housing arranged and reserved with credit card
   ○ One month before the trip, the following must have already happened:
     ○ Detailed, day by day itinerary with contact numbers recorded handed out
     ○ Plans in place for ride to and from the airport
     ○ Student work on track for grades (if given as a credit)
     ○ Permission slips (may be multiple) signed and copied
     ○ Insurance issued for all students and copies in hand, along with permission to treat forms
27. A week before the trip, the following must be planned:
   ○ Final family meeting planned (could be commissioning)
   ○ Passports handed over to trip leader
   ○ Final itinerary handed out with emergency contacts
   ○ WhatsApp group established for parents (or similar application)
- All money for the trip submitted (except for personal)

28. Cell phones must be taken by at least chaperone on all field trips in case of emergency. Whatsapp group info will be shared with families and ET. Ensure that the front office is given the cell phone number and any numbers at the location you will be visiting.

29. The supervisor of the field trip must ensure that a basic medical kit is taken on the field trip. This may be checked out from the clinic and returned immediately after the trip.

30. Failure to complete each of the steps above will result in cancellation or delay of the proposed field trip.
Admissions  BIS does not discriminate in its admissions on the basis of national, religion, ethnic, or racial origin. Although BIS respects the religious preferences of parents and students, it must be understood that the school is operated within the framework of Christian principles. Therefore, all students are required to attend Bible class as part of their coursework along with related programs while attending BIS. The admissions procedures are accomplished through the following sequence:

- Parents contact the BIS Admissions Counselor, for information on admission procedures. There is “open enrollment” at BIS meaning students can transfer in anytime during the year if they have withdrawal grades from their previous school. Of note, the beginning of each quarter or semester tends to work best for transfer students.

- Parents must submit, to the Admissions Counselor, the properly completed application form via the school website. Also, scan or delivery to the school sealed health records, transcripts, copies of both the parents’ and student’s passport, and other documents as part of the admissions process.

- BIS charges a testing fee of R$ 250.00 required prior to the testing. MAP testing will be scheduled for all applicants (Grades 3-12) in the areas of math and reading. The WIDA test will be scheduled for students whose native/first language is not English from 1st grade and above. The Principal may require 1:1 assessment for grades 1-2. Parents must allow up to 2 business days for results to be scored related to admissions testing.

- Once the paperwork and the entrance test(s) have been completed and reviewed, a formal interview will be scheduled with the following people: Principal, School Director, and Business Manager. The Principal makes the final decision on grade placement and acceptance which may include conferencing with the ELD teacher, the SPED teacher, and the Counselor to make sure we have the ability to provide the necessary services required for a quality education.

- Students admitted during the school year will begin classes on the Tuesday or Thursday following acceptance to allow for teachers to prepare for the student(s).

- The level of ELD placement will be determined by the placement WIDA test.

- All students are admitted for a minimum of nine weeks on probationary status. Probationary admissions are reviewed each grading period by the Principals in consultation with the ELD Coordinator and SpEd Coordinator (if necessary). If the necessary benchmarks have not been achieved, the student will be required to seek outside additional support or to include what may be offered at BIS. This will likely incur additional fees on behalf of the family. The probationary period may be extended for another nine weeks if deemed necessary.

- A child must be 4 years old by Sept 1st for Pre-Kindergarten, and 5 years old by September 1 in order to be eligible for Kindergarten. ELC students may join ELC when they turn 3 but must repeat ELC if not 4 years old by Sept. 1st, 6 years old by September 1 in order to be eligible for first grade. New students who are coming from schools following a calendar based school year, such as the national system, must repeat the semester of the grade they just completed upon enrolling in January.
or other periods during the BIS second semester time frame. Since the stresses associated with moving to a new school and many times a new country are already quite challenging, the administration supports students repeating a half year if deemed necessary as part of the final placement/admissions process.

### 1320 Student Records
The Principal gives final approval of what will be put in each student’s cumulative file. Items will include the following: academic records, letters to parents (concerning attendance, discipline, or merit), letters to other entities about the student, and academic portfolios. Private notes about student behavior or parent interaction must be logged into the SIS, under log entries. The Principal will determine if the email correspondence should be placed in the student’s cumulative file or not. Write all notes and emails with the knowledge that they may be subject to public scrutiny up to the NICS Board level.

Each student has a cumulative file in the admissions’ office. These files are not to be removed from the office without signing them out. Cumulative files must never be left in a place that students or other unauthorized personnel may have access to them. Following are examples of what may be found in the hardcopy student’s file and SIS: report cards, progress reports, discipline notes, excuses for absences, application and re-enrollment forms, standardized test results, etc. The items in students’ files are confidential and should not be shared with any person not directly involved in the education of the child.

### 1330 English Language Development Referral
If a student appears to have a language deficiency, the classroom teacher must communicate with the English Language Development (ELD) Coordinator.

### 1340 Resource Services
BIS recognizes that each student comes to our school with varying abilities and areas of need. The resource department exists to assist students whose academic needs are greater than those of their peers. Students with academic-based special needs desiring to be admitted to BIS must meet with the resource coordinator prior to acceptance by the Principal to BIS. In some cases, acceptance at BIS may be contingent upon placement with required support from our resource department. The Resource Coordinator will meet with the classroom teacher, parents, and other approved professionals to discuss accommodations/modifications that can be made within the classroom to assist the student academically that also typically aligns with emotional support. The Resource Coordinator will write a Learning Plan for the student, which will be updated as needed by the MDT (multi-disciplinary team) and will be used during transition between grades and placed on record in the student’s confidential file. Acceptance into the resource program is at the discretion of the Resource Coordinator, Principal, and School Director.

BIS typically cannot accommodate students with certain accommodations requiring
services in a self-contained classroom or other related necessities.

1350 Educational Testing Referral
If a student is struggling academically and does not seem to make improvements, the teacher must refer the student to the Resource Coordinator who will bring the student to R.T.I. (response to intervention). The Resource Coordinator will facilitate the R.T.I. process and the student will be closely monitored. An R.T.I. is assembled and accommodations are looked at first, modifications at another step. The R.T.I. becomes an M.D.T. with the parents and possibly students involved. Teaching staff nor administration are permitted to make any form of clinical diagnosis or professional service recommendation of a child given this type of assessment is left to the family and outside professionals with certified credentials. Teachers/staff must be careful not to talk about other students with parents and students (in writing and/or email).

■ When a classroom teacher suspects that a student may have a resource related problem he/she will follow the referral process listed below:
  ● The classroom teacher must identify a possible solution/accommodation to alleviate the problem and must document the use of this solution for two weeks.
  ● If no improvement is observed, the teacher must identify an additional solution or accommodation and document the use for an additional two weeks
  ● If no improvement is observed after the second solution is tried, the teacher must bring the documentation of both attempts to the Principal and the Resource Coordinator.
  ● The Resource Coordinator will then schedule a meeting with the MDT which includes parents, the teachers, the Counselor, and the Principal.
  ● At this meeting the Resource Coordinator in collaboration with the MDT may recommend that a professional evaluation/assessment be completed for the student by an independent professional, at the parent’s expense.
  ● Once the results of the assessments are received, the Resource Coordinator will again meet with the MDT to determine the services necessary for the student to be successful in the general education classroom.
  ● The Resource Coordinator will create an Individualized Learning Plan.

1360 Grade Retention
If a student is in danger of failing, the parents need to be notified well in advance so tutoring or modifications can be put in place as retention is not our desire as a school. Teachers must submit a written notice of any potential retention for the purpose of collaboration to the respective Principal by the start of the second semester. The Principal in collaboration with the teacher reserves the right to retain or pass a student after reviewing options and it is deemed in the best interest of the student. Parents must be notified repeatedly throughout the previous semester of a student’s academic difficulty. Language difficulties or other factors related to the immersion process to the BIS environment/culture are not a sole variable to retain a child but instead may require
additional support services. Do not discuss retention with the parents, students, or other faculty members aside from those who have direct interaction with the student all of which remains confidential. All staff will respectfully support and carry out decisions regarding retention or placement once finalized. The Business Manager will be notified of any student being retained.

Promotion or retention of students or their required retaking of a course shall be primarily based on the following criteria:

- **Early Learning Center and Pre-Kindergarten:** Students may be retained if they do not exhibit certain readiness skills and/or age appropriate developmental maturity based on classroom observation and various assessments. When considering the developmental maturity level of the student some indicators to consider are as follows: attendance; birthday; health/wellness; emotional readiness; and social readiness.

- **Kindergarten through Fifth Grade:** Unsatisfactory progress in reading, math, or failure to complete the necessary levels may result in the necessity of repeating the grade. Promotion/retention decisions may also be based on the developmental maturity of the student as well as their academic performance. When considering the developmental maturity level of the student some indicators to consider are as follows: attendance; birthday; health/wellness; emotional readiness; and social readiness.

- **Middle School:** Promotion or retention of students shall be primarily based on their ability to succeed in the next grade. Promotion/retention decisions will be based on the academic performance. Performance indicators to be considered include, but are not limited to the following: grades; attendance; standardized assessments; health/wellness; emotional readiness; and social readiness.

- **High School:** Failure of courses at the high school level is dealt with individually and may impact the students’ meeting credit requirements for graduation. All mandatory graduation requirements must be fulfilled before a diploma will be granted. Insufficient credits may also result in placement of the same grade. Students will be listed in the following grades until they have accumulated the needed credits to be placed in the next grade:
  - 0 to 5.5 credits: 9th grade
  - 6 to 11.5 credits: 10th grade
  - 12 to 17.5 credits: 11th grade
  - 18 to 24.0 credits: 12th grade

**Records/Transcript Requests**

Families wishing to request records/transcripts need to fill out a form on the SIS with the Registrar that states the date the transcripts are needed which also specifies if they will be picked up at school or mailed to a certain address. There is a minimum 24 hour turn-around from when the Registrar receives the request and its processing. Seniors may fill out this form at any time with the Registrar for college admissions and scholarships. The western perspective for transcripts is the “high school transcript” so if parents need grades for their child’s elementary and middle school years as well as
attendance for all these years please let the registrar know this special request in writing. Requests that come in for transcripts the school year after graduation will include a fee for shipping (those numbers are available on request depending on your needs). Official transcripts include our school profile and are sealed and stamped. Unofficial transcripts are just printed copies of the transcript and are not signed, stamped or sealed.

Withdrawal Procedure
Withdrawal from BIS for any reason requires an official withdrawal form on the SIS to be filled out by the student/parent which is available through the Admissions Counselor. If a student or parent tells a staff member that they are withdrawing, the parent should be directed to follow the correct withdrawal procedure. The Withdrawal Form includes signatures from the teachers stating books are returned, the Librarian stating all books are returned, IT stating the Chromebook is returned, Finance stating that all fees have been paid, and then the Principal clearing the withdrawal.
HEALTH & SAFETY GUIDELINES

Communicable Disease Policy

If a student is thought to have a communicable illness or disease, the teacher should immediately send the student to the school office. Office personnel will check the child’s temperature and/or observe the child’s symptoms. If the student has a fever over 38’ Celsius (100’F), vomiting, diarrhea, a draining skin rash or lesion, pink eye, or a productive or persistent cough, the parents will be called to come and take the child home and advised to seek medical care. Teachers who are exhibiting similar symptoms may be sent home and a substitute will be obtained. Students or teachers who are able to stay at school with minor symptoms are encouraged to wash their hands frequently, cover their mouth and noses when coughing and sneezing. If a doctor confirms that a student or staff member has a communicable disease, and if notifying parents of other students is warranted, the principal will send an informative email telling parents about the situation. Helpful information about the disease may be included such as symptoms and incubation period.

BIS will follow these procedures in regards to students or staff with the following conditions. All illnesses diagnosed by a physician should be treated per their recommendations. The students return to school should be determined by the documented physician’s recommendation.

- **Fever:** All students must be fever free for 24 hours before returning to school. Fever is defined as 100.4 degrees Fahrenheit or 38 degrees Celsius.
- **Chicken Pox:** Excluded from school until lesions are crusted over or advised by a physician.
- **Conjunctivitis/Pink Eye:** Excluded from school, return 24 hours after prescription medication prescribed by a physical has begun or per their recommendations.
- **Head Lice:** If nit or lice is found at school by the School Nurse; parents will be notified to begin treatment at home per current CDC guidelines. Students will not be required to miss school once treatment has begun. All students in the classroom where lice have been found will be checked and parents notified if detected.

First Aid Procedures for Classroom Illness

- If a child feels ill (headache, nausea, stomach ache etc.) the teacher will send him/her to the office with a note or via the SIS. He/she may have his/her temperature taken and if necessary rest in the nurse’s station.
- The office personnel will check on the child and decide if the parents need to be contacted and if the child needs to be sent home or back to class.

Minor Accidents

- Check the child and assess what treatment he/she needs. Attend to the child’s
needs. If you think the child needs more treatment or needs to go home, send him/her to the school office, always together with another student.

- First Aid supplies are available in every classroom and the office. Ice packs are available in the fridge in the cafeteria but should be retrieved by office personnel.
- Notify a parent if necessary, or send the child to the office together with another student to call the parents. Always notify the Principal if a head injury is involved. The office personnel will notify the parents and send home documentation with the child. If an incident is required, the BIS Incident Report must be documented with the BIS Incident Form.

1440 **Serious Accidents**

- If a child is seriously hurt at school, immediately send a responsible student to the school office, as you must not leave the hurt student.
- Never leave the child until the FLT member, ambulance, or parents have arrived.
- Do not move the child or try to give aid unless absolutely necessary. If a child is in shock, elevate his/her feet and cover him/her.
- If the child is unconscious, bleeding profusely, has breathing problems, or appears to have a broken limb, notify another teacher to assist you, then call for a member of the FLT immediately.
- Head and eye injuries are to be treated seriously, until proven otherwise.
- Staff witnessing the injury are required to fill out the BIS Incident Form at this link: BIS Incident Form.

1450 **Return to School**

If a student returns to school and requires medical accommodations (administering of medications, special supervision, crutches or other equipment that limit a student’s mobility or ability to participate in the normal schedule), the student must have accompanying instructions from his/her doctor or parents detailing accommodations needed.

1460 **Medication Disbursement**

Any medication taken by students at BIS during school hours must be brought to the office upon arrival at school, must be accompanied by a note from parents with a phone number where the parent can be reached for verification, must be kept in a locked cabinet in the Nurse’s Station and issued by the office personnel and must have complete instructions for dosage and times. The Principal may advise the office to dispense, as appropriate, Tylenol, Tums, or Pepto-Bismol tablets. If symptoms persist, the student will be sent home. No other medications are to be given unless notice has been received from the parents. No medications are to be given by classroom teachers or other members of the staff.

1470 The office personnel must record any medical treatment of students on the “Medical Log Sheet” located in the locked cabinet with the medicine in the School Nurse’s area.
Policies Concerning Expression of Suicide
Every expression of suicide, whether seemingly casual or serious, written or oral, with or without associated action, will be considered serious at BIS. The school assumes the authority to act in the best interest of protecting the student while at BIS or at an BIS-related activity, but does not assume the full responsibility, authority, or liability of a parent.

Staff members are required to report all expressions of suicide or actions associated with suicide or any other self-affliction. An oral and written report must be made immediately to an FLT member. The FLT member and counselor will immediately assess for suicide ideation and do a suicide contract if necessary, informing the parents immediately.

The designated Principal will be responsible to see that written confidential records are kept of the actions taken, including a written summary in the SIS.

Child Abuse Protocol and Information
BIS and NICS belong to the Child Safety Protection Network (CSPN) which will help facilitate child abuse allegations from a third-party point of view if an incident ever needs to be investigated.

Definition of Child Abuse
BIS accepts the definition of child abuse as adopted and circulated by CSPN. Child abuse is the ill treatment of a child by a parent, caregiver, someone living in his/her home or anyone who works with or around children in the context of a relationship of responsibility, trust, or power. Abuse of a child is any action (or lack of action) that causes injury or endangers or impairs a child's physical, mental, or emotional health and development.

Definition of Neglect
Neglect is intentionally depriving a child of living conditions which, according to local standards, provide the minimally-needed physical and emotional requirements for life, growth and development by a person responsible for the child’s health and welfare, e.g., inadequate food, inadequate housing and clothing, lack of needed medical attention, abandonment, lack of supervision or guidance, unmet developmental/educational needs, etc.

Definition of Sexual Abuse
Sexual abuse is any sexual contact or activity with a child that is undertaken solely for the sexual gratification of the other perpetrator (usually an adult or someone at least 18).

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1 The common legal definition of a child is anyone under the age of 18. NICS/Oasis considers any student enrolled at a NICS/Oasis school to also be included in this definition and fall under the protection of these policies, even those who may be 18 or older.
five years older than the victim). It includes, but is not limited to, behavior such as fondling, indecent exposure, intercourse, and use of pornographic materials or other related resources.

14100 **Protocol for Reporting Suspected Child Abuse**
All suspicions/allegations of child abuse must be taken seriously and be handled confidentially. Staff members are required to report any signs of abuse to an FLT member. The School Director or his/her designee will report to the NICS Human Resource Director within 24 hours of hearing an allegation. Staff members are not to conduct investigations but are only to relay pertinent information to be investigated by others. They are to clearly document everything they have seen or been told utilizing the Student Incident Report. The FLT will investigate as deemed necessary through the Home Office consultation.

14110 **Protocol for Employees and Suspected Child Abuse**
If the allegation involves a school employee, the School Director must first contact the NICS Human Resource Director who will instruct him/her what must happen next and may including calling a witness to interview the employee, suspend the employee from any school activity until the matter is solved (Estatuto da Criança e do Adolescente – Artigo 130), and report the suspicion to the local authorities (Estatuto da Criança e do Adolescente – Artigo 98). This type of allegation typically kicks off a CSPN investigation and will involve a team flying in to facilitate a non-NICS investigation. If the investigation finds the suspected employee innocent, the person will resume normal school activity if possible. If the investigation finds the suspected employee guilty, CSPN will be working with the NICS Home Office and School Director directing the next steps which typically include the alleged perpetrator being “suspended with pay, pending an investigation” and reports being made to the proper authorities in Brazil and his/her home country. BIS will cooperate fully with legal authorities in the investigation of a suspected case of child abuse.

14120 **Abuse Indicators**
The diagnosis of child abuse is not easy. It requires a high index of suspicion by the professional who sees the child. It is based on a combination of medical findings that are unexplained, implausible, and inconsistent with the history obtained, patterns of injury that suggest they have been caused by abuse rather than by accident, and characteristics and behavior of the child and the family. Appropriate medical and social investigation is required to confirm or elaborate on the diagnosis and a period of observation or the child’s response may be necessary in non-organic failure to thrive. Medical professionals should continue to upgrade their skills in the recognition of child abuse and neglect.

14130 **Possible Social Indicators of Abuse**
Although child abuse may occur without any known underlying social factors, the
following are some characteristics in the social environment associated with child abuse.

- **Abused Child:** Child may have/currently feel unwanted and there may have been denial of pregnancy, request for abortion or ill-willed talk of adoption; was separated from the mother soon after birth and initial bonding was prevented or interrupted; is a disappointment, whether because of a defect or because a child of the opposite sex was wanted; is highly irritable and demanding; have difficulty relating to the rest of the family.

- **Abusive Parents:** Were abused or experienced family disruption in their childhood; lack family support and are unreasonably fearful of caring for their child; lack parenting skills and/or knowledge of child development, having unrealistic expectations; have poor impulse control, and are generally controlling, rigid and authoritarian; were teen parents; abuse alcohol and/or other substances; have physical or mental illness.

- **Family Situation:** Has employment and financial stress; has marital conflict and domestic violence; experiences crises due to stressful events: death in family, recent move, fighting, loneliness or isolation of mothers when partners have left or are working away from home; heavy childcare responsibility; experiences geographic isolation, lack of transportation, and lack of social support.

14140 **Non-Accidental or Self-Inflicted Physical Injuries**

Some signs that may be associated with self-inflicted injuries may include: injuries are seen repeatedly and not adequately explained by normal childhood activities; parent’s or caretaker’s story of the child’s injury is vague, inadequate or implausible; delay in seeking medical attention for the injury; the story may be inconsistent or contradictory and the parent’s reaction to the seriousness of the injury is inappropriate; injuries such as abrasions and bruises of varying age; injuries with patterns (circular, square, tramline, herringbone); circular marks around the wrists, ankles or private areas; clustered or grouped injuries (e.g. three to four oval bruises suggestive of a slap on the face, or a grasp around a limb); injuries over body parts that are usually clothed; injuries to genitalia, with vague history; injuries to eyes, ears, and internal organs; head injuries with vague history; broken bones and ribs of varying ages, swollen/painful and dislocated joints; burns and scalds, especially over the buttocks or soles and feet.

14150 **Behavioral Symptoms of Physical Abuse**

Some signs that may be associated with behavioral symptoms involving physical abuse may include: fear of parent/caregiver; overly compliant, withdrawn, unusual fear of authority; wariness of physical contact; unusual hunger for affection; fear of going home after school or child care; sudden change in behavior from noisy to shy and passive; becoming aggressive; wetting/soiling pants inappropriate for age group; sleep problems including nightmares; constantly watching for possible danger, and apprehensiveness.
when other children may begin to cry around them.

14160  **Physical Neglect**
Some physical signs that may be associated with a neglected child may include: consistent and regular hunger; malnutrition; low weight for age; gaining weight when hospitalized or placed in alternative care; poor language skills and coordination; poor hygiene (child constantly unwashed); poor teeth, gum disease, untreated sores, not immunized against illness; and constant lack of supervision.

14170  **Behavioral Symptoms of Physical Neglect**
Some signs that may be associated with behavioral symptoms involving physical neglect may include: poor bonding with parents; clings to any adult, goes easily with strangers; unusually tired, listless, or motionless; feeds hungrily or hardly at all; hungry for adult affection and attention; habitual school truant or late-comer; poor school performance, learning difficulties; reluctance to go home; and signs of rocking, sucking, or head banging.

14180  **Emotional / Psychological Abuse**
Emotional abuse can harm children just as much as other forms of abuse. It can be difficult to identify because it does not leave any physical injuries and it often goes unrecognized until a child shows signs of emotional problems. Some key features: stunted growth; non-organic failure to thrive; accelerated growth away from family; feeding behavior grossly disturbed; delayed mental and emotional development; unusual patterns of urination and defecation; poor social adjustment, antisocial behavior, unhappy, irritable, and defiant.

14190  **Behavioral Symptoms of Emotional Abuse**
Additional behavior symptoms related to emotional abuse may include: changes in behavior; lying and stealing; destructive or violent behavior; child rocks, sucks, or bites self; being very shy, passive, compliant; aggressive and constantly seeking attention; low self-esteem, negative statements about self; and inability to mix with other children.

14200  **Sexual Abuse**
Some signs that may be associated with sexual abuse include: itching, discharge, or bleeding in private area; bruises to breasts, buttock, lower abdomen or thighs; infection with or without associated urinary tract infections; abdominal pain suggestive of pelvic inflammatory disease; recurrent headaches which are not neurological in origin; related transmitted diseases; painful urination, bedwetting inappropriate for age; pregnancy, torn, stained, bloody underclothes; symmetrical bruises.

14210  **Behavioral Symptoms of Sexual Abuse**
Additional behavioral symptoms related to sexual abuse may include: fear of being hurt during dressing; inappropriate sexual activity; fear of being alone with a particular adult; extreme reaction or phobia to the opposite sex; depression or low self-esteem; distorted self-perception such as being dirty or unclean; uncontrollable crying and screaming; sexual themes or fears in artwork, stories, drawings or play; strong fear/anxiety to include returning home; child reports having dreams or fears that seem to have sexual overtones; exhibits self-destructive behavior such as self-mutilation, alcohol/substance abuse, excessive risk-taking that may endanger life, and suicidal attempts; eating disorders including anorexia nervosa; child demonstrates sexual behavior beyond his/her years and supposed knowledge; hyper-sexualized behavior; delinquent, aggressive, or truant behavior at school not explained by other causes in a previously well-behaved child; regressive behavior, e.g. sudden return to wetting or soiling; unwilling to participate in normal physical or social activities; poor relationships with other children; and promiscuity, prostitution, or homosexuality.

14220 **Staff Responsibility for Student Safety**

In the event that there are concerns for the safety of a student, whether physical or emotional safety or well-being, staff members must contact an FLT member. If a student has been threatened or intimidated, the student should immediately contact the teacher or Principal who will immediately initiate action concerning the threat. All expressions of concern for the safety of a student will be treated seriously. The faculty member contacted will investigate the issue and will follow up with the appropriate administrative personnel as necessary.

14230 **Preventative Measures**

All staff members will need to have a criminal background clearance check in their personnel file. In addition, all staff is required to read the abuse policy and sign a code of conduct form. This will also be kept in each employee’s personal file in the office. Any person who comes to the school campus to work with students must sign a CSPN Code of Conduct form. When there are allegations of abuse, all staff members and students will follow the protocol for reporting suspected abuse. BIS will provide training in awareness of abuse and use of the official school protocol for child abuse and neglect.
Teacher Evaluation Guidelines

- BIS will provide a summative final evaluation of each teacher by their supervising administrator before May 30th (or the Friday before).
- Written job descriptions, the NICS Mission Manual and the Faculty & Staff Manual will be made available to each certified teacher upon employment.
- The evaluation may include information other than specific observations made by the administrator. Opportunities will be provided for community members, parents, students, and staff to give input about a teacher’s performance. If such input is relied upon in the administrator’s determination of ratings, the administrator must provide details regarding the input and its source.
- The administrator will request documentation from the teacher (e.g., discipline plan, lesson plans, grade book, parent communication, newsletters, course syllabus) that relates to specific areas on the evaluation instrument.
- The administrator will require each teacher they supervise to sign up for a pre-conference from which they will schedule together their first formal observation.
- The teacher evaluation requirements will differ based on teaching experience. Emphasis will be based on classroom observation but the evaluation entails all aspects of job employment. Administrators may conduct more observations and evaluations than the minimum number. Additional observations may be informal or non-classroom setting.
- Following receipt of a completed evaluation instrument, a period of three (3) working days shall be allowed for an optional written response by the teacher. The response will be attached to the evaluation document in the teacher’s personnel file.
- All evaluation forms and responses will be signed and dated by the administrator and the teacher prior to placement in the personnel file. Each page will be initiated by the teacher. The teacher’s signature does not necessarily mean agreement but that the evaluation was discussed.
- The original evaluation form will go into the personnel file and a copy will be given to the teacher.
- Each standard must be evaluated and rated separately. If a teacher's performance is rated “does not meet standard” or “unsatisfactory” in any area, the specific deficiency(ies) must be identified with comments in the comments section. The referenced sources of the data (i.e., parent input, student input) will be recorded under the comments section for the applicable performance standard. A teacher will be placed on a plan of improvement if appropriate according to the procedural guidelines. If a teacher’s performance exceeds the standard in any area, the administrator can comment upon the teacher’s skills under the exemplary practices section.
- At the beginning of each school year, any changes in the evaluation procedures will be provided to all certified teachers and training will be provided.
- Teachers and administrators new to BIS will receive an evaluation procedures orientation during new staff orientation.
- All teachers will need to schedule a pre-conference at the beginning of the year (review goals, lesson plan format, yearlong plans, personal philosophy of education, etc.) and will have a summative evaluation conference before May 30th.
## PLAN FOR DIFFERENTIATED SUPERVISION OF TEACHERS

<table>
<thead>
<tr>
<th>Level or Type</th>
<th>Qualifying Criteria</th>
<th>Type of Supervision</th>
<th>Classroom Observations &amp; Conferences</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Professional</td>
<td>0-1 years experience in education and/or 1st year teaching at BIS</td>
<td>Direct supervision with observation and conferencing by an administrator.</td>
<td>- pre-conference</td>
<td>Assigned a mentor teacher for assistance and support.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>- min. 2 formal observations, first during 1st quarter</td>
<td>Peer observations.</td>
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<tr>
<td></td>
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<td></td>
<td>- min. 1 informal observation</td>
<td>Professional development during “staff meetings/planning”.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- post-conference</td>
<td></td>
</tr>
<tr>
<td>Intermediate Professional</td>
<td>2-4 years experience in education</td>
<td>Direct supervision with observation and conferencing by an administrator.</td>
<td>- pre-conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- min. 2 formal observations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- min. 2 informal observation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- post-conference</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Peer observations encouraged for professional development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professional development during “staff meetings/planning”.</td>
<td></td>
</tr>
<tr>
<td>Experienced Professional</td>
<td>5 or more years experience in education</td>
<td>Direct supervision with observation and conferencing by an administrator.</td>
<td>- pre-conference</td>
<td>Professional development during “staff meetings/planning”.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- min. 1 formal observations</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>- min. 2 informal observation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- post-conference</td>
<td></td>
</tr>
</tbody>
</table>

### Professional and Auxiliary Staffs' Evaluation Procedures

- BIS will provide two evaluations for each professional and auxiliary employee. The first will be completed towards the end of first semester (Dec. 15th) and the second towards the end of second semester (May 31st).
- Written job descriptions and the Faculty & Staff Manual (for the English speaking staff) will be made available to each professional / classified staff member upon employment. The Faculty & Staff Manual will be updated each August at the All Staff Orientation.
- The evaluation may include information other than specific observations by the administrator and/or supervisor. Opportunities will be provided for community members, parents, students, and staff to give input about a professional / classified staff member’s performance (primarily through the annual “School Climate Survey”). If such input is relied upon in the administrator and/or supervisor’s determination of
ratings, the administrator and/or supervisor must provide details regarding the input and its source.

- The administrator and/or supervisor will request documentation from the staff member that relates to specific areas on the evaluation instrument.
- The BIS Professional / Classified Evaluation Instrument will be based on yearly observations of the staff member in the work setting along with feedback from other personnel who work closely with the staff member (not colleagues per se but supervisor’s: i.e. FLT)
- Following receipt of a completed evaluation instrument, a period of three (3) working days shall be allowed for an optional written response by the staff member. The response will be attached to the evaluation document.
- All evaluation forms and responses will be signed and dated by the administrator and supervisor, and the staff member prior to placement in their personnel file. The staff member’s signature on the document means only that the evaluation has been received and discussed, it does not necessarily mean agreement
- The distribution of the written evaluation document shall be as follows: 1) the original copy is filed in the staff member’s personnel file; 2) one copy given to the staff member; and 3) one copy retained by the administrator and/or supervisor.
- Each performance criterion must be evaluated and rated separately. If a staff member’s performance is rated “does not meet standard [DNMS] or “unsatisfactory [US]” in any area, the specific deficiency(ies) must be identified with comments in the comments section. The referenced sources of the data (i.e., parent input, student input) will be recorded under the comments section for the applicable performance standard. A professional / classified staff will be placed on a plan of improvement if appropriate according to the procedural guidelines. If a staff member’s performance exceeds the standard in any area, the administrator will highlight those strengths on the last page of the evaluation document (before the final rating is given).
- At the beginning of each school year, any changes in the evaluation procedures will be provided to all staff members and training will be provided.
- Staff members and administrators new to BIS will be required to receive an evaluation procedures orientation within the first month of employment and will have their first evaluation at the end of their 3 month probation period.

1540 Plan of Improvement Procedures for Teachers, if necessary
- The following chart indicates when a formal written plan of improvement must be developed. The Teacher Evaluation Instrument has a box to check when a plan of improvement needs to be instituted. (DNMS means Does Not Meet Standard and US means UnSatisfactory)
<table>
<thead>
<tr>
<th>When this Rating is received</th>
<th>The Overall Rating MUST BE</th>
<th>Is a Plan of Improvement required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 DNMS rating within a standard</td>
<td>MS</td>
<td>No, but comments and directions are needed*</td>
</tr>
<tr>
<td>1 or more asterisked items marked DNMS</td>
<td>DNMS</td>
<td>Yes</td>
</tr>
<tr>
<td>2 or more DNMS ratings within a standard</td>
<td>DNMS</td>
<td>Yes</td>
</tr>
<tr>
<td>4 or more DNMS ratings in entire evaluation</td>
<td>DNMS or US</td>
<td>Yes</td>
</tr>
<tr>
<td>1 unsatisfied rating within a standard</td>
<td>DNMS or US</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* When a teacher receives a DNMS rating, but a formal plan of improvement is not required, the administrator must provide specific comments on the evaluation form addressing the deficiency, the expectation for improvement, and the date for next review of this area. If the rating is not brought up to meets standard by the date for next review, the rating will become DNMS and the teacher will be placed on a formal plan of improvement.

- The plan of improvement will include:
  - The performance standard which the teacher does not meet.
  - The specific area(s) of deficiency.
  - Measurable objectives to address the deficiency.
  - A description of how the achievement of objectives will be measured.
  - A timeline for review of progress.
  - Any resources suggested.
  - Any assistance to be provided to the teacher by the school. If a teacher requests release time and/or the assistance of another teacher in working on the plan of improvement, the proposal and person assisting must be specifically approved by the administrator.

- The administrator and the teacher will work cooperatively in developing a formal plan of improvement. A meeting will be held within five (5) working days from the date of the evaluation post conference to discuss a draft of the plan prepared by the administrator. Following this meeting, the administrator will make any clarifications, needed revisions, and/or additions to the plan of improvement so objectives and tasks are established that will address the needed improvement. The administrator will then deliver the plan so the teacher may begin the implementation of the improvement plan.

- At least two (2) formal observations are required during a plan of improvement.

- Regularly scheduled meetings to review a teacher's progress while on a plan of improvement are required. Tentative dates should be scheduled at the conference and placed in the timeline for the plan of improvement. The administrator will provide a written summary of each meeting held to review the teacher's progress.
- A formal plan of improvement will last a minimum of thirty (30) workdays. The duration of the plan of improvement shall be determined by the administrator. A formal plan of improvement will not exceed one hundred eighty (180) workdays.
- Should the administrator recommend that non retention be considered as a result of the evaluation process, the teacher will be notified in writing at the end of the plan of improvement.

**Plan of Improvement Procedures for Professional & Auxiliary Staff**

**Areas requiring improvement – Is a Plan of Improvement Needed?**
- An area noted requiring improvement should not come as a surprise to an employee. The employee must have either been given a verbal warning, a letter of reprimand, and/or through a documented meeting that these areas are of concern and not meeting standards. Evaluations may come any time during the school year but will predominantly be before December 15th and May 31st. Typically early evaluations are done because of concern over job performance seen earlier in the school year.
- Data used to support the evaluation for items marked DNMS and US will be shared with the employee within five days of receipt. Employees must know of anything shared with the supervisor that will affect their evaluation and be given time to show improvement (unless the information needs to be dealt with immediately).
- Employees shall be evaluated on the duties and responsibilities outlined in their appropriate job description.
- Employees shall receive their second evaluation by May 31st of each year (or the Friday before). New employees (on probationary status) need to have an evaluation done at the 90 day mark and they will have two evaluations for that year.
- The following chart indicates when a formal written plan of improvement must be developed. The Standard Teacher Evaluation Instrument has a box to check when a plan of improvement needs to be instituted.

<table>
<thead>
<tr>
<th>When this Rating is received</th>
<th>The Overall Rating MUST BE</th>
<th>Is a Plan of Improvement required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2 DNMS (does not meet standard) rating within the evaluation</td>
<td>MS</td>
<td>No, but comments and directions are needed*</td>
</tr>
<tr>
<td>3 or more DNMS ratings within the evaluation</td>
<td>DNMS</td>
<td>Yes</td>
</tr>
<tr>
<td>1 US (unsatisfied) rating within the evaluation</td>
<td>DNMS or US</td>
<td>Yes</td>
</tr>
<tr>
<td>1 US and up to 2 DNMS ratings within the evaluation</td>
<td>DNMS or US</td>
<td>Yes</td>
</tr>
<tr>
<td>1 or more US and 3 or more DNMS ratings within the evaluation</td>
<td>US</td>
<td>Yes</td>
</tr>
</tbody>
</table>
When a staff member receives 1-2 DNMS ratings, but a formal plan of improvement is not required, the administrator must provide specific comments on the evaluation form addressing the deficiency, the expectation for improvement, and the date for next review of this area. If the rating is not brought up to meets standard by the date for next review, the rating will become RI: requires improvement and the staff will be placed on a formal plan of improvement.

- The plan of improvement will include:
  - The performance standard which the staff member does not meet.
  - The specific area(s) of deficiency.
  - Measurable objectives to address the deficiency.
  - A description of how the achievement of objectives will be measured.
  - A timeline for review of progress.
  - Any resources suggested.
  - Any assistance to be provided to the staff member by the school. If a staff member requests release time and/or the assistance of another staff member in working on the plan of improvement, the proposal and person assisting must be specifically approved by the administrator.

- The administrator and the staff member will work cooperatively in developing a formal plan of improvement. A meeting will be held within five (5) working days from the date of the evaluation post conference to discuss a draft of the plan prepared by the administrator. Following this meeting, the administrator will make any clarifications, needed revisions, and/or additions to the plan of improvement so objectives and tasks are established that will address the needed improvement. The administrator will then deliver the plan so the staff member may begin the implementation of the improvement plan.

- Regularly scheduled meetings to review a staff member’s progress while on a plan of improvement are required. Tentative dates should be scheduled at the conference. The administrator will provide a written summary of each meeting held to review the staff member’s progress.

- A formal plan of improvement for the staff member will last a minimum of thirty (30) workdays. The duration of the plan of improvement shall be determined by the administrator. A formal plan of improvement will not exceed one hundred eighty (180) workdays.

- Should the administrator recommend that non retention be considered as a result of the evaluation process, the staff member will be notified in writing at the end of the plan of improvement.

1560 NICS Grievance Procedure

- A grievance is based upon an event or situation caused by misinterpretation or inequitable application of established policies or regulations.

- In situations regarding a serious lapse of moral or ethical behavior on the part of the petitioner’s field leadership, this process should begin at the executive level.
A "petitioner" is the person making the claim or appealing a decision.

School's FLT leaders (directors, business managers/CFO, principals, assistant principals, or lead teachers (where there are not principals)), all front office professional staff, all instructional staff, and all NICS missionaries, whether directly employed by the school or not, shall have access to this appeal/grievance process.

Classified staff not represented by one of the positions in the above categories (e.g. custodial, teacher aid, bus driver, buildings and grounds, non-leadership general office and/or financial office personnel) shall have access to the following appeal/grievance process up through executive level, step one at which point this will be the final point of decision making regarding an appeal or grievance.

Legal Concerns:
The procedure set forth herein shall be the sole and exclusive course available to an aggrieved person. The parties shall follow this procedure for any controversy or claim and expressly waive their right to file a lawsuit against one another in any civil court for such disputes. If the perceived or stated course of action by the petitioner appears to be moving toward an eventual lawsuit, the process herein may be adjusted or halted until the school and/or NICS is able to acquire legal counsel.

In regard to host country nationals, this grievance process may not be able to be utilized due to legal reasons within some countries where NICS operates schools. Because the labor laws of the various countries where our schools exist are varied and often complex in regard to their own citizens, the following appeal/grievance process may have to be negated or revised if the local labor/employment laws deem this process not to be in compliance with national labor/employment statutes. In such cases, a decision as to the appropriate pursuant actions will be based upon a course of action such as to provide the petitioner with due process while at the same time not being in breach of local labor/employment statutes.

The term "days" when used herein, except where otherwise indicated, mean working days.

It is important that grievances be processed as rapidly as possible. The number of days as stated at each level should be considered as maximum, and every effort should be made to expedite the process within these time frames. However, adjustment to the number of stated days may be made by the NICS/OASIS Home Office representative or director handling the grievance if it is deemed in the best interest of obtaining a just resolution or provides a greater opportunity at reaching a mutually satisfying agreement. Likewise, the responsible NICS/OASIS authority at each level has the option of requesting that subsequent procedures be expedited if s/he believes the circumstances of the grievance warrant such actions. At the local level, if no amiable resolution is made, the petitioner has five days from receipt of the final written decision to appeal to the next level. At the executive level, if no amiable resolution is made, both the petitioner and field leader have five days from receipt of the written decision to appeal to the next level.
All parties concerned should treat any grievance as confidential.

The grievance process should begin by filling out the NICS/OASIS Grievance/Appeal Form and giving it to the appropriate person as defined in the grievance procedure below. This form can be found on the NICS website in the Members Portal under the Resources/Forms link in the Grievance Forms area.

1570 GRIEVANCE PROCEDURE LEVELS

1580 LOCAL LEVEL:

(Step One): The petitioner with a grievance shall present the matter in writing to his/her supervisor no later than ten (10) days following the situation which prompted the grievance. The petitioner and the supervisor shall confer on the grievance within ten (10) days with the view to arriving at a mutually satisfactory solution of the problem. In the event the grievance is first discussed with anyone other than the supervisor, the supervisor shall be apprised of the discussion and the conversation redirected to the supervisor. Within five (5) days following the concluding conference in review of the petitioner’s grievance, the supervisor shall communicate his/her decision in writing to the petitioner.

(Step Two): In the spirit of Matthew 18, if the grievance is not resolved at step one of the local level, the grievance will go to the director no later than ten (10) days following the supervisor’s decision. Within the next ten (10) days both the petitioner and the director will confer on the grievance and may invite one individual each to a meeting to assist with finding a mutually acceptable resolution to the grievance. Within five (5) days following the concluding conference in review of the petitioner’s grievance, the director shall communicate his/her decision in writing to the petitioner.

(Step Three): If a mutually agreed upon resolution is not resolved at step two of the local level, the petitioner and director will select within five (5) days from the date of the written decision in step two of the local level three to five mutually agreed upon local volunteers (from the DAC or FLT+ members). Once the local volunteers are selected, all parties will confer within ten (10) days, from the date of the written decision in step two of the local level, to assist in a review of the grievance with a view toward providing wise counsel that will bring about a mutually acceptable resolution to the grievance. Within five (5) days following the concluding conference in review of the petitioner’s grievance, the director shall communicate his/her decision in writing to the petitioner.

(If the grievance/appeal is resolved at this step, the director is to file a final report with the VPSO within 5 days.)

NOTE: Volunteer parties involved at local steps two and three have no authority in regards to mandating a specific resolution. The desire here is that the director and
petitioner will reach a mutually acceptable resolution with the assistance of wise counsel from DAC or FLT+ members. The exception to Step Three is ICS Singapore where the mutually agreed upon volunteers will be the local Singapore School Board. The Singapore Staff Handbook outlines how this step is followed involving the Singapore School Board.

1590

**EXECUTIVE LEVEL:**

(Step One): If the grievance is not resolved at the local level, a petitioner may appeal to the Vice President for School Operations (VPSO) within ten (10) days after receipt of the decision. The appeal shall be in writing and specifically set forth the reasons for the appeal. A copy of the director's final decision, as well as the suggested resolutions by those involved at steps two and three of the local level, shall accompany the appeal, with reasons stating why the decision was unacceptable. Within twenty-one (21) days, the VPSO shall review submitted documents, collect additional information as deemed necessary and communicate his decision in writing to the petitioner.

(Step Two): If the grievance or appeal is not resolved at step one of the executive level, a petitioner may appeal to the NICS President within ten (10) days after receipt of the previous decision. The appeal shall be in writing and specifically set forth the reasons for the appeal. A copy of all previous decisions shall accompany the appeal, with reasons stating why the decisions were unacceptable. Within thirty (30) days, the President shall review submitted documents, collect additional information as deemed necessary and communicate his decision in writing to the petitioner.

15100

**BOARD LEVEL:**

If the grievance is not resolved at the executive level, as a final level in the grievance process, a petitioner may appeal to the NICS/OASIS Board of Trustees through its Chairperson within ten (10) days after receipt of the president’s decision. The appeal shall be in writing and specifically set forth the reasons for the appeal. A copy of the decisions at all previous levels shall accompany the appeal, with reasons stating why the decisions at the previous levels were unacceptable. The NICS Board Chairperson shall place the grievance on the agenda for the next regularly scheduled board meeting and notify all parties involved of the meetings time and location. Anyone directly involved in the grievance may be present during the discussion of the grievance at the board meeting and will be given the opportunity to share their views. Within ten (10) days of the board meeting, the Board of Trustees will communicate its decision in writing to all appropriate parties.

*It is incumbent upon the aggrieved party and the school’s director to write his or her perspectives in appropriate detail so that all reviews at the executive and board level may be properly reviewed. Any pertinent discussions held between or among the*
parties involved by phone or in person should not preclude pertinent facts from being included in the written appeals at any level.

This policy is in place to afford an appropriate means by which to address and appeal legitimate concerns. However, it should not be utilized as a means to bypass dealing appropriately with teachers or administrators related to honest differences of opinion or differing interpretations of specific actions or outcomes of school administrative guidelines.

15110 Adhere to the Termination Appeal Procedure as outlined within this policy.

Level I

A. A Termination Appeal Procedure serves as a means to resolve certain complaints by NICS/Oasis non-home office field personnel or school directors regarding termination of employment at their school of service.

B. The first step in the Termination Appeal Procedure is a review by the school director initiating the termination. An employee who desires to challenge his or her termination must submit a completed Termination Appeal Form (T.A.F.—Appendix Q) The TAF must be fully completed by the employee, signed and must clearly state each reason why the employee contests the termination.

C. The TAF must be delivered to the school director within 15 school business days of the employee’s receipt of the written termination notice by the school director.

D. The school director will provide a written response to the employee’s TAF within 15 school business days.

E. The TAF and the termination appeals process must be included in the school’s faculty and staff personnel handbooks.

Level II

A. If the employee is not satisfied with the response of the school director to the TAF, the employee has the option to submit the same TAF, along with the school director’s official written response to the employee’s TAF, to the NICS VPSO for review by the NICS Personnel Committee (PC.) The PC shall provide a response to the employee as to whether the termination notice shall be upheld or rescinded within 30 business days of receipt of the employee’s TAF.

B. Where the school asserts that termination of an employee from employment was for business or economic reasons, the PC is limited to determining whether the school’s decision was in good faith and in accordance with items 2.13.5.2.C & 2.13.5.2.D below.
C. Termination from employment for business or economic reasons includes, but is not limited to, termination resulting from economic conditions, technological developments, operational changes, reorganization, elimination or transfer of operations or jobs, reduction in hours or changes in job qualifications. In all such cases, the school will determine what positions are available and how many personnel are needed to conduct the work necessary for the stated positions. Decisions concerning those matters are not subject to challenge or review through this process except as indicated in item 2.13.5.2.D.

D. Challenges to termination of employment for business or economic reasons are limited to issues of whether the school’s selection of a specific employee for such termination is in violation of current applicable school policies and procedures and/or NICS policies and procedures.

E. This termination appeals process is the sole and exclusive remedy and forum for appeals within NICS to termination and the PC shall be the terminating body for review of the appeal termination process within NICS.

F. If the PC finds just cause for the termination of the employee, the termination must be upheld and the PC shall have no power to reduce the termination to some lesser disciplinary action. (This does not preclude the PC from providing non-binding suggested counsel to the director for possible alternate options.)

G. If the PC finds that the employee was unjustly terminated and finds that reinstatement would be appropriate under the circumstances, the PC shall order the school director to offer reinstatement to the same or comparable position to the one held by the employee. If reinstatement is inappropriate, the PC may award such monetary or other relief as deemed fair and equitable. The costs of this relief shall be paid by the school at the time and in a manner as defined by the PC.

H. If the PC finds that the employee’s claim is specious or frivolous, the PC may present a letter of reprimand to the employee and file the same in the employee’s school and organizational personnel file.

I. The time limits at level one contained herein may be extended by mutual written agreement between the employee and school director, or between the employee and PC at level two with notification to the school director. Failure of the employee to meet the time limits, or agreed upon extensions for filing a TAF shall be deemed to be a binding agreement by the employee to settle all the employee’s claims in accordance with the latest decision of the school director or PC. Failure by the school director to respond to the employee’s TAF within the designated time frame accorded by this procedure or as to a mutually agreed upon extension accords the employee the right to forward his or her TAF directly to the chair of the PC. At this time, the PC will require a response to the TAF for its review in light of the employee’s TAF. Upon receipt of the
school director’s response to the employee’s TAF the PC will have thirty business days to review the employee’s TAF and the school director’s response and provide a written response to both parties.

Level III

A. If after complying with all internal appeals procedures as outlined within this termination policy and procedure the employee does not believe that he or she has received a complete and fair hearing of his or her termination appeal his or her final recourse shall be through a professionally recognized Biblically based Christian arbitration organization. At this point the employee filing the appeal shall sign an agreement recognizing that as a Christian he or she commits to resolving the appeal without resorting to the filing of lawsuits in any civil court against the school where the employee serves and/or the NICS/Oasis, Inc. and any of its employees except to enforce a legally binding arbitration decision. The written opinion of the arbitrator shall be considered a legally binding resolution to the appeal.

B. If the arbitrator rules in favor of the terminated employee, NICS/Oasis shall bear the costs of the arbitration fees. If the arbitrator rules in favor of NICS/Oasis, the terminated employee shall bear the costs of the arbitration fees.

Level IV

While Level III is the expected course of action in regards to any continuance of the appeal beyond the decision as reached by the PC, when the perceived or stated course of action by the terminated employee appears to be moving toward an eventual lawsuit, the procedures as outlined within this policy may be adjusted or halted until the school and/or NICS/Oasis is able to acquire legal counsel in regards to continued appropriate action. In this event, the terminated employee will be notified of such cessation of review until such time as definitive clarification is made in regards to receipt of legal counsel as to the appropriate course of action at that time.

The PC shall retain the right under these circumstances to temporarily place the employee on administrative leave with pay and benefits, leave the termination of the employee in place or reassign the employee within the school to different duties. A notice of such shall be submitted to both the employee and school director.

(This termination appeals process does not apply to school directors. School directors’ appeals process shall be handled according to separate NICS Board policy directives. This appeals process also does not apply to non-renewal of contracts. Non-renewal of contracts are not classified as termination of employment and do not require stated cause for non-renewal.)
Air Conditioners
Air conditioners should be set no lower than 22 degrees Celsius which is 73 degrees Fahrenheit. Always check the temperature setting when turning on an air conditioner as it may reset automatically to a lower temperature after it has been turned off. Please make sure windows and doors are kept closed when using an air conditioner. **Please be sure to turn off the air conditioner(s) when you leave the room unless you know that a class will be coming back into the same room in a little while.**

Audio-Visual Equipment
Please confirm with the IT Director or FLT member before plugging in projectors or other related equipment. Use and store all equipment responsibly and be willing to share equipment with others who may need it as instructed by the IT Director.

Computers
Computers, computer files, the e-mail system, and software on school computers are BIS property intended for school use. BIS strives to maintain a workplace that glorifies Jesus Christ. Therefore, BIS prohibits the use of computers in ways that are disruptive, offensive to others, or harmful to morale. Scheduled classes have priority for the computer lab. Teachers who desire to bring a class to use the computer lab should schedule their time in advance by booking the room via the online calendar. Teachers and students are not allowed to add, download, change or alter computer settings on any school computer without approval from the IT Director who may choose to collaborate with the FLT. No one should use an external memory device without scanning it for viruses first. **Please do not place or save personal files on school computers. Please use personal cloud (OneDrive or Google Drive) for personal files.** The computer lab, Online Learning Center (OLC), or classroom printers are to be used to print school related print jobs. Teachers should monitor student print jobs and minimize unnecessary printing. If there is a problem with a computer or printer fill out the online maintenance request as soon as possible. During severe thunderstorms with significant lightning, it is best to turn off all computers. Food or drink is never allowed in the computer lab. Water bottles must never be placed on a computer desk.

School Laptop Computers
These computers can be taken home for work but are not permitted to be taken out of the city or the country.

Kitchen
The kitchen area is only to be used by kitchen staff. Students and teachers should refrain from entering the kitchen or serving area. Please ask the kitchen staff if you need to store something in the freezer or refrigerator for a short period of time. The kitchen area has strict regulations defined by the School Nutritionist and Department of Health. If a teacher needs to use the kitchen area for educational purposes, please request permission from an FLT member at minimal three days in advance. Staff should not store things in the kitchen area as there is a refrigerator and other cabinet
space located in the faculty lounge. If a teacher is approved to use the kitchen area, they should leave things clean and its previous condition.

1650 Laminator
The receptionist is available to laminate things for teachers within reason. Teachers should follow the same procedure for laminating as they do for having copies made. The purpose for laminating materials is to preserve and protect for future and continual use. Teachers are expected to be conservative in the requests for laminations and copies. Office personnel must report to the staff member’s supervisor if a staff member is being wasteful in these areas. Teachers should ensure they have a full knowledge of how to properly use the laminator from office staff or team leaders to avoid damages or costly repairs.

1660 Computers in the Office
Office computers are to be used by office and administrative personnel for office related business. Teachers should use the computers in their classroom, computer lab, OLC, or designated areas for school related work. Teachers may not use school computers for personal work during school hours in lieu of focusing on utilizing their plan periods for school related business.

1670 Photocopier
Teachers may use the copy machine for school related items but should try to limit usage to before or after school hours. Otherwise, teachers should utilize the office staff for making copies whenever possible based on request. A request form should be filled out turned into the office assistant as pertains to copies, lamination, or related jobs. Please give at least 2 working days for requests to be completed. If you are in need of a large amount of copies please turn in your request at minimal three days in advance. The receptionist will deliver copies when they are finished or have them in the area next to the time clock. Teachers should avoid last minute copies and must never leave their class unattended to make them. The office assistant will do his/her best to help with all copying but is not required to drop everything for last minute copies. The school copier or classroom printer are not to be used for non-school related copies without special approval from your supervisor. Teachers should ensure they have a full knowledge of how to properly use any copier from the office staff or team leaders to avoid damages or costly repairs.

1680 Property Usage
BIS buildings and grounds are primarily for the education and extracurricular activities of BIS students. BIS is willing to accept requests from outside organizations to on occasion utilize certain areas of the campus through a Facilities’ Usage Form. Requests for campus facility use must be within the school’s philosophy. Any request to use BIS property must address in an email or written form to the Business Manager for review. After receiving approval, the event coordinator must sign the BIS Code of Conduct Form and follow the volunteer process, if he/she is not an employee of the school.
Purchasing School Supplies
Normally, all requests for major school supplies and classroom equipment are made in July and January. If a teacher discovers he/she needs something during the school year, a request form must be submitted for approval. Purchases made without prior approval will not likely be reimbursed. Receipts from approved purchases must be submitted to the Business Manager within 5 business days. The same amount of time applies once school has opened if items were purchased during traditional travel periods for staff. Purchases made without a valid receipt or prior approval may not be reimbursed.

Supply Room
- **General Supplies.** The supply room is located next to the front lobby office and at the end of the elementary hallway. An online request form is to be used when a teacher needs supplies that fall outside of standard classroom supplies. Students are not allowed in the supply rooms without faculty or staff supervision. Please return all materials to its proper place when finished with them.
- **Manipulatives.** Manipulative-type materials are stored in the classrooms.
- **Athletic Equipment.** Athletic equipment is stored in the athletic storage area located by the Media Center. Teachers must obtain permission via email from the PE teacher before using any of this equipment unless previously arranged. Playground and athletic equipment should be kept separate. If a teacher needs help, a student can accompany the teacher to assist with carrying materials but is not allowed to take equipment from this room without proper supervision. Teachers are responsible for storing any PE equipment and not to be left outside or in the covered area.

Telephone/Cellphone Usage
Please make personal phone calls during teacher breaks, lunchtime, or after school. Teachers must not be making personal phone calls during student supervision time.

Transportation Policy
BIS does not own or operate school buses and therefore does not provide transportation to or from school. This is the responsibility of the parent/guardian to arrange. BIS does provide transportation for school field trips or other approved school functions. Companies that are licensed to transport students must be contracted or licensed to transport students for field trips. Before students go on a school sponsored field trip, they must be informed of the school’s transportation policies and must be listed on any permission slip sent home to parents. Students must be properly supervised by faculty and/or staff while being transported during a school sponsored function.

General Transportation Rules
The following represent general education rules applying to student/teacher transportation.
- Do not go near a moving vehicle.
- Board and exit the bus in an orderly fashion.
- Stay in your seat, facing forward, and in your own space.
- Wear a seatbelt at all times.
- Help keep the bus clean.
- Keep head, hands, and objects inside the windows.
- Keep track of your belongings and check your seat before exiting.
- Respect the property of others, including the bus.
- Refrain from actions and activities that may distract the driver.
- Follow all directions from the driver, teachers, and chaperones.

16140 School Vehicle
Any school owned vehicle must be properly maintained and insured. Only designated Auxiliary Staff and designated FLT members are allowed to drive the school vehicle. This may take place during school hours, special school events, and school related business. All of these staff members must present a valid driver license issued in Brazil. The employee will be responsible to pay for any needed repairs to the vehicle due to multiple incidents, improper use, or neglect. The school will cover fuel costs as pertains to the school vehicle within reason. No teachers or staff, unless stated, are permitted to use the school vehicle due to safety and liability issues. The School Director has full access to the school vehicle both during and after school hours to include weekends. NICS allows directors full use of a school purchased vehicle as part of network policy.
Library Book Circulation

Students and teachers may not remove books or any other materials from the library under any circumstances unless they have been checked out. Students may sign out 2-3 books per library session. The student may keep these books for one week. After one week, the student can renew the book for another week. If the book is not renewed or returned, it is overdue. The student must have the book with him to renew the book. Students with overdue books will not be allowed to check out more books. Lost books will be paid for by the student at the present replacement value including shipping. The minimum fee to replace a book is R$50.00. Teachers may check out books for personal use. Teachers should return the books in a timely fashion. If a teacher loses a book, he/she is responsible to pay for it. The library exists to serve and assist in providing a quality education for all students. The following types of resources are available in our library: non-fiction books, fiction easy reader books, fiction picture books, fiction chapter books, books of other languages, videos, big books, magazines, and the Online Learning Center.

Library Materials

At BIS, we strive to guard the minds of our students against inappropriate things. Materials for the library are purchased by the Librarian based on recommendations from classroom teachers, students, parents, and staff—Books donated for the library or classroom libraries are reviewed by the Librarian or a designated panel before being added. However, at times there may be books that are found to be inappropriate. Anyone interested in challenging materials (library books or textbooks) must make a formal complaint in writing to the Librarian that will include title, author, publisher, a summary of the material, and the objections by pages and items. A committee consisting of the Librarian, a Principal, one teacher, and a DAC member will review the complaint and the challenged material. The committee will discuss the original rationale of including the material as well as any other relevant background information. The challenged materials will not be removed from use until a decision is made unless it is deemed necessary to the best interests of the students. Within 30 days of receiving the complaint, the committee will make a formal decision in writing, which will be given to both the FLT and the person filing the complaint. If the person wants to appeal the decision, they must do so in writing within 15 business days of receiving the decision. The original committee with the addition of the School Director will hold a conference with the person who filed the complaint to discuss the purpose and use of the material. Following the appeal conference, the School Director will make a formal decision in writing, which will be given to the person filing the complaint. If a decision has been made to remove the book, the book will be removed from the shelf immediately.

Internet Guidelines

Internet data that is composed, transmitted, or received via our computer
communications system is considered to be part of the official records of BIS and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, all staff members and students should always ensure that BIS information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful. Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any faculty member, staff member, student, or other person. The unauthorized use, installation, copying, or distribution of copyrighted, trademarked or patented material on the Internet is expressly prohibited. As a general rule, if you did not create the material, do not own the rights to it, or have not gotten authorization for its use, it should not be put on the Internet. Internet users must take the necessary anti-virus precautions before downloading or copying any file from the Internet. All downloaded files are to be checked for viruses; all compressed files are to be checked before and after decompression.

1740 Internet Usage

Internet access at BIS is a privilege extended to individuals who wish to enhance their learning experiences. Users will broaden their global horizons and discover a vast scope of information and experiences. God has given us the call to seek wisdom and knowledge, but along with that comes a call to sound judgment and discernment (Proverbs 3:13, 21). These guidelines apply to all staff, students, and others who obtain their telecommunications access privileges through BIS. Any person seeking to use the internet at BIS must first sign an Acceptable Usage Policy (AUP) Form.

1750 Unacceptable Internet Usage

- Accessing social media sites during school hours.
- Using instant messaging/on-line, real-time conversations for non-school use (this includes faculty as well unless during planning or break/lunch time)
- Sending or posting discriminatory, harassing, or threatening messages or images
- Using the school time and resources (i.e. computers) for personal gain
- Using the Internet for commercial or for-profit purposes.
- Stealing, using, or disclosing someone else’s code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- The illegal installation, distribution, reproduction, or use of copyrighted software on campus computers.
- Violating copyright law.
- Plagiarizing, copying, cutting and pasting, any material that is not yours for personal or school work without proper citation.
- Failing to observe licensing agreements.
- Engaging in unauthorized transactions that may incur a cost to BIS or initiate unwanted Internet services and transmissions
- Sending or posting messages or material that could damage the image or reputation of BIS including passing off personal views as representing those of BIS
- Participating in the viewing or exchange of pornography or obscene materials
■ Sending or posting messages that defame or slander other individuals
■ Attempting to break into the computer system of BIS, another organization, or person
■ Refusing to cooperate with a security investigation
■ Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities
■ Jeopardizing the security of BIS’s electronic communications system or computer network
■ Sending or posting messages that ridicule another organization’s products or services
■ Sending anonymous email messages
■ Sending or checking personal email messages for non-school purposes during school hours
■ Engaging in any other illegal activities

1760 Consequences of Internet Abuse
Any violation of the above guidelines will result in a loss of internet and/or computer privileges for a determined period of time or permanently depending on the severity of the infraction by the supervising Principal or Supervisor. There may be additional consequences as well including expulsion from school for a student and dismissal for school employees. Any illegal uses of the Internet, intentional deletion or damage to files of data, destruction of hardware, copyright violations, or any other activity involving the violation of local, state, or federal laws will be reported to the appropriate legal authorities for prosecution.

1770 Data Protection
All school-related files must be kept on the cloud, either in your personal folder or in another appropriate location. While necessary safeguards are in place to protect the data on our network from external attacks (hackers), it is much harder to protect against attacks from the inside. Therefore it is imperative that teachers “lock” their desktops whenever their computer is unattended to keep others from using it. To lock your computer, press and hold the Windows key, then press the letter ‘L.’ Your computer then cannot be used until your password is re-entered. It is recommended that you purchase an external hard drive or USB flash drive to back up your personal data.

1780 Email Use Policy
■ The purpose of having an email use policy is to prevent tarnishing the public image or Christian testimony of BIS. When email goes out from BIS the general public will view that message as an official school policy or statement from the school, regardless of the status or position of the sender. Staff should take extreme care to use their school email account in a manner that will not negatively impact the school.
■ Prohibited Use: The BIS email system must not to be used for the creation or distribution of any disruptive or offensive messages, including offensive comments about race, gender, physical disabilities, age, pornography, religious beliefs and practice, political beliefs, or national origin. Teachers or staff who receive any email
messages with this content from anyone within the BIS organization should report the matter to their supervisor.

- **Personal Use:** Using a reasonable amount of BIS email resources for personal messages is acceptable. Sending chain letters or joke email from a BIS email account is not acceptable use. Virus or other spyware warnings and **all mass mailings** from BIS to a mailing list outside the school must be approved by the IT Director before sending.

- **Email Forwarding:** Automatically forwarding BIS email to another account is not permitted unless approved by the IT Director. In cases where this is approved, the involved staff members must exercise appropriate caution to ensure security of the information sent outside of the BIS network.

- **Email signatures,** if used, should contain your name, position at the school, and school information only (i.e. the school address, phone number, web site).

- When sending emails to multiple people, send in TO SENDER line those of whom you are expecting a response, and send a CC to those whom you wish to share the information but are not expecting a response. Only use BCC if you can justify easily why they need to be blind copied.

- **Respond back to parents and staff within 24 hours of receiving their email. The Home Office expects a 2 day turnaround on their requests.**

- **If sending to a large group of people (parents, students, staff), feel free to BCC the group so not everyone receives the addresses of the other recipients.**

- **Please do not use BOLD letters, or RED color as that automatically portrays anger. Please remember to be cordial and say hello, thank you, God bless, and/or goodbye.**

- If you have any question about the tone of your email (that uh-oh feeling we sometimes have in our gut, or even the Holy Spirit inside), feel free to ask your supervisor to look at the email and/or wait 24 hours before sending it.
1800 Emergency Preparedness Plan (EPP)
See current EPP in the Shared Staff Drive (Viewing Rights) at the following link: BIS_EPP
TEACHER AIDE GUIDELINES

Expectations of Teachers with their Teacher Aides

- Plan a time each week during a prep time or after school to meet with your teacher aide(s) to go over the weekly lesson plans and check in on how the aide(s) are doing in your class and with the assigned work load.
- Be assertive in sharing what you would like the aide(s) to be doing week by week. Have a formal list of expectations for the aide (this could be updated each quarter or even each week).
- Have the teacher aide check in with you at the beginning of the “shift” (morning or afternoon).
- Have the aide on the “same page” with the discipline plan in the class, in specials classes (electives) and at recess.
- Have a work area or desk for the aide while they are in your classroom. They should only go to the work room for big projects. Time should be allotted daily for aides to answer and read emails.
- Make it a priority to use Teacher’s Aides to help with centers and differentiated instruction before using them to do grading, bulletin boards, and/or photocopying.
- Starting in 20-21 (July 2020), Teacher Aide contracts are for 205 work days, the 190 days that teachers work plus 15 extra days (typically 1 week at Christmas, 1 week after school gets out, and the week of New Staff Orientation).

Teacher Aide

- Report to school at 7:30 am for devotions/prayer and work through 4:00 pm. Teacher aides are required to attend weekly staff meetings unless otherwise noted.
- Report to the teacher when your “shift” begins and check in with the teacher as your “shift” ends each day (daily check in).
- Be assertive with the teacher if you would like to work one-on-one with students and work with a table at centers time.
- Be willing to work in small groups or 1:1 with students, correct grading, make bulletin boards, photocopy, and/or escort students to and from “specials” (electives) classes
- Check in with the teacher any time you are leaving the class and explain where you are going and when you will be back. If the teacher cannot be interrupted while teaching, you should leave a note with this information.
- Discuss any issues you are having with any students, teachers or their workload with the teacher during the weekly teacher-teacher aide meeting.
- Be on time for all duties and supervision.
- Report any issues that happen at recess to the classroom teacher(s) so that their classroom discipline plans may be used. Any emergency issues should be taken immediately to the principal, any minor issues should be dealt with in the classroom by the teacher as soon as possible.
- Follow the supervision policies.
- You are responsible for getting your duties covered when you take your leave days.
- You are required to check BIS e-mail daily.
Human Resource Director and Supervising Teacher Responsibilities:

- Meet quarterly with the aides to see how things are going and troubleshoot any issues that may be happening.
- Go over the aide's expectations for evaluation at the beginning of the school year.
- Explain to the aides how and when they will be evaluated (communicate this to the teaching staff as well).
- Evaluate the aides by the end of the first and second semester, similar to the policy for the teachers.
- Schedule a meeting with each aide to go over their evaluation results and then file the evaluations in their personnel files.
Handbook Compliance and Revisions

Faculty and staff must read and adhere to the policies and guidelines of the NICS Mission Manual, Faculty & Staff Manual, and Parent & Student Handbook. The FLT reserves the right to make any changes to these Handbooks and will notify the school stakeholders of these changes. All faculty & staff must sign a form each orientation agreeing to adhere to all the policies.