



**Bali Island School**  
for a World-Class Education

# Student & Parent Handbook

**2025-2026**



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## BALI ISLAND SCHOOL MAP



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# **VISION, MISSION, VALUES, INTERNATIONAL MINDEDNESS, HIGH QUALITY LEARNING, STATEMENT OF IDENTITY, STRATEGIC GOALS and LEARNING PRINCIPLES**

## **Vision**

To be the school of choice for internationally-minded families and a leader of IB World Schools in Indonesia.

## **Mission**

Engaging and empowering globally-minded, confident learners to reach their utmost potential in an active, creative, and respectful learning community.

## **Values**

Our values are derived from the IB Learner Profile. Through these attributes we embed the concept of Internationalism and provide opportunities for leadership within our community and into our curriculum. All members of the BIS community strive to be:

- **Reflective • Risk-takers • Balanced • Knowledgeable • Inquirers • Thinkers • Communicators • Principled • Open-minded • Caring**

## **International Mindedness**

At Bali Island School we believe that international mindedness is respecting diverse perspectives and building empathy by recognizing cultural diversity, commonalities, and understanding the local and global community.

## **High Quality Learning**

At Bali Island School, high-quality learning is recognised as: “a lifelong cognitive process where knowledge is constructed, questioned, and applied to real-world situations and transferred across disciplines and experiences whilst developing skills and attitudes for success.”

## **Statement of identity**

Bali Island School is an IB World School, fully authorised by the International Baccalaureate to run the Primary Years, Middle Years and Diploma Programmes from Preschool to Grade 12. We are Council of International Schools (CIS) and Western Association of Schools and Colleges (WASC) accredited, nonprofit, college-preparatory and operate under Indonesian law.

## **BIS - Definition of High Quality Learning and Teaching**

At Bali Island School, High Quality Learning and Teaching (HQL&T) aligned with IB philosophy, is recognized as student-centered teaching that empowers learners and promotes global citizenship & international mindedness through active and creative learning engagements, guided by professional educators and supported by a respectful and caring community.

# 1. SCHOOL GOVERNANCE & LEGALITIES

## 1.1 School Governance

The Board of Directors (*Pengurus*) are responsible for the everyday running of the Yayasan. Their most important function is to ensure the school and the Foundation fully comply with the Indonesian laws governing foundations and to hire the Head of School and ensure that he or she is running the school in accordance with the existing policies.

The Board of Directors have fiduciary responsibility for the school funds (the school fees you pay for educating your child/children) and they are accountable to the Pembina. They can only act with one voice through a collective opinion. I Gusti Putu Wisesa is the Board Chair, Ni Luh Mastri Ayu Caerina is the Board Secretary, and Pak Sinaga is the Board Treasurer. These three individuals make up the Board of Directors at BIS.

The Board of Supervisors (*Pengawas*) consists of a Chair and a member. This level of the Board supervises the work done by the Board of Directors and reports in a direct line to the Governing Advisory Board (*Pembina*).

Collectively, the Board of Directors approves long term policy in collaboration with the Head of School, carries forward the Strategic Plan and ensures that BIS long term visions and goals are being met.

## 1.2 School Profile

Bali Island School was renamed in accordance with the Ministerial Decree on Education 31/2014 in December of 2014. Until this point, the school operated under the name Bali International School. The Yayasan Bali International School, the foundation under which the school runs, opened the school in September 1985.

The school is based upon international educational standards and is organised in a manner consistent with comparable schools. The school programmes are taught in English. The school has inherent national and international qualities due to its unique setting in Indonesia and due to the diverse international backgrounds of the school population.

## 1.3 Legal Status of the school in Indonesia

*Yayasan Bali International School* (YBIS) is the Foundation under which the school runs. **It is a non-profit organisation whose purpose is to benefit the local and foreign community.** The Foundation (*Yayasan*) governs the school as set forth in the Articles of Association, By-laws and Policies. The institution falls under the legal jurisdiction of the laws, rules and regulations of the Republic of Indonesia.

## 1.4 Student Visas (KITAS)

All students need to provide the school with documentation of their legal status in the country. BIS sponsors student KITAS/ student visas if the Parent/Guardian is not able to provide one.

The following documents will be required to apply for the student visa:

1. Birth certificate
2. Passport of the student, 18 months passport validity remaining and at least four (4) pages available for the KITAS.

3. Last school report
4. Health Certificate
5. Both parents' passports
6. Marriage Certificate of parents
7. The overseas address and Indonesian address
8. Passport size photo with a red background
9. Bank statements from last three (3) months

BIS recommends the following agent to assist you in obtaining a Student KITAS, a KITAS Renewal and an Exit Permit Only (EPO). BIS will provide school related documentation as requested.

**MAS Travel**

Jl. Gunung Salak No. 235 Kerobokan Kuta 80117 Bali Indonesia

(+62) 361 732 600

[info@mas-travel.com](mailto:info@mas-travel.com)

### **1.5 Parents Teachers Association (PTA)**

The BIS PTA is an organisation made up of all parents and teachers of BIS. Parents automatically become members of the PTA upon enrolling their children at the school, and are therefore welcome and encouraged to attend monthly meetings and other events throughout the year. The PTA is active in supporting the school in many ways, and is a great way for new parents to become involved in the community.

The PTA's role is to at all times operate within the spirit and parameters of the school's Mission, Vision, and Core Values.

The main objectives of the PTA are to enhance the educational environment and learning experience of BIS students, to support and coordinate active parent involvement in the school, and to facilitate the building of a positive school community. In addition to monthly meetings, activities of the PTA have included an annual fundraising event, school-wide "Barbeque" to support athletic events and other celebrations on campus, and occasional get-togethers.

In line with the school's ethos of serving and working alongside our host nation nationals, the PTA also maintains a charitable focus by donating 12.5% of all funds raised to two established and recognized non-governmental organisations within Bali. Charity Representatives from the PTA coordinate regular communication with these organisations and facilitate visits for anyone who is interested in becoming more involved.

**Class Parent Coordinator (CPC):** Each class at BIS has a PTA designated Class Parent Coordinator. CPCs are provided with a list of all parents and their preferred contact information (email and/or phone number), and will contact parents on behalf of the PTA as the need arises. This information is based on what you have provided to the school at the beginning of each academic year.

## **2. CONSTRUCTIVE COMMUNICATION GUIDELINES**

Constructive school communication is essential for a healthy school environment. It nurtures empathetic and positive assumptions about parents & faculty. A desire for student success is the number one thing that ties all school stakeholders together. Parents need to have clear guidelines as to what the communication channels are that should be pursued in raising queries or concerns. This appendix A also aims to clarify what we believe a culture of constructive communication looks like at

BIS.

A healthy school is one where all stakeholders, regardless of their role, can speak to one another, attain clarity on a matter and address differences of opinion.

An overall culture of positive assumption, mutual respect and open dialogue can be nurtured when stakeholders feel safe and respected, can respectfully pose questions as individuals or as a group, and when all staff and the leadership team has an open door to hear concerns, are reflective, and respond in a principled way.

All parties should act with integrity and honesty, with a sense of fairness and justice, and with respect for the dignity and rights of all members of the community. BIS is committed to fostering a respectful school culture that enables honest and reflective dialogue. We will collectively take responsibility for nurturing a positive learning environment.

### **Parents' Association & Class Representatives**

Class Representatives are nominated at the beginning of each academic year and volunteer to serve as a representative for each class. The key roles for these Reps are as follows;

- Serve as the link between Class Teacher and Parent Group to coordinate matters as and when required
- Welcome and help orientate/support new parents settle in to school
- Establish and manage a Class Whatsapp Group and support its appropriate use
- Foster a sense of belonging and community for each class group
- Share information as may be required
- Guide parents as may be required to other communication platforms or to the relevant channels.

BIS uses a number of various social media platforms to engage with our parents. Each platform has a different function and is outlined as follows

|   | <b>Platform / Tool</b> | <b>Function</b>                                                                                               |
|---|------------------------|---------------------------------------------------------------------------------------------------------------|
| 1 | Toddle                 | For updates, curriculum access, assignment tracking                                                           |
| 2 | Email                  | For updates, calendar, short announcements.                                                                   |
| 3 | Facebook               | Used to celebrate events and share photographs and videos.                                                    |
| 4 | Twitter (X)            | Share progress on initiatives and student learning.                                                           |
| 5 | Instagram              | Share progress on initiatives and student learning.                                                           |
| 6 | Website                | Repository of information about the school for existing and prospective parents and public policies.          |
| 7 | Newsletter             | Weekly information about each of the Departments – Primary, Secondary, Whole School, Athletics, Service, PTA. |
| 8 | WhatsApp               | Emergency Text<br>In an emergency, BIS will use WhatsApp to communicate information in                        |

|  |  |                 |
|--|--|-----------------|
|  |  | a timely manner |
|--|--|-----------------|

## Building Trust

Trust is fundamental to a school. Once trust is built individuals can master the healthy and respectful conflict that moves organizational ideas forward, commit to their role, develop accountability for their role and focus attention on student learning. Trust at its core, is achieved by always doing the right thing and acting and communicating with honesty and integrity. Timely communication is also extremely important and we commit to providing as much notice as reasonably possible.

## Raising Concerns and Queries

In order to ensure swift and effective dealing with concerns or queries, the following channels are to be followed:

### 1. Concerning a Class / Subject Teacher

- Communicate with the staff member concerned directly and preferably in person.
- If not resolved, in the first instance, see the Deputy Head of School. If still not resolved, see the Head of School.

### 2. Concerning an Indonesian Teaching Partner

- Communicate with the teacher of the ITP concerned directly preferably in person or via email.
- If not resolved, see the SPK Principal.

### 3. Concerning a Sports Coach or related matter

- Communicate in the first instance, see the Deputy Head of School. If still not resolved, see the Head of School.

### 4. Concerning a Primary School or Secondary School matter

- Communicate in the first instance, see the Deputy Head of School. If still not resolved,
- see the Head of School.

### 5. Concerning a Grounds / Buildings Maintenance / Hygiene matter

- Communicate with the school secretary of the Primary Division, Secondary Division or Facilities Manager as relevant.
- If not resolved, see the Head of School.

### 6. Concerning matters related to Child Protection.

- Meet in person with a member of the Child Protection Team
- If not resolved, see the Deputy Head of School.
- If not resolved, see the Head of School.

### 7. Concerning an Admissions matter

- Communicate with the Admissions Officer, preferably in person.
- If not resolved, see the Deputy Head of School.
- If not resolved, see the Head of School.

### 8. Concerning a Financial matter

- Communicate with the School Business Manager, preferably in person or via email.
- If not resolved, see the Head of School.

### 9. Concerning a Uniform matter

- Communicate with your child's teacher.
- Communicate with your child's Advisor.
- If not resolved, see the Deputy Head of School.
- If not resolved, see the Head of School.

### 10. Concerning a school function / calendar matter

- a. Communicate with the Head of School.

All matters concerning school issues or concerns will be handled by the Head of School and/or Deputy Head of School as appropriate. The final decision will be made in the hands of the Head of School, not the Board.

### **Making Compliments**

We appreciate the incredible efforts members of our community make on an on-going basis and when the need is felt to make a compliment the above channels can be used as appropriate too.

### **Representatives and Contact Details**

At the beginning of each year, parents will receive a document that outlines the relevant staff by whom your child will be taught and their emails will be provided ~~there in~~. For meeting with, or emailing any of the other staff as outlined in the channels above, please contact the relevant school secretary

### **Key Contact Details**

| <b>Name</b>                                  | <b>Position</b>                           | <b>Email Address</b>                                         |
|----------------------------------------------|-------------------------------------------|--------------------------------------------------------------|
| Richard Reilly                               | Head of School                            | rreilly@baliis.net                                           |
| Liam O'Shea                                  | Deputy Head of School                     | deputyheadofschool@baliis.net                                |
| Ibu Yunita                                   | SPK Principal                             | myunita@baliis.net                                           |
| Jennifer Jenson                              | Diploma Programme Coordinator             | dpcoordinator@baliis.net                                     |
| Robert McConnon                              | Middle Years Programme Coordinator        | mypcoordinator@baliis.net                                    |
| Alice Guzowski                               | Primary Years Programme Coordinator       | pypcoordinator@baliis.net                                    |
| Anita Chen                                   | Wellbeing Counsellor                      | counselor@balis.net                                          |
| Yohana Kurniasar                             | College Counsellor                        | ykurniasari@baliis.net                                       |
| Javier Lamas                                 | Athletic Coordinator and EOTC Coordinator | jlamas@baliis.net                                            |
| Dennyati Purbandari<br>Luh Kadek Deswita Ari | Primary Secretary<br>Secondary Secretary  | primarysecretary@baliis.net<br>secondarysecretary@baliis.net |

## **2.1 Main Office**

### **Contact details:**

Jalan Danau Buyan IV No. 15 Sanur, Bali – Indonesia 80228

p: +62 361 288770 f: +62 361 285103

Email : [admissions@baliis.net](mailto:admissions@baliis.net) or [info@baliis.net](mailto:info@baliis.net)

[www.baliislandschool.com](http://www.baliislandschool.com) or [www.baliinternationalschool.com](http://www.baliinternationalschool.com)

**Office hours:** Monday to Friday from 0730 to 1615.

During holiday periods the office hours will be 0800 to 1500.

The office is open apart from weekends, official holidays (red days) and the period between Christmas and New Year. Please check the [school calendar](#) that denotes the official holidays and office closure dates.

## 2.2 Email

While nothing can replace face to face and direct communication, BIS staff can be contacted at any time by parents and students using email. We will endeavour to respond within 24 hours. Office hours for Faculty and Staff are 0730 - 1545 Monday through Friday. We also hope that the school receives a timely response from our parents and students, if contacted. email addresses are specified for positions of responsibility, for example: [headofschool@baliis.net](mailto:headofschool@baliis.net). All other teachers are referred to by their first initial then surname followed by @baliis.net, eg John Smith - [jsmith@baliis.net](mailto:jsmith@baliis.net).

**School Emails to Families:** From time to time the school will send out emails/letters. Please ensure you are alert to the email communication.

## 2.3 Teacher - Parent Communication

We encourage all teachers to communicate regularly with parents.

We aim to use the principle of 'no surprises' as the fundamental basis of our relationship between the school, parents and students. Please feel free to seek feedback from the teachers if you have concerns or would like an update on the progress of your child/ren.

## Communication of Student Progress and Achievement

### Primary

In Primary (Preschool to Grade 5) we report 4 times / year:

- End of Term 1 (October) we will host 3 Way Conferences
- End of Term 2 (December) we will publish Progress Reports 1
- End of Term 3 (March) we will host Student Led Conferences
- End of Term 4 (June) we will publish Progress Reports 2

Primary parents will receive a weekly update from their child's homeroom teacher. **Toddle is used for student digital portfolios from Preschool to Grade 5 and as the main schoolwide communications and school management platform.** Students and teachers will regularly share work samples, reflections and feedback through Toddle. Toddle Family logins will be shared during our Open House days. If parents need assistance in doing this they should email [datacoordinator@baliis.net](mailto:datacoordinator@baliis.net)

**If at any time the parents or teachers wish to meet to discuss the students' progress, a Parent Teacher Meeting can be organised.**

### Secondary

For the 2025-26 school year, Toddle will be our singular school management system. Parents can follow student progress on summative assessment tasks in real-time on Toddle. There are some videos to our website which will help you navigate Toddle. If parents need assistance in doing this they should email [datacoordinator@baliis.net](mailto:datacoordinator@baliis.net). Reports are uploaded into Toddle at the end of each term.

- Term 1 - comments on progress, including an indication Approaches to Learning skills and recommendations/strategies for improvement

- Term 2 (Semester 1) - final achievement levels and grades for each subject
- Term 3 - current achievement levels and grades for each subject, comments on progress, including an indication Approaches to Learning skills and recommendations/strategies for improvement
- Term 4 (Semester 2) - final achievement levels and grades for each subject.

Other forms of communication about student progress include:

- Three-way conferences (End of Terms 1 and 3)
- Goal setting meetings when necessary
- Parent Information sessions

## **2.4 Online Information - Weekly Newsletter, Website, Facebook, Instagram and Twitter**

BIS has an online newsletter that is continuously updated - a summary of the headlines is sent to parents in an email on Fridays. It is sent to the email address that parents give to the school on entry, so please ensure that the school is kept informed about any changes to email addresses and/or phone numbers.

*There is a 'forms and documents' tab in the eNews which contains many useful documents, including the IB General Regulations and school calendars.*

### **Website**

[www.baliislandschool.com](http://www.baliislandschool.com) or [www.baliinternationalschool.com](http://www.baliinternationalschool.com)

**Social Media @ BIS** The school has official Facebook, Instagram and YouTube accounts. Please add and share updates with your network.

The Facebook account is: <https://www.facebook.com/baliislandschool/>

The Instagram account link is: [https://www.instagram.com/baliislandschool\\_/](https://www.instagram.com/baliislandschool_/)

The YouTube account link is: <https://www.youtube.com/@BaliIslandSchool86>

## **2.5 Student Organisation**

Students are encouraged to become responsible for their own learning and organisation. A student planner is issued to all Grade 4-9 students at the start of the year to organise their time to ensure they are meeting deadlines. Please ensure that your child(ren) has an effective means of organising their school life.

## **2.6 The School Phone and Mobile Phone and Device Policy**

The main purpose of school phones is for school business. Students will be allowed to use the school phones (Primary students to the Primary Office and Secondary students to the Secondary Office) with permission from a teacher.

Please be reminded that phones are brought to school at the owner's own risk. No responsibility will be taken by the school for lost, stolen or damaged phones. *It is our goal that students socialize, use the library, prepare for class, seek assistance and/or play during breaks and lunchtimes.*

BIS has a no cellphone policy for all students. This includes before and after school. ES Students do not bring phones to school. Secondary Students may bring phones to school, however they are not to be used once they have entered the campus and will be placed in lockers and out of sight and collected as student are leaving school and can be used when exiting campus to contact parents,

drivers, transport etc.

Students are not permitted to use technological devices (phones, laptops, tablets) during breaks and lunch time unless they have direct permission from a teacher.

**In the event that a student uses their mobile phone when not permitted, in the first instance, the phone will be confiscated and may be picked up at either the Secondary or Primary office. The second time a phone is confiscated, then a parent/guardian must come to pick up the phone.**

## **2.7 Emergency Communication**

In cases of crisis, the school will communicate with parents through Whatsapp, to ensure that parents/guardians are advised if there is an emergency situation that requires them to collect their children. Therefore, please ensure that the school has a mobile number for each parent.

The success of this system will rely on the accuracy of the information that parents provide about current phone numbers and email addresses, as well as emergency guardian information.

Please know that if the situation is such that there is no means with which to contact parents, the school will keep the children safe until a parent comes to the school to collect them. Please also know that the school will not release children to anyone else (friend of the family) unless there is proof that the parents have authorised this.

Please be aware that if the school is in lockdown, no students will be released and no parents will be admitted until the lockdown is lifted. In any case of civil unrest parents are urged to see to their own safety. The school will contact the parents when the lockdown is lifted.

## **2.8 School Calendar**

The School Calendar is accessible on the school website at this [link](#). This helps parents/guardians with their planning for holidays and for school events.

The attendance requirements support the principle that face-to-face teaching best supports students in their learning, and students are expected to be in attendance for the duration of each term. Please refer to the Attendance and Absence Section for more information.

## **2.9 Advertising**

The school will only accept advertisements for products or services from charities, or from companies which in turn share our BIS information at their location. Parents are asked not to post advertisements without the permission of the Head of School. The Head of School will stamp and sign the lower right corner of all approved postings. Any advertisement posted without approval will be removed.

# **3. SAFETY AND SECURITY**

## **3.1 Crisis Management at BIS**

### **A. INTRODUCTION**

#### **What is a crisis?**

- A crisis is any event that creates uncertainty and is leading or could lead to a dangerous situation.
- A crisis may directly or indirectly affect a single student or may impact the entire BIS

community.

- At BIS a crisis may include, but not be limited to: fire, earthquake, tsunami, severe weather, gas leak, political unrest, pandemic, active shooter, bomb threat or act of terrorism, volcano eruption.

### **Crisis Management**

- Crisis management is the process by which an organization deals with crisis events, usually with an urgent focus on reducing uncertainty and limiting harm. Often the crisis event has already taken place before the crisis management process is initiated.
- The crisis management process can be predetermined, but the specific decisions and responses required cannot always be predetermined because every crisis is unique.

### **The Crisis Management Team (CMT)**

- The Core CMT consists of:
  - Head of School
  - Deputy Head of School
  - Emergency evacuation officer
  - Security Advisor
  - Chief Security Leader
  - Security Captain
- The extended CMT includes:
  - Counselor
  - School Nurse
  - Security Advisor
  - Security Leader
  - Security Captain
  - HR Manager
  - Board Chair
- CMT External Advisors include:
  - Representatives of the Australian and US embassies, and professional security personnel.

## **B. MITIGATION AND PREVENTION**

### **Physical Security**

- The school is located within a Balinese community and is surrounded by anti-intrusion fencing to a height of approximately 4.0m.
- During school hours physical barriers (portals) are in place to provide a 50-80m standoff from the main entrance.
- CCTV and DR equipment is employed.
- Blast film is fitted on all external facing windows.
- Grilled windows, double bolt hardwood doors and anti intrusion ceiling mesh are installed in 'safe rooms'.

### **Security Team (*Satpam*)**

- A guard force of many *Satpams*, one Security Leader and one Security Captain provide 24/7 manned security. The vast majority of *satpams* are from the local area.
- All have police training, training from Hill and Associates international security firm, and are

licensed as security guards.

- All guards have received First Aid training
- Additionally the Security Leader has received training from the US Embassy (Jakarta).
- The local police (*Polsek Sanur*) supports BIS with police during school hours and patrols after hours.

### **Procedural Security**

- The school employs a layered security system for early detection
- Full campus and surrounds are searched at 7am every day
- Entry and exit are controlled
- All bags are checked at security portals
- Weekly security meetings
- Varying scenario emergency drills are held 4 times annually

### **Security Intelligence**

BIS receives security intelligence and support from:

- The Australian Consulate, Bali
- The Australian Federal Police
- Department of Foreign Affairs and Trade (Australian Government)
- The Regional Security Officer (RSO) United States Embassy, Surabaya
- The Local Police (Polsek Sanur)
- The Bali Hotels Association
- Overseas Security Advisory Commission (SAC) USA reports twice daily
- International SOS reports. International SOS is the world's leading medical and travel security risk services company
- Jakarta Intercultural School security

## **C. PREPAREDNESS**

The school has a number of steps in place to ensure we are prepared to act in the event of a crisis:

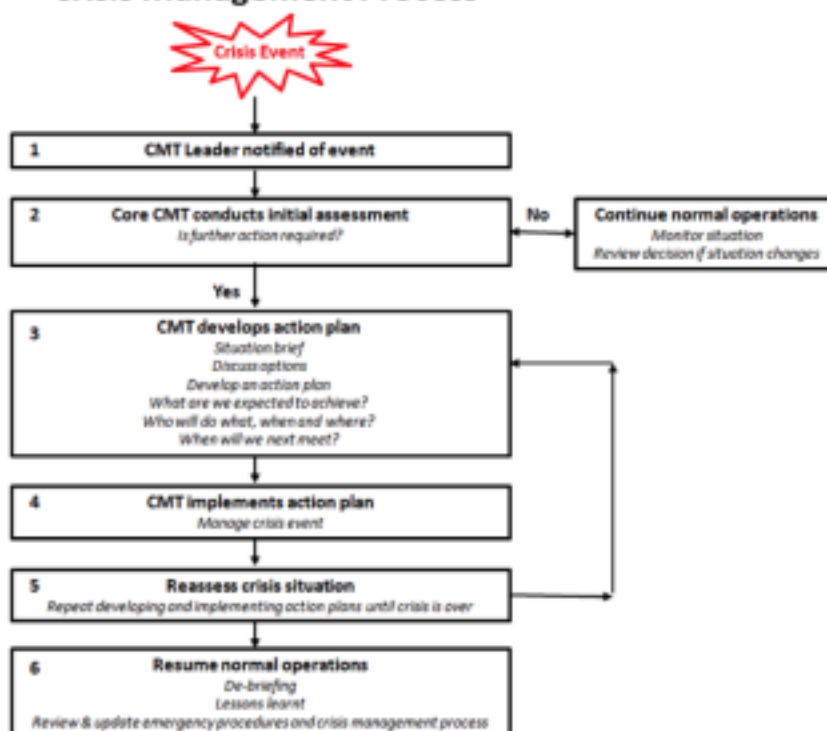
- Emergency plans are written and published.
- A full school dual sound siren system is in place with initiation points in Admin and both divisions' offices.
- Smoke detectors are installed in areas that may be left unattended.
- All staff have emergency packs for their homerooms including emergency procedures, student/parent contact information and basic bleed kits.
- CMT have emergency evacuation high visibility jackets and full school evacuation packs for emergency evacuations.
- Fire extinguishers are in every room of the school and are regularly checked and maintained.
- Emergency drills are conducted quarterly.
- Signposting is in place for Tsunami warning movement to 'safe rooms'.
- First Aid Trauma Packs are located in all major collection points.
- There is VHF Radio contact with the US Consulate, Bali.
- Administrative staff each have a 'Bomb Threat Recording Sheet'.
- The school is permitted to evacuate completely to the 'Prime Plaza Hotel' if required.

## **D. RESPONSE & RECOVERY**

### **Response**

In the event of a perceived crisis the following steps should be taken:

## Crisis Management Process



### Recovery

When the CMT determines it is safe to resume normal school operations:

- The management of student's and staff's potentially traumatic experiences need to be considered by the CMT
- A media message may need to be sent to control speculation and rumour.
- A de-briefing session needs to be conducted and lessons learnt compiled.
- Emergency procedures and the crisis management process are to be reviewed and updated annually.

Please see the recommended contents of an **Emergency Grab Bag** at Appendix 3.

### 3.2 Emergency Drills

Emergency drills are conducted each term utilizing a variety of emergency scenarios including earthquake, fire, tsunami, active shooter and external unrest. The Security Advisor liaises with local and Jakarta embassy and consular staff, International SOS and the US Government's Overseas Security Advisory Commission for any alerts, travel warnings and general security information.

### 3.3 Evacuation Procedure

An oscillated sounding of the emergency sirens indicates Duck and Cover.

A long continuous sounding of the siren indicates Emergency Evacuation.

### 3.4 Procedures for Entry and Exit

- On arrival visitors will be required to leave a photo ID and sign in at the school entrance to receive a BIS Visitors pass. All visitors are expected to read, sign and agree to the BIS visitors code of conduct when visiting our campus. Visitors (e.g. contractors) are issued with a red lanyard. This must then be worn whilst on campus and can be exchanged for the photo ID when leaving. The visitor will then be escorted to administration. Visitors' passes are available

from 0730 onward.

- Please note that the visitor's passes are for visitors, parents should not be asking for these passes.
- We request that all BIS community members support security (Satpams) in the performance of their duties and comply with their requests.
- All members of the school community must be wearing a visible BIS ID when entering and moving about the campus. If you do not have your ID, you will be denied entry onto the school grounds. Parents/Pembantus/Drivers and Nannies are issued with a yellow lanyard. If students need to leave campus during the school day, parents must inform the administration in advance and pick up their child. Administration may be contacted on +62361-28870.

### **Nannies (Pembantus) or Drivers**

- No nanny (pembantu) or driver is permitted to enter the BIS campus between 0745 and 1445. We ask that students come to school prepared for the day.
- It is not possible to have lunch or other items delivered to security during the day. The security team can not take responsibility for these items, we have no storage at the gate and it does not align with our security procedures to take packages.
- In extreme cases, parents may personally deliver necessary items to the primary/secondary offices.

### **3.5 CCTV**

The school employs CCTV cameras in public areas as part of the security procedures for the school. Additionally, the school has smaller, mobile devices which may be used, if circumstances dictate, in classrooms or other indoor areas (except toilet and changing rooms).

All community members should be aware that they will be monitored and their actions recorded while on campus.

### **3.6 Lost Property**

- All students are strongly discouraged from bringing personal items of value to school with them. If items go missing, the school can not take responsibility.
- **Students are strongly encouraged to have their names on all items of clothing, computers and other school items.**
- Lost items will be placed in the glass door cabinet in front of the Clinic. Valuables found during the day will be turned in to the assistants in the Primary and Secondary offices. After school these will be handed to the guard station.
- If an item is missing and foul play is suspected, please *immediately* inform the appropriate school office (Primary/Secondary) and the Student Life Coordinator.
- In–Secondary School, all students are assigned lockers. These lockers should be used for storage of all personal items. Students should provide a lock for the lockers and use it to ensure the safety of their belongings.

### **3.7 Hiring Procedures**

- All employees of the school and all the people who work at the school under outside contracts are required to undergo a police check, to provide references and copies of their identification and sign the BIS Code of Conduct.
- The school recommends that parents conduct similar background reviews when hiring household staff members.

- Parents are required to share a copy of the police checks and sign the BIS Code of Conduct when requesting a BIS ID for their staff members.

### 3.8 Scams

Unfortunately, parents have been contacted and told that their child has been in an accident and that they need to immediately transfer money for an emergency operation into a bank account. Please be aware that **these are scams**.

If your child is ever involved in an accident requiring hospitalization, you will be contacted directly by the Head of School, or designate. **You will never be asked to transfer money**. If money is required for an emergency, the school will guarantee it and settle with you once the emergency is over.

If you do receive such a call, please call the school immediately. We will be able to confirm that your child is safe. Any information you can gather from the caller (phone number, bank account, male/female, nationality, age, name, etc) will be passed on to the police.

### 3.9 Child Protection Policy

The BIS Child Protection Policy is the responsibility of all BIS Community members including teachers, BIS employees, parents, drivers and pembantus, activity providers, and students.

#### **BIS Child Protection Team:**

Head of School  
Deputy Head of School  
School Counselor  
Child Protection Officers  
Human Resources  
School Nurse  
SPK Principal

#### **Forms of Abuse**

Child abuse can take many forms including:

- Physical Abuse
- Emotional Abuse
- Neglect and negligent treatment
- Sexual Abuse

#### **Reporting Concerns: “Doing nothing is not an option.”**

Everyone has a duty to act if they have a concern about a child’s welfare. Concerns may be as a result of:

- Observed student behavior (physical, emotional, change in behavior)
- Hearsay (third party disclosure)
- Disclosure (specific report made by a student directly or via a trusted adult)
- Observed inappropriate adult behavior

Whatever the nature of the concern, adults will be expected to:

- Recognize their concern.
- Report the concern to a member of the Child Protection Team.

### **3.10 Pets**

BIS is a pet free campus. All community members are asked not to bring any animals to school at any time.

## **4. ADMISSIONS**

### **4.1 Admission Procedures**

BIS is an educational institution designed to serve the needs of children eligible to attend an international school in Indonesia. It is the policy of the school to observe applicable regulations of the Indonesian Ministry of Education. Please see more information about admissions process and procedures on Admissions page on the [BIS website](#)

### **4.2 Guardianship and Supervision**

Students are expected to reside with their parent(s) or legal guardian(s). Any exception requires the Head of School's approval, which is contingent on evidence that the student(s) will be supervised by a close relative or on another appropriate adult who is able to provide the support and care of a family home, and who is legally recognized in Indonesia as the student's guardian. The Guardianship form is required to ensure communication and care for the children is on file with the school. In cases where the school has evidence that a student is not being adequately cared for and supervised in regard to guardianship, the school reserves the right to ask the parents to make a more suitable arrangement for the child's care and well-being.

### **4.3 Withdrawal**

- Parents are expected to provide a minimum of 6 (six) weeks notice of withdrawal.
- Parents are requested to ensure that the main office (Accounting) is given the notice of withdrawal.
- The school will provide any documentation to support students who are leaving when all fees have been paid, school property returned and other obligations met.

### **4.4 Tuition and Other Fees**

The BIS website contains current information on the tuition and other fees, as well as a copy of the tuition fee schedule.

- Parents are expected to comply with the terms and conditions stated. The deadlines for payment are published within the Agreement.
- Parents will receive two invoices, which list payment dates, per year:
  - Invoice for Registration Fee: It secures the enrolment of the student for us and it will be deducted from the tuition
  - Invoice for the Tuition Fees
- Email reminders will be sent closer to the due dates on the invoice.
- If there are difficulties in meeting commitments by the agreed deadlines, parents are encouraged to contact the Head of School immediately. The school will try to work with the parents to resolve the issue.
- If parents fail to meet their obligations for payment of fees BIS can withdraw educational services.

### **4.5 Scholarships available at BIS**

Bali Island School's Mission states "Engaging and empowering globally-minded, confident learners to reach their utmost potential in an active, creative and respectful learning community". In order to

further the school's mission, the school actively recruits students who are outstanding scholars, or leaders in their community with demonstrable talent (artist, athlete, service leader).

The BIS Scholarship is designed to attract high-performing students to BIS and to recognize students who are enrolled in BIS. Bali Island School will make available scholarships to students who meet the identified scholarship requirements. A limited number of scholarships for high school students (grades 7 to 11) will be made available each academic year.

Further to the purpose of providing a world class education for students in Bali, the BIS Scholarship also assists the school in the following ways:

- to make the BIS education affordable for families in Bali
- to fulfil government regulations (we are required to run a scholarship program) ● to help improve the quality of our IB, College Admissions results
- to prepare talented, but financially challenged students for a better future ● to help market the school as affordable

| Application Timeline                                           |                                                       |
|----------------------------------------------------------------|-------------------------------------------------------|
| Applications open                                              | Approximately January - February                      |
| Applicant packets are complete                                 | Prior to testing or no test will be administered      |
| Assessing                                                      | Early March                                           |
| Exit interview with scholarship committee                      | Checking for English, confidence, personal attributes |
| Assessments are graded                                         | 2 week period                                         |
| Interviews for select applicants who have met the requirements | TBD                                                   |

## 5. SCHOOL LOGISTICS

### 5.1 Class Size

- The school is divided into two Divisions: Primary and Secondary.
  - Primary : Preschool to Grade 5.
  - Secondary : Grades 6-12.
- The following are the recommended class sizes:
  - Preschool : 18
  - Kindergarten and Grade 1 : 22
  - Grade 2 – Grade 12 : 24
- The school reserves the right to increase the class size number if necessary. Should this occur, the school will review the impact of this decision and make adjustments to classroom support if/as necessary.
- Where and when necessary, the school may require to operate composite classes. Composite classes are classes which have mixed age levels in one class, e.g. grades 3 and 4, making a composite grade 3/4 class, or grades 1 and 2, making a composite grade 1/2 class. Where this occurs, the curriculum, teaching methodology and assessment modes are adapted to take this into consideration and the teaching and learning processes continue as normal. **The decision on which class a student is placed in is confirmed by the Head of School and her or his decision is final.**

- Parents will be informed as to which class/grade level their child/children will be placed in after the first week of July, not before, and once all registration and tuition fees have been paid for **all** children who wish to register at BIS.
- Within the Primary School (Preschool-Grade 5), each class has a teacher and an Indonesian Teaching Partner. All Indonesian Teaching Partners are fully qualified teachers in Indonesia.
- Preschool 3 students will only attend from 7:45 - 11:30am during Terms 1 & 2. Families may request to stay for a full day programme in Term 3. Readiness will be considered by the Preschool teachers, Student Support Team and administration (see above). From Preschool 4 onward, students will stay on for a full day. It is expected that students will remain for a full year in both Preschool years.
- All students must be toilet trained before being admitted into BIS.

## 5.2 The School Day

BIS is located in the southern hemisphere but runs a northern hemisphere school year, with school starting in early August and finishing in mid June. The first semester ends at the end of the calendar year.

|                    |        |            |
|--------------------|--------|------------|
| August - October   | Term 1 | Semester 1 |
| October - December | Term 2 |            |
| January - March    | Term 3 | Semester 2 |
| April - June       | Term 4 |            |

- A minimum of 180 school days will be scheduled in the annual calendar. The school makes every attempt to ensure that all official public holidays are scheduled.
- Parents/guardians should be aware that the Indonesian Government may announce unscheduled official public holidays. If an amendment has to be made, then parents will be notified and the new calendar placed on the website.
- BIS instructional time will be constructed to support student learning, ensure that the BIS Vision and Mission are fulfilled as well as the requirements of the IB programmes. The school day:

| Primary        |               | Secondary      |               |
|----------------|---------------|----------------|---------------|
| School Arrival | 07:30 - 07:45 | School Arrival | 07:30 - 07:45 |
| Homeroom       | 07:45 - 08:00 | Homeroom       | 07:45 - 08:00 |
| Period 1       | 08:00 - 08:40 | Period 1       | 08:00 - 09:20 |
| Period 2       | 08:40 - 09:20 | Morning Break  | 09:20 - 09:40 |
| Recess         | 09:20 - 09:50 | Period 2       | 09:40 - 11:00 |
| Period 3       | 09:50 - 10:30 | Short Break    | 11:00 - 11:10 |
| Period 4       | 10:30 - 11:10 | Period 3       | 11:10 - 12:30 |

|                          |               |               |               |
|--------------------------|---------------|---------------|---------------|
| Period 5                 | 11:10 - 11:50 | Lunch         | 12:30 - 13:25 |
| Period 6                 | 11:50 - 12:30 | Period 4      | 13:25 - 14:45 |
| Lunch                    | 12:30 - 13:25 |               |               |
| Period 7                 | 13:25 - 14:05 |               |               |
| Period 8                 | 14:05 - 14:45 |               |               |
| School Dismissal         |               | 14:45         |               |
| Co-curricular activities |               | 15:00 - 16:00 |               |

### 5.3 Arrival and Dismissal

#### Arrival

- Primary students should aim to arrive at school by 0730 and classes begin promptly at 0745. It is the responsibility of the parents to see that their child/ren arrive prior to this time. Latecomers are recorded by the Classroom/Homeroom teacher. Repeated tardiness will incur follow up first from the Homeroom teachers and if the problem persists, from the Deputy Head of School.
- Secondary students should aim to arrive at school by 0730. If a student arrives at Homeroom later than 0745 they are to report to the Division Office; sign in, get a tardy slip, and then go to Advisory class.
- Parents are encouraged to walk with their children to school and drop them at the gate, unless they have school business to conduct or are here to attend a meeting. To build students' independence and resilience parents are encouraged to have their child/ren carry their own equipment to school.
- Parents are requested to phone or email the Primary or Secondary office to alert them to absences or unavoidable lateness, or planned absences for unavoidable reasons.

#### Dismissal General

- Students are dismissed from school at 1445.
- Students may not remain in classrooms or the school campus unsupervised after 1500
- The library is a learning space and may not be used as a waiting area.

#### Dismissal Primary

- Primary students must be picked up by their parent, guardian, pembantu, driver or secondary school sibling. No primary students will be allowed to leave the main campus if not accompanied by one of these individuals. The classroom teacher must be aware of who is picking up your child. Students may only remain on campus if they are involved in the after school programme or supervised by a school employee.
- Primary students under the direct supervision of their parents, i.e. not Pembantus or drivers may play in the primary playground area and field on days when it is not being used for co-curricular activities until 1530.
- If children have not been collected from the classroom by 1500 because of some unforeseen delay, they will be escorted to the ES Courtyard and supervised.
- Students involved in co-curricular activities are dismissed by activity supervisors when

activities end. Parents or guardians must collect all primary students. This parental responsibility is fundamental to participation in the after school activity programme. If children are not collected by 1600, they are escorted to the reception area until they can be collected. If students are frequently not collected on time the Deputy Head of School will be in contact and this may result in students no longer being allowed to participate in the After School Activity Programme.

### Dismissal Secondary

If students stay on campus between 1445 and 1600 they must be involved in one of the following and be supervised by a teacher:

- After School Activity (ASA)
- Religion class on Tuesday ( only if Religion classes are conducted after school)
- Quiet study/reading in the library (**until 3:30 only**)
- After school academic support with a faculty member

If a student is involved in an activity which goes beyond 1600 the supervising teacher is responsible for informing parents and ensuring the students have safely left the campus.

## 5.4 Parking and Student Drivers

### Parking

There are three designated areas for parking. All BIS car parks, like the entire BIS campus, are non-smoking/vaping areas. You are requested to inform your drivers and instruct them to follow this school rule. All drivers are required to turn off their engines while parked in the school car park to promote a healthier environment and reduce unnecessary emissions.

1. Staff/Student, Garden Car Park (Jalan Canang Sari)
  - a. This car park is primarily for BIS staff and student drivers
  - b. Parents who have business beyond 0800 or during the day may use this car park.
  - c. BIS gives full authority to security staff to permit or refuse entry to anyone based on established security procedures.
2. North Parking Lot
  - a. This car park is for drop off and pick up only, and is the **preferred** car park for secondary school students
  - b. Parents and drivers should not park here for longer than 15 minutes.
3. South Parking Lot
  - a. This car park is for drop off and pick up only, and is the **preferred** car park for primary school students
  - b. Parents and drivers should not park here for longer than 15 minutes.

We request that all parents consider other users when using our car parks, and ensure that spaces are used efficiently. To ensure the safety of your child, please drive into the car park before dropping off students.

### Student Drivers

- Students who drive themselves to school (scooters/motorbikes and cars) must have their parent/guardian inform the Head of Security in writing, submit a copy of the student driver license and receive confirmation of permission granted by the Student Life Coordinator
- Students who wish to be passengers with student drivers must have written permission from

both their parents and the parents of the student driver, and this needs to be given to the Student Life Coordinator. This privilege can be withdrawn if student or BIS community safety is compromised.

- Please note that Indonesian law states that any scooter or motorbike rider must wear a helmet. The school will enforce this expectation.
- Students who bike (bicycle) to school should be considerate of others and walk their bikes onto and off the campus. All bikes should be parked in the bike racks at the front of the school or in the designated area behind the administration building during the school day. Scooters should be parked in the school parking areas. Bikes or scooters should never be ridden in any part of the school campus. We encourage all cyclists to wear a helmet and require that riders of scooters must wear a helmet.

## 5.5 Attendance and Absence

### General

Each student is expected to be present every day for each class/activity. Regular attendance during each class maximizes the opportunity for quality learning. The school requires students to be responsible for their own learning and to ensure that poor attendance does not have an impact on their learning. We expect parents to support this principle and minimize absences so that it does not have a detrimental effect on their child.

- The school calendar is published well in advance and placed on the website so that parents can plan their holidays around this and avoid infringements of the Attendance Policy. Parents should not extend school holidays by taking extra days at the beginning or end of terms as learning will continue at school during these times.
- If a child needs to miss school, parents should inform the Homeroom teacher in Primary and Advisory in Secondary, and the respective Division's Office in advance. **This will still be recorded as an absence.**
- Parents are encouraged to ensure that their children do not incur more than 20 days of absence during a school year as this will have a detrimental impact on their child's learning and progress. **Therefore, in the above-cited cases, a student may be retained in his/her grade level.** If a student is away from school on a school approved event, such as Model United Nations (MUN) or school sports, this is not counted as absence as they are participating in a school event.
- If there are unique or special circumstances for a student's absence parents are requested to communicate with the Administrator as early as possible. The administrator may be contacted on 0361-288770.
- Any student present in school, but absent from class without permission is considered to be truant.
- Students are expected to attend classes on time. Tardiness disrupts the instruction and learning process.

### Absence in Secondary

- If a Secondary student misses classes for any reason then it is their responsibility to see the teacher(s) concerned to make up for missed learning.
- A Secondary student may not be eligible for credit in any subject after incurring the following absences:
  - **10 days of continuous or successive absences.**
  - **20 days of absences during the entire school year.**
- If a student knows they will miss future classes they must get all of their teachers and the

Head of School to complete and sign the Pre-arranged Absence Form. These forms are to be obtained from and submitted to the Secondary Office.

### **Absence in Secondary During Assessment**

Assessment is ongoing and deadlines are communicated to students in advance. Students are expected to be responsible for their own learning and to organize their time to meet deadlines. Students are informed at least seven (7) days in advance of deadlines for assessment tasks.

If unavoidably absent on the date that an assessment is due, the student is still expected to upload the work on Toddle prior to the deadline. For test situations where the class takes the same assessment item at the same time, the student and parents should try to advise the school in advance.

In cases where the absence is unavoidable the teacher will do their best to help the student catch up, if it is feasible.

For exam periods for Grades 11-12, the IB Diploma regulations apply.

### **Leaving School During The Day**

- No unaccompanied student is to leave the school grounds during the day without written permission.
- If a student needs to leave the campus during the school day for a doctor's/dentist/immigration etc. the parent must inform the school divisional secretary in advance. The Division Office will then sign a form to allow the student to leave campus. This form should be given to Security at the gate upon leaving.
- G11-12 students may leave the campus at lunchtime only under the following conditions:
  - A signed 'Exit Letter Condition' has been signed by both parents and students (see Appendix 4);
  - Students leave their ID with Security;
  - Students sign out upon departure and sign in upon return
  - A clear radius of where they are allowed to go is adhered to.
- G6-10 students are expected to be on campus during lunchtime periods. They can receive food from outside providers and visit the Daily Baguette and Warung Ibu Jero under the following conditions:
  - i) they are not late for class;
  - ii) no orders are made that will make students be late for class;
  - iii) re-usable containers are placed in the location inside entrance to Daily Baguette for pickup;
  - iv) all rubbish is placed in appropriate containers
- Failure to honor these conditions will have consequences according to our student Code of Conduct.

### **5.6 School Supplies**

All Secondary students are requested to buy their own school supplies that are consumable in nature. A list of stationery supplies will be given to returning parents before the end of the year and to new parents at the beginning of the school year. All students should also bring their own water bottles and refrain from bringing single-use plastic bottles of water onto campus.

### Calculator Requirement for Grade 9-12

The maths curriculum at BIS requires a student to learn how to use the Casio FxCG50 Calculator. This tool also serves students in IB DP Science classes. Please purchase this tool prior to entering Grade 9. While there are other models on the market - it is a great help to your student to be able to learn from our maths department faculty who teach using this model.

### 5.7 Use of Computers

- **Primary:** All classrooms have i-pads for student use. We have a Bring Your Own Device programme. All Grade 3 - 5 students are requested to bring their own device to school each day fully charged. Grade 5 students must bring a laptop/chromebook to school rather than a tablet.
- **Secondary:** we use a 'Bring Your Own Device' (BYOD) system, which means that all students should bring their own laptop and charger. The laptop should be brought to school fully charged each day.
- The IT department has a limited number of laptops that can be lent to Secondary Students on a daily basis for instances where their own laptop is being repaired.
- The Newsletter has an information sheet for Primary BYOD tablet and Secondary BYOD laptop requirements
- Toddle is used by Secondary teachers to set tasks and share resources. Parents can ask their child to show their Toddle site so they are aware of what they are learning. Each site is individualised by the teacher.
- All Secondary summative assessment tasks, unit planners are set and grades are recorded on Toddle.
- All students from Grade 3 and up are expected to sign and comply with the Acceptable Use Agreement.
- We provide internet access, and educate our students in the acceptable use of the internet. The school network is provided for students to conduct research, complete assignments, and communicate with others.

### 5.8 Snack and Lunch

- Students are encouraged to bring a healthy snack to be eaten at morning break time. Students are encouraged to use the Pick N Mix 1-6 approach to creating a healthy snack box.
- The school does not have a cafeteria. Instead, local restaurants work as service providers. They each have a menu of at least twenty items, so it is possible to find something to appeal to everyone's tastes and suit everyone's dietary needs. If your child has special dietary considerations please speak to the provider directly. We currently have around 6-8 service providers whose menus may be found in our weekly newsletter.
- Some providers may deliver lunches in individual plastic boxes which are returned to the restaurants and cleaned in order to be reused.
- If students and parents prefer, packed lunches may be brought from home as well. For health and safety reasons, there are no microwaves available for students. Therefore, if you send a packed lunch please ensure that it can be eaten cold. Refrigerators are provided for students to store their lunches. Outside deliveries of food are not permitted, **including deliveries from home.**

### 5.9 Homework Expectations

#### Primary

At Bali Island School, we believe that Primary students should lead a balanced life and spend time

outside of school playing, exercising, relaxing and enjoying time with their family and friends. With this in mind we generally will not set homework for our younger students with the exception of reading.

Students from Preschool to Grade 5 are asked to spend time reading every day. This can be reading on their own, reading to parents or family members or having someone read to them. Students from Kindergarten to Grade 3 (other grades at teacher discretion) will bring readers home during the week. Students are encouraged to borrow books from the school library to supplement their take home readers and other books in the house. It is important that students are reading in English and also in their Mother Tongue Language.

| Grade Level               | Minimum Time Sustained Reading at Home / Day |
|---------------------------|----------------------------------------------|
| Preschool to Kindergarten | 15 minutes                                   |
| Grades 1 - 2              | 20 Minutes                                   |
| Grades 3 - 5              | 30 Minutes                                   |

Students in Grades 3, 4 and 5 will begin receiving some homework that will be recorded in their Student Planner. Homework (in addition to Sustained Reading detailed above) will also include any work not completed in class, and other homework that will consolidate and build upon learning already covered in class. Parents wishing their children to do some additional work at home can use our school subscriptions such as IXL, BrainPop, RAZ Kids and Lexia accounts. The teachers will send login details early in the school year.

Teachers will also share some ideas for tasks at home through their weekly emails and unit letters. For example a class learning about measurement in Math may suggest that the students spend some time cooking with their parents at home; a class inquiring into forces may conduct some experiments at home; or a class inquiring into how people express themselves through the arts may visit a gallery or museum.

## Secondary

The key principle that we try to embrace in our homework policy is **balance**. We want our students to lead lives that encourage a balanced approach to academics and co-curricular activities. Students from Grades 6-8 will write their homework in their daily planners; parents are encouraged to check these nightly.

## Recommended Daily Homework Time

| Grade | Minutes | <p>These times are a guide for a reasonable amount of time to expect students to spend on homework each day. Teachers should refer to the calendar on Toddle and consider student workloads in other subjects prior to setting summative tasks.</p> <p><b>Expectations</b><br/>Homework should be:</p> <ul style="list-style-type: none"> <li>• appropriate to the student's skill level and age</li> </ul> |
|-------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6     | 60      |                                                                                                                                                                                                                                                                                                                                                                                                             |
| 7     | 70      |                                                                                                                                                                                                                                                                                                                                                                                                             |
| 8     | 80      |                                                                                                                                                                                                                                                                                                                                                                                                             |
| 9     | 90      |                                                                                                                                                                                                                                                                                                                                                                                                             |

|       |         |                                                                                                                                                                                                                                                                                                                                    |
|-------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10    | 100     | <ul style="list-style-type: none"> <li>• purposeful, meaningful and relevant to the curriculum</li> <li>• interesting, challenging and when appropriate open ended</li> <li>• assessed by teachers with feedback and support provided</li> <li>• balanced with a range of recreational, family and cultural activities.</li> </ul> |
| 11&12 | 120-180 |                                                                                                                                                                                                                                                                                                                                    |

## 5.10 Uniform and Dress Code

### Preschool - Grade 10 Uniform

- All Pre-school to Grade 12 students are required to wear the school uniform while attending BIS. The uniform can be purchased at Reception. Other non-school versions of the uniform are not permitted. It is important for students to respect themselves as well as the school that they represent.
  - Girls: Navy blue, knee length skort or shorts with a BIS polo shirt with logo.
  - Boys: Navy blue shorts with BIS polo shirt with logo.
- The BIS navy blue hat can be purchased and worn by any students at BIS. All Primary students are required to wear the BIS navy hat when outdoors. In the interests of unity and identity, please only wear the navy blue BIS wide brimmed hat.
- If students choose to wear a top over their uniform it **must** be the BIS hoodie which is available for purchase from Reception. **No other hoodie is acceptable.**
- Exceptions to this are special days such as School Spirit Days, Kartini Day, Indonesia Independence Day, House Colours Day, etc.
- Thursdays are Balinese Attire / Batik days throughout Bali, so students are required to wear the BIS batik shirt, also available for purchase from Reception.
- Students must wear closed-toe shoes or sandals with heel strap and two foot straps. Flip-flops or slip on sandals are not acceptable
- **ALL students should wear their House t-shirts on Friday.** These can be ordered from the School Reception
- Parents are asked to return all old school uniforms to the school rather than throw them away or give them away to non-community members. The school uniform serves as the students' identification and, therefore, we wish to ensure that they are not worn by non-students. Thank you for your help with this security procedure.

### PE Uniform/Kit

- Sneakers/trainers are required.
- Students are to change into PE uniforms at the PE changing rooms at the beginning of their PE lesson and must change back into their uniforms after their PE class. Preschool to Grade 2 students can wear their PE uniform all day on the days they have PE.
- PE clothes may be worn to/from school when PE is the first/last class of the school day respectively.
- **Swimwear:** one-piece plain dark coloured suit for girls and board shorts / trunks for boys, or the BIS swimwear.

### Representative Uniforms/Kit

- This applies to all BIS sports teams and any group that is representing BIS outside the school, for example, MUN, GIN and IISSAC.
- All students in representative sport teams must wear the BIS PE uniform when representing BIS in any sporting activities.
- Travelling BIS teams and groups must wear school batik shirts, which helps teachers identify

- them and improves safety.
- For curricular day trips students should wear school uniform unless the teacher in charge decides that the activity requires other clothing.

### 5.11 House System

All BIS students and staff are placed in one of four 'House Groups': *Saraswati* (Yellow), *Ganesha* (Red), *Baruna* (Blue), *Dewi Sri* (Green). Placements are made according to a number of criteria:

- all family members will be in the same house.
- any returning student remains in the house they were previously in.
- new students are appointed to house groups in order to balance numbers both within a year group and also school wide.

The House competition runs over the full school year with competition points earned by all students from PS - G12 in the major events: swimming, athletics, mini Olympics, and also in smaller events such as inter-house football, basketball, and volleyball. House points are also tallied for class competitions, positive behavior, StuCo events and Service collections.

The Champion House receives the House Competition Shield at the end of the year.

### 5.12 Assemblies

Primary Assemblies are held once every two weeks. These assemblies are led by the Junior Student Council and feature different grade levels. The parents of the featured class are encouraged to attend. During these assemblies, we celebrate student achievement, share news about previous and upcoming events, participate in workshop activities related to academic, social and emotional development of the students that supports the PYP curriculum.

Secondary assemblies occur at least once a term. They are student-led and aim to give students the opportunity to develop their public speaking and artistic skills and to demonstrate the learning and development students have achieved in a range of outside of regular class events.

Primary, Secondary and Whole-School assemblies are held as needed for the following purposes:

- To celebrate individual and group achievements.
- To highlight our 'special days'.
- To enable BIS to celebrate being located in Bali, the IB Learner Profile and to support how we develop our students as global citizens.
- To communicate significant, relevant school wide information in a consistent manner.

### 5.13 Secondary Student ID Cards

Secondary students may request an ID card at the start of the school year in the BIS reception. This is not required by the school but may be of use in the community. This ID may be used by Grade 11 and 12 students to leave campus at lunch time, provide parental permission has been granted, see clause 5.5

## 6. BEHAVIOUR AND COMMUNITY EXPECTATIONS

### 6.1 Primary standards of conduct

It is our hope that we can work together to maintain a positive, productive atmosphere at school. The following guidelines represent our expectations, which we trust parents will convey to their children.

The guidelines are applicable whether students are on campus (including the surrounding *gangs* and *warungs*) or on any school sponsored activity (e.g., field trips, sports events, cultural exchanges, etc.).

BIS expects every student:

- To come to school prepared to work, and complete classroom assignments to the best of his/her ability.
- To be attentive in class, and responsive to the directives of adults.
- To demonstrate respect for teachers, other members of staff, fellow students and themselves.
- To act with integrity and honesty, and take responsibility for their own actions and the consequences that accompany them.
- To refrain from physical violence (hitting, punching, kicking, biting) and using bad language.
- To respect school property and property belonging to others. School property or personal items should not be borrowed without permission, nor should they be hidden.
- To refrain from any form of bullying and harassing behaviour (intentional, repeated hurtful acts, words or other behaviour, such as name-calling, threatening, shunning and deliberate exclusion committed by one or more persons against others. Bullying may be physical, verbal, or emotional, and students should report incidents of bullying or harassment to an adult.
- To move about the school in a quiet, orderly and respectful manner.

We believe that the following practises contribute to the development of each student's responsibility for their own behaviour:

- The positive recognition of students who make good choices about their own behaviour.
- The use of positive interventions which reaffirm a belief in the student's ability to make the correct choice.
- The teamwork (advocacy, mentorship) which results from student, parent and staff cooperation and mutual support.
- An emphasis on respect, responsibility and the rights of every student.
- The clear, consistent explanation and implementation of rules and logical consequences.
- The emphasis on appropriate academic and behaviour programs for each student.
- The involvement of our school within the Bali Island School community.
- The use of positive and timely communication
- The use of counseling intervention as required.

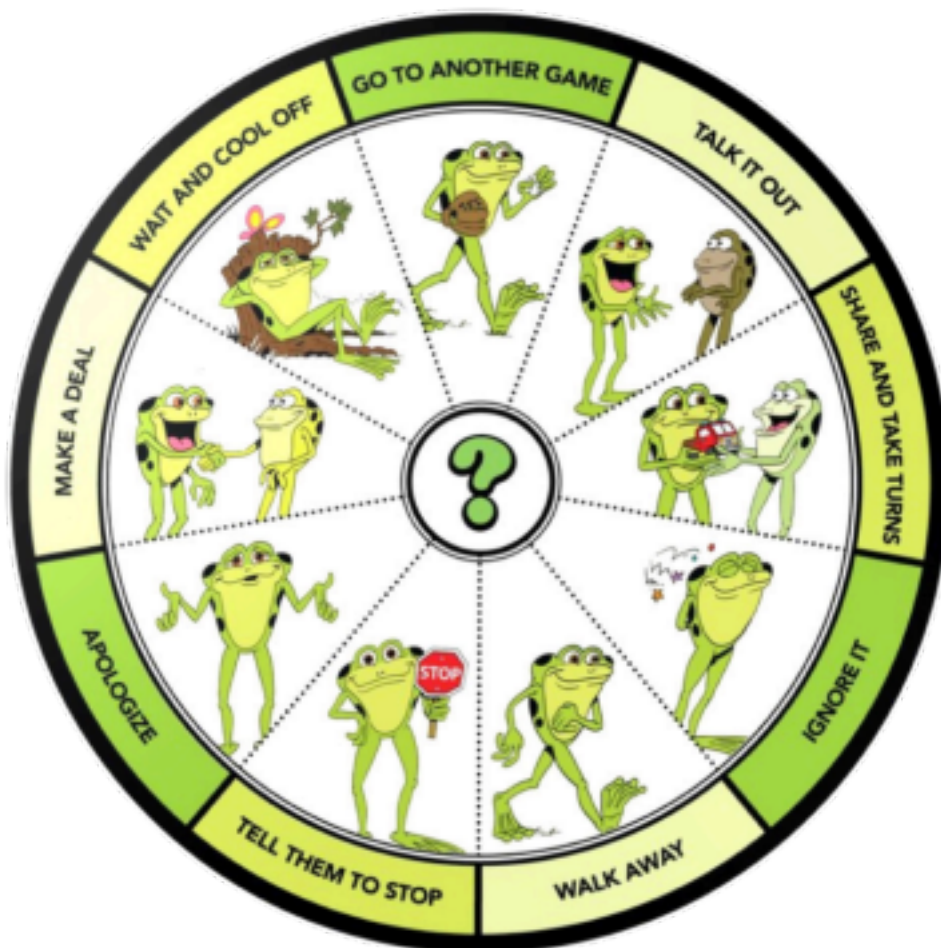
## **6.2 Primary Behaviour and Consequences**

### **Disciplinary Procedures**

#### **IT'S YOUR CHOICE!**

#### **DO YOU HAVE A SMALL PROBLEM?**

#### **TRY 2 OF KELSO'S CHOICES:**



## IF YOU HAVE A BIG PROBLEM, TELL AN ADULT YOU TRUST.

Our children are generally well behaved and for the most part accept responsibility for their behaviour and schoolwork. By reinforcing our Standards of Conduct, the attributes of the Learner Profile and conflict management skills taught through Kelso's Choices ([www.kelsoschoice.com](http://www.kelsoschoice.com)), we hope to make discipline proactive and preventative. However, when a classroom, school, eating area or playground rule is not followed, students need to realise that disciplinary action will be taken. The main objective of this action **is to be restorative**.

### Definition of Restorative:

A restorative approach entails focusing on repairing harm and rebuilding relationships rather than solely punishing the offender. It emphasizes accountability, making amends, and involves the person responsible for the harm reflecting on its impacts and participating in the healing process alongside all affected parties.

Disciplinary action may consist of one or more of the following consequences:

- Students may be spoken to by teachers.
- Students may be given a time out in order to reflect on inappropriate action and to allow a 'cooling off' period. On the playground this means being 'benched' for a portion of the break.
- Students may be asked to review their actions/choices in reflective writing.
- Students may be detained during break.
- Students may be placed on a behaviour contract.
- Students may be given relevant community service.
- Students' parents may be notified or invited to a conference.

- Students may be served an in-school suspension.
- Students who persist in violating rules may be sent to the Deputy Head of School.
- Students who are purposefully defying adult directions or who are involved in fighting will be sent to the Deputy Head of School, and may be sent home.
- Students may be asked to leave BIS in extreme circumstances where there have been multiple infractions and severe incidents. These are dealt with on a case by case basis.

### Examples of Behaviors for Each Level:

The following table has been created to help clarify for the BIS community examples of inappropriate behaviours and possible consequences. Each student's personal case is taken into account when creating a support plan for behaviour difficulties. This list is not exhaustive.

| Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Possible Consequences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 1 Behaviors :</b> <ul style="list-style-type: none"> <li>• Talking out of turn</li> <li>• Using electronic devices without permission</li> <li>• Interrupting classmates during discussions</li> <li>• Using unkind language towards peers</li> </ul>                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Verbal reminder positively stated</li> <li>• Time out</li> <li>• Redirection</li> <li>• Loss of privilege (e.g. recess time)</li> <li>• Reflection Journal</li> <li>• Behaviours are logged on Toddle</li> </ul>                                                                                                                                                                                                                                                                                                 |
| <b>Level 2 Behaviors :</b> <ul style="list-style-type: none"> <li>• Disrupting class activities</li> <li>• Being disrespectful towards peers or teachers</li> <li>• Not respecting the personal space and property of others</li> <li>• Not following essential agreements</li> <li>• Intentionally damaging school property</li> <li>• Repeatedly not completing tasks</li> <li>• Engaging in minor conflicts with peers</li> <li>• Inappropriate language</li> </ul>                                             | <ul style="list-style-type: none"> <li>• Time-out in another classroom</li> <li>• Meeting with teacher to discuss behavior using restorative conversations</li> <li>• Community service (e.g. helping clean up classroom)</li> <li>• Reflection Journal</li> <li>• Apology letters</li> <li>• Meeting with parents to set goals and provide support</li> <li>• Behaviour Contract</li> <li>• Behaviours are logged on Toddle</li> </ul>                                                                                                                   |
| <b>Level 3 Behaviors :</b> <ul style="list-style-type: none"> <li>• Physical aggression towards others</li> <li>• Peer on Peer harm or harassment (verbal, social, sexual, physical, cyber)</li> <li>• Harassment</li> <li>• Theft</li> <li>• Severe inappropriate language</li> <li>• Bringing weapons or dangerous items to school</li> <li>• Repeated defiance of authority</li> <li>• Repeated level 1/2 behaviours</li> <li>• Misuse of online platforms</li> <li>• Racial or homophobic behaviour</li> </ul> | <ul style="list-style-type: none"> <li>• Meeting with the DHoS/ and or/ Pedagogical Leadership Team</li> <li>• Parent/guardian meeting to discuss interventions, goals and support from home</li> <li>• Restorative circle with affected individuals</li> <li>• Meeting with school counselor to assess Needs</li> <li>• Reflection Journal</li> <li>• Apology letter</li> <li>• Loss of privilege</li> <li>• Behaviour Contract</li> <li>• In - school or external suspension</li> <li>• Behaviours are logged on Toddle</li> <li>• Expulsion</li> </ul> |

These examples can help clarify the types of behaviors that fall under each level and guide educators

in determining appropriate responses and consequences. We use a restorative approach to behaviour management to encourage students to understand the impact of their actions and to take responsibility within the school community.

### 6.3 Collective Responsibilities in Secondary

We believe that the development of positive student behaviour is a shared responsibility between students, staff and parents:

#### Students

Students have the responsibility to respect the rights and dignity of others and to become actively and productively involved in learning. Students are expected to follow the behaviour code.

Four Major Expectations For Students

1. Respect for themselves
2. Respect for others
3. Respect for their own and others' property
4. Responsible for work and behaviour

All students are responsible for being good neighbours and respectful citizens at all times in the vicinity of the school, while wearing the BIS school uniform or while representing the school.

#### Staff

Staff members are also responsible for establishing a positive school climate, which encourages and supports students in developing self-discipline and in growing as caring citizens. Staff are expected to model the behaviour code and implement the code fairly and consistently.

#### Parents

Parents also have a responsibility to ensure that their children are ready to learn and to help them grow academically and socially. Parents are expected to help their children follow the code and are encouraged to work with the school in promoting self-discipline in their children.

### 6.4 Secondary Behaviour and Consequences

Below is a list of inappropriate behaviours that have been identified. The list is not exhaustive: there are behaviours that are inappropriate but are not listed here (i.e. sitting on lockers). The list is meant to be a guide for determining both behaviour and consequences.

Categories: 1 = simple; 2 = concern; 3 = severe

#### Inappropriate Behaviour in the Classroom

| DESCRIPTION                                                        | CATEGORY |
|--------------------------------------------------------------------|----------|
| Uses mobile phone without permission                               | 1        |
| Listens to music without permission                                | 1        |
| Chews gum or sweets in class                                       | 1        |
| Fails to conform to dress code                                     | 1        |
| Inappropriate or disrespectful communication to educator/peer      | 1/2/3    |
| Consistently attends class without equipment, or with equipment in | 2        |

|                                                                          |     |
|--------------------------------------------------------------------------|-----|
| unusable condition                                                       |     |
| Consistently fails to submit work for assessment                         | 2   |
| Behaves so as to impede the learning process                             | 2   |
| Consistently fails to respect classroom or school fittings and equipment | 2   |
| Engages in physically aggressive behaviour towards educator/peer         | 2/3 |

### **Inappropriate Behaviour in the Common Areas within the School**

| <b>DESCRIPTION</b>                                                              | <b>CATEGORY</b> |
|---------------------------------------------------------------------------------|-----------------|
| Engages in inappropriate behaviour at school or on a school trip                | 2/3             |
| Directly defies an instruction given by an educator                             | 2/3             |
| Willfully plagiarizes/engages in academic misconduct                            | 2/3             |
| Fails to conform to Acceptable Use Agreement                                    | 2/3             |
| Engages in theft                                                                | 2/3             |
| Smoking or Vaping on campus or on a school trip                                 | 2/3             |
| Fails to respect local support staff                                            | 3               |
| Transports, possesses, peddles, consumes illegal/controlled substances          | 3               |
| Engages in physically aggressive behaviour                                      | 3               |
| Engages in sexual activity on school premises                                   | 3               |
| Fails to comply with BIS safety procedures/fire drills                          | 3               |
| Transports, possesses, uses a dangerous or illegal weapon(s) or replica(s)      | 3               |
| Engages in truancy, i.e. is absent from class without appropriate justification | 3               |
| Fails to conform to BIS sign-out procedures                                     | 3               |
| Abuses sports official/referee                                                  | 3               |
| Spreads malicious statements/rumors by mouth, paper, electronic means           | 3               |
| Commits or instigates intentional bodily harm                                   | 3               |
| Falsifies documentation regarding any BIS matters                               | 3               |
| Engages in discrimination in any form                                           | 3               |

## **Inappropriate Behaviour at School Events within the Community**

| <b>DESCRIPTION</b>                                                                                                                  | <b>CATEGORY</b> |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Fails to conform to expected behaviour standards for field trips/sports trips/cultural functions ex. Goes against explicit policies | 2               |
| Engages in sexual activity                                                                                                          | 3               |
| Smoking or vaping                                                                                                                   | 3               |
| Breaks Indonesian laws (e.g. rides a motorbike without a license or helmet)                                                         | 3               |
| Transports, possesses, peddles, consumes illegal/controlled substances                                                              | 3               |
| Transports, possesses, uses a dangerous or illegal weapon(s) or replica(s)                                                          | 3               |

Consistent offenses at any level (1, 2, or 3) will automatically move the level of concern up to the next appropriate level. Students are expected to “own” their behaviour. Part of ownership is acknowledging mistakes and making an effort not to repeat inappropriate behaviours.

### **Consequences**

Consequences will be determined on a case-by-case basis. BIS works to provide logical consequences for the student’s choice. However, the following list provides a guide as to the severity of the consequences for each level of concern.

In all Level 2 and 3 cases, BIS will implement a planned approach in which parents/guardians, teachers (as required), counselor, administrators and other support agencies (as required) support the social and emotional development of the child involved to learn and grow from the incident. Level 2 or 3 infractions will be recorded on Toddle for parents, and record-keeping

#### **Level 1:**

- Verbal warning by teacher
- Stay in at break
- Confiscate offending object (e.g. mobile phone) if it is not being used for learning purposes
- Pastoral follow up by teacher (i.e. BIS’ core values, reflective conversations)

#### **Level 2:**

- Letter of apology/essay
- Lunch or after-school detention
- Suspension of privileges
- Individual daily report card
- Temporary exclusion from class (longer in cases of dangerous behaviour)
- Pastoral follow up by Advisory teacher and/or counselor (i.e. BIS’ core values, reflective conversations, alternative strategies to be tried)

#### **Level 3:**

- Formal letters of explanation/apology
- Mandated Counseling
- Family Conference

- Suspension from activities/teams
- Internal/External suspension
- Contract
- Expulsion

### **Teacher Guidelines for Application of Consequences**

In all situations the principles of pastoral care and supporting students' learning shall be applied. Teachers employ the following guidelines to fairly apply the appropriate consequences as described above:

1. No form of corporal punishment is allowed.
2. Students must always know why they are being corrected.
3. Low attainment should entail consequences only when this results from inadequate effort. 44
4. Students may not be excluded from a lesson without adequate supervision of the exclusion. Exclusion from a lesson should be of a short duration unless circumstances exist that suggest that returning the student to the room would be hazardous to the student/class.
5. A rule of three offenses of the same nature, reported to the homeroom teacher, within a realistic time span constitutes cause for concern / consistent offense.
6. Students should not be made to feel ridiculed in front of their peers.
7. Teachers speak with respect to students at all times, and expect the same consideration in return.
8. Teachers may only apply consequences on the basis of confirmed evidence.
9. Teachers should use discretion and humanity in deciding upon whether to apply consequences.
10. Teachers may require students to write letters, or draw pictures, of apology.
11. Defiance is not tolerated. Students with a grievance may, however, approach the teacher concerned, the class/homeroom teacher, the Deputy Head of School or Head of School to discuss the application of consequences.

### **6.5 Community**

BIS has roots in the culture of Indonesia and specifically Bali. This is mirrored by the composition of employees and the ratio of students belonging to Indonesian families. The reasons for maintaining the place of BIS within Indonesian culture are:

- Understanding and building respect for Indonesia not only as the host culture country, but also as the source of the history and cultural characteristics of the school.
- Providing opportunities for students to understand the social needs of the country and reflect on their contribution and their responsibilities in such a community.
- Creating opportunities for awareness and understanding of the diversity, influences and complexities of modern day Indonesia with growing multicultural communities.

## **7. ACADEMICS**

The BIS instructional goals and objectives are derived from the BIS Mission and Vision Statements. BIS strives to build on the intercultural nature of the school and develop international-mindedness amongst the students through opportunities within the curriculum and school life.

Bali Island School is also authorised by the IBO for the IB Primary Years Programme (Preschool to Grade 5), IB Middle Years Programme (Grades 6-10) and IB Diploma Programme (Grades 11-12)

The IB philosophy and programmes align with the BIS philosophy, core beliefs, mission and vision statements. The programme provides a worldwide reputable education for all BIS students which

assists our students when they relocate or when they are planning their future further education in universities around the world.

## 7.1 Academic Freedom

Teaching through inquiry is considered essential in modern educational practice and is, therefore, promoted school-wide. Teachers are expected to consider the maturity level of the students in their care when introducing controversial matters, and to be sensitive to the variety of cultural traditions within the class.

The school administration holds the right to intervene when there is teaching evidence of:

- The question of academic freedom extends beyond accepted norms of good taste and behaviour.
- A lack of sensitivity to the diverse cultural mix within the group being instructed.
- A violation of the laws or regulations of our host country.

Parents may exercise the right to request their child be withdrawn from a school activity that may be considered controversial and counter to the family's beliefs. This may only be exercised after discussion with the teacher and the Deputy Head of School and must be requested in writing.

## 7.2 Academic Honesty

### IB Academic Misconduct Definitions

- **Academic Misconduct** - is a behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components.
- **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion** is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
- Examples of **misconduct during an IB examination** include: taking unauthorized material into an examination (whether the student uses it or not), behaviour that disrupts the examination or may distract other students and communicating with another student during the examination.
- **Duplication of work** is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements (Academic honesty in the Diploma Programme, 2014).

In accordance with the IB requirements, BIS has developed an Academic Integrity Policy which is accessible to students and parents. Teachers are expected to model and explicitly teach appropriate behaviours demonstrating academic integrity at all grade levels. Students are taught from Primary school to cite the sources of their information, and as they progress through the school the detail of academic honesty requirements increases. The school has chosen to use the Modern Language Association (MLA) method of referencing academic work. The Academic Honesty Policy is available on the school website under forms and documents.

### 7.3 The IB Curriculum ([www.ibo.org](http://www.ibo.org))

Specific Programme information concerning curriculum is published in our BIS IB Programmes Handbook.

- The Primary School implements the International Baccalaureate (IB) Primary Years Programme (PYP) curriculum framework.
- The IB Middle Years Programme (MYP) curriculum framework is implemented from Grades 6-10 (MYP-1 to MYP-5)
- The IB Diploma Programme (DP) or the BIS Diploma is followed by Grades 11 and 12.

### Pathways to Graduation

- BIS offers **three** pathways to graduation through Grades 11 and 12: full IB Diploma, IB Courses and/or BIS Courses. The DP Coordinator is available to explain these in more detail. Parents and students are fully involved in this selection process and are required to sign the student's selection forms.
- If a student chooses to not take the full IBDP they may take IB Courses, i.e. some IB exams and some BIS exams. Students may take all BIS final assessments and no IB exams.
- For the IB Diploma, BIS offers a wide range of subjects in six subject groups.
- The selection of DP courses is a comprehensive process which takes place throughout Grade 10, and includes career and university advice, and a Careers Investigation Week. Students are guided by the Counselor, DP Coordinator and subject teachers so that they can make informed choices that fit their interests, abilities and university plans.
- For more information on how the IB Diploma is recognised in different countries please refer to the following website: <http://www.ibo.org/recognition>

### 7.4 Assessment and Reporting

The following is taken from the BIS Assessment Policy

#### BIS Assessment Philosophy

BIS is an authorised International Baccalaureate (IB) World School and the school's assessment philosophy aligns with that of the IB. Assessment at BIS:

- is integral to the learning process
- is designed by teachers to incorporate a variety of methods which are relevant and engaging to students
- is geared toward appraisal of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world
- is criterion-related using the guidelines set down by the IB in the MYP & DP
- uses tasks set in real-life contexts to promote deep understanding of learning
- is aligned with subject-group objectives
- involves gathering information from a variety of perspectives, using a range of strategies
- provides evidence of student understanding through authentic performance (not simply the recall of factual knowledge).

## Reports and Conferences

### BIS Reporting

|                   | Term       | PYP                                            | MYP                                                                                     | DP                                                                                                                                       |
|-------------------|------------|------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Semester 1</b> | 1 October  | Three-way Conference & Progress Summary Report | Three-way Conferences Progress report - with teacher comments, no grades                | Three-way Conferences Progress report - with teacher comments and grades                                                                 |
|                   | 2 December | Semester 1 Report                              | Semester 1 Report - Semester criterion achievement levels and final grades, no comments | Semester 1 Report Final grades, no comments                                                                                              |
| <b>Semester 2</b> | 3 March    | Student Led Conferences                        | Progress report - with teacher comments and grades Three-way Conferences                | G11 Term 3 Report (grades and comments)<br>G12 Mock Exam Report (grades, student reflections and teacher comments) Three-way Conferences |
|                   | 4 June     | Semester 2 Report                              | Semester 2 Report Criterion achievement levels and final grades, no comments            | May - G12 End of year - predicted grade only<br>G11 Semester 2 report - final grades, no comments                                        |

Progress Reports will be provided for PYP & MYP students who arrive late in the year or leave early in the year. This applies if a student arrives after or leaves before November 1st or May 1st.

### Promotion

We believe that every child has the capacity to learn and grow, however, they need to be socially, emotionally and academically ready to study at the next grade level. Any recommendations for retention in the same grade will be made in consultation with parents, and always with the undertaking that the needs of the child are our priority.

EAL students should reach an English language level (WIDA 5.2) that allows them to access the curriculum by the end of Grade 9 to be promoted to Grade 10, in order for students to be able to successfully access IB Diploma courses.

### Graduation

#### BIS HS Diploma

If a student fulfills the following requirements, he/she will be awarded a BIS Diploma. Over the four years of Grade 9-12 students must:

- Achieve a minimum Year-end grade of 3\* or higher in:
  - English (Language and Literature or Language Acquisition)
  - A second language (Language and Literature or Language Acquisition)

- Individuals and Societies
- Science
- Mathematics
- Arts (G9-12) or in Grade 11/12 an additional Science or Individuals and Societies subject

Over four semesters in Grade 9-10 students must:

- Achieve a Year end grade of 3\* or higher in:
  - Physical and health education

Additional requirements:

- Meet Service as Action (G9&10) and CAS requirements (G11&12)
- Obtain a minimum IB grade of 3\* in the Personal Project in Grade 10
- Meet the school attendance requirements

### BIS Diploma Grade Calculation

1. Grade 11 and 12 BIS Diploma grades are determined with a combination, classwork, IB Internal Assessment, Examinations, mock or Final. Grades predicted to the IB will be used for full IB Certificate courses with the IBO responsible for final grade calculation
2. BIS Diploma students are not required to complete Theory of Knowledge or the Extended Essay, although they may opt to take one or both of these courses.

The Head of School reserves the right to amend graduation requirements for special circumstances (students with documented learning needs, transfer students, students experiencing major health problems).

## **7.5 Academic Support and Tutors**

- Secondary teachers are available to assist students with academic support. Due to the fact that teachers have other after-school commitments it is expected that students make appointment times with the teacher they wish to see. BIS teachers cannot provide fee-paying tutorial services outside of school hours for BIS students without the approval of the Head of School and in no circumstances this kind of support should be offered to students they teach.
- We believe that with regular attendance at school, a consistent and persistent effort as well as positive approaches to learning, students will achieve academic success. It is not the policy of the school to recommend tutors, except in special circumstances.

## **7.6 Special Requirements For Students Registered with an Indonesian Passport Primary**

In Preschool, all students will participate in Indonesian lessons with a focus on play based learning of Bahasa Indonesia for all students including stories, songs and games.

In Kindergarten - Grade 5, all students will study Bahasa Indonesia at their appropriate level of language acquisition. Two classes are offered for Grades 1 - 5 with differentiation in each class based on their demonstrated level of acquisition through internal assessments of reading, writing, speaking and listening.

### **Secondary**

#### Indonesian Language

In the MYP, all Indonesian students will study Bahasa Indonesia at their appropriate level of language acquisition. In MYP there are six phases of Language Acquisition and students are placed into differentiated classes based on their demonstrated level of acquisition. In each grade level, there are three levels of language proficiency, namely emergent level (phase 1-2), capable level (phase 3-4), and

proficient level (phase 5-6). Students may also study Language and Literature in Indonesian if they have surpassed the six phases of Language Acquisition.

In the DP, Indonesian may be taken as an Ab Initio, Language A or Language B option. Students who choose to take Indonesian Language A will be in line to qualify for a Bilingual IB Diploma. A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature. Students who gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an Individuals and Societies or Science subject, completed in a different language, will also receive the bilingual diploma.

#### Primary & Secondary Indonesian Civics / PPKn.

All Indonesian passport holders will take Civics/Pendidikan Pancasila classes during scheduled times.

#### Primary & Secondary Religion

All Indonesian passport holders are required to attend Religion classes.

## 8. SCHOOL ACTIVITIES

### Philosophy

The Bali Island School Physical Education and Sports programme promotes the physical, intellectual, emotional and social development of every student from PS to Grade 12 by supporting their development in a healthy and active lifestyle that involves being a lifelong learner and participator in sport and recreation.

### 8.1 Co-Curricular Activities (CCAs)

BIS offers a broad range of CCAs that change every term depending on the interests of students. CCA's include activities such as Math Competition Club, Yearbook Club, Hydroponics, Cookery, Art, Games Club, Wall Climbing, Badminton, Modern Dance, Swimming, Softball, Touch Rugby, Football Club, Athletics Club, Volleyball, Basketball, Tennis etc. The final activity lists are emailed to students and parents prior to commencement each term.

Primary parents and students and Secondary students request activities through a sign-up sheet sent out at the end of each term.

- All school activities begin in the second week of term and finish the penultimate week of term. No activities run after school during the first and last week of each term without permission from the Head of School.
- Most activities offered by BIS staff are free of payment/fees. Some may require small fees to cover the costs of additional material(s)
- Activities offered by outside providers (eg BIS Music Academy) will incur a charge payable directly to the supplier. All arrangements for payment and lessons go through the provider or their designated school sponsor. Unless prior approval has been received, all outside provider activities start from 4:00 p.m. Monday, Wednesday and Thursdays. On Tuesdays and Fridays outside providers can commence their activities from 1500.
- If you have further questions about the Co-Curricular Activities programme at BIS, please contact our CCA coordinator via the reception desk

### 8.2 Bali Schools Sports Association (BSSA)

- **Mission Statement:** 'The purpose of BSSA is to promote sport throughout the island by participation in friendly competition' (BSSA Handbook).
- **BIS Philosophy:** BSSA provides student athletes the opportunity to participate in inter school sports developing teamwork, strategies, sportsmanship and physical ability. 'A' teams have a focus on winning meaning there will be 'starting' players and 'subs' and playing time according

to the needs of the team. 'B' teams have a focus on the development of all players by sharing playing time. All players will get a minimum of 25% play time. The youngest age group of all team sports in BSSA are focused on participation and the development of sporting character over winning with no scores kept and no finals.

- **Participation:** Any student who wishes to participate in BSSA sports can do so. Ages start at 6yrs for football, 9 yrs for basketball, volleyball, swimming, Cross Country and Athletics.
- **Games** are on Wednesdays from 1500
- **Training** is during a designated lunchtime
- **Selection** in A/B teams is based on ability and experience as judged by the coach. ● Each season is approximately 6 weeks long.
- **Coaching staff:** teachers will be responsible for each age group but student coaches are encouraged to get involved.
- **Uniforms:** Players will represent BIS in the school PE uniform wearing appropriate sports footwear.

### 8.3 Indonesian International Small School Activity Conference (IISAC) and Senior Sports

- **Mission Statement:** To promote interaction between international schools in Indonesia through friendly competition and other character building activities. (IISAC Handbook)
- **BIS Philosophy:** The purpose of IISAC and Senior 'A' level sports is to engage in competitive sports performing to the highest level with the goal to win. This will allow student athletes to develop strategies, poise, mental toughness, character, physical ability, sense of teamwork and fairness, and capacity for self-sacrifice for the common goals of the team.
- **Sports:** Football, Volleyball, Basketball, Swimming, Athletics
- **Seasons:** due to the nature of small schools and the crossover of senior student athletes each sport has a 'season' defined by the major competitions in the school year as below:
  - Football - August 4th through to October 25th (11 weeks)
  - Volleyball - October 26th to December 10th (7 weeks)
  - Basketball - January 12th to March 10th (10 weeks)
  - Swimming - March 22th to April 29th (5 weeks)
  - Athletics - April 30th to June 4th (6 weeks)
- **Training** for each sport in season are Mondays and Thursdays and are compulsory to warrant inclusion in the selection process. Morning practices may be included.
- Tryouts may be held and squad numbers limited. Players will be required to sign a contract of commitment to the season including the cost of the tournament.
- **Selection Criteria:** The best athletes for each sport/event will represent the school. For football/volleyball/basketball this may be based on positional play and/or value to the team. For swimming/athletics/cross country it is based on time trials. BSSA Swimming and Athletics use the school competitions as the time trials.
- **Friendly Competition:** Aside from the scheduled BSSA/IISAC competition dates, coaches are encouraged to collaborate with other schools to develop other competition experiences/practice games.
- **Invitational Events:** BIS students may get involved in invitational competition either through the BIS coaching staff, or as individual athletes under parent supervision. Selection for Invitational events will be according to the rules of that competition and adherence to squad requirements. Participation in out of season invitational events should not impact a students availability for the in season sport (unless sponsored).
- **Uniforms:** Students and coaches may elect to design and purchase sports uniforms specific to their sport. The uniforms will be in the school colours and of a design that meets the approval

of school admin. The full cost is to be borne by the players.

- **Coaching Staff:** Teachers are selected as coaches based on previous performance/experience in a coaching role and availability to meet the coaching hours required and the time away for competition. Coaching staff will wear the BIS Coaching Staff polo shirt as part of a professional outfit.

## 8.4 BIS Music Academy

Students are given the opportunity to learn a number of instruments in the Instrumental Music Program. We presently have teachers providing lessons on drums, acoustic, electric and bass guitar, flute, clarinet, saxophone, violin, cello, piano, keyboard, trumpet, trombone and voice. Instrumental tuition is available to our students as follows:

- The cost per half-hour individual lesson will be announced in advance at the beginning of the term by the school and publicised through the BIS eNews. Accounts for each term are sent home and are to be paid at the office prior to the first lesson. Lessons cannot commence until the term fees have been paid and documentation completed by the parents.
- The school offers certain instruments for hire. The fee for hiring an instrument from the school is Rp 200.000 per term, which includes maintenance of the instrument. All instruments must be returned at the end of the academic year. Students may keep their instruments over the holidays for practice, with prior approval. Also students will be responsible to pay for any damage to the instrument.

### Associated Board of the Royal Schools of Music examinations

Each year students may sit graded exams with the ABRSM. Bali Island School is an official exam centre with the ABRSM, which is the world's leading examining body for music. They provide an internationally recognized system of exams and assessments to encourage and motivate students at all levels through the provision of goals and measurement of progress.

## 8.5 Service

We emphasise the reciprocal value of service. In the MYP each grade will complete at least one Service as Action unit within the curriculum each year. In the DP students must engage in Creativity, Activity and Service (CAS).

We encourage students to be involved in activities to help the community to take action on global issues in our local context. Our goal is that all BIS students and teachers will develop an intrinsic commitment of service to others.

## 8.6 Education Outside the Classroom (EOTC) and Field Trips

Learning does not only occur in the classroom and EOTC experiences can be used to connect to the curriculum. All students learn in different ways and connecting academics to authentic experiences and other activities outside the classroom walls deepens understanding. In addition it will enable students to learn more about our host country, Indonesia, and its culture/history as well as develop stronger relationships within their grade group and with their teachers. It is an important component of the student academics at BIS.

- The EOTC week for Grades 4-12 is held towards the beginning of Term 1 and it ranges from 2 days and 1 night away for Grade 4, 3 days and 2 nights away for Grade 5 and 4 days and 3 nights for Grades 6 - 10. Students prepare in advance, and following the trips they are encouraged to reflect on their experiences and present them to the school.
- Field trips occur for a shorter time period and range from one lesson to the whole day, and connect the academic curriculum with an authentic context.

- Parental permission is required for participation for all school trips. All trip arrangements (including all risk assessments) and schedule will be approved by the Head of School and Deputy Head of School in advance.
- On all school sponsored trips involving students, provision will be made for appropriate supervision by school personnel. When there is a mix of male and female students, there will be supervising BIS staff of both sexes as chaperones. Aquatic and other activities that may present a danger to students will require a higher level of supervision with regard to student and chaperone ratios as well as specialist skills.
- Seat belts are required for all transportation.
- **In the spirit of enhancing students' social skills and disengaging from screentime, mobile phones/ipads/tablets are strictly prohibited during the EOTC camps.** Students may contact parents via the mobile phone of chaperones in the case of an emergency or other need. Students wishing to take photos are requested to bring a 'normal' camera, **NOT** a mobile phone. Parental support in this regard is highly appreciated. **The school reserves the right to send a student home who is found in possession of a mobile phone, at parents' expense.**

### 8.7 BIS Representative Teams/Groups and Student Leadership (STUCO)

- BIS sends representative teams or groups to various competitions/events; sporting, cultural (MUN) or academic.
- Students must be in '*good academic standing*' before they are able to represent BIS. Good academic standing is defined as at least meeting expectations for every subject, and being up to date with learning, including homework and projects.
- In order to support student leadership both the Primary and Secondary Schools offer their own Student Council. They are responsible for initiatives to improve the quality of school life and spirit.

## 9. STUDENT SUPPORT SERVICES

The Student Support Team (SST) is led by the Head of Student Support Services (HoSSS) and covers both primary and secondary departments.

The SST is composed of:

- Well-being Counsellor
- Learning Support staff
- EAL Support staff
- College Counselor
- Supported by the Deputy Head of School and Programme Coordinators where and when necessary

## 10. STUDENT HEALTH

### 10.1 Medical Care at BIS

A registered nurse, or nurses, are stationed in the clinic, situated next to the covered court area, from 0730 - 1600. Our nurse(s) provide first aid treatment and is/are prepared to assist with emergency cases. Our nurse(s) can also offer referral services to local physicians and hospitals for students requiring additional care.

Students who are required to take medication during the school day must do so in the clinic under the nurse's supervision. Parents must provide the clinic with a signed permission slip allowing the student to take medicine at school. It must include the student's name, grade and teacher, name of

medication, duration, dosage, time and known side effects. Medication that requires a doctor to administer will not be given at the clinic.

**The clinic offers the following services:**

- Provide initial treatment for all injured or ill students and staff, referring cases on to other facilities should further treatment be required.
- Contribute to the control of communicable disease through immunization record keeping, potable water testing, advice to the school community through information updates in the Newsletter.
- Oversee the administration of medicines for students requiring daily medications.
- Update all BIS health forms and maintain records.
- Alert BIS staff to students who have a medical emergency condition and ensure that all staff know what they are required to do in an emergency.
- Prepare first aid supplies for field trips, school events and EOTC.
- Be available to be a health teaching resource for teachers.
- Other health or medical related duties that may be needed by BIS students or staff.

**10.2 Parents' Responsibilities**

Parents are responsible for providing the medical data of their children that is accurate and complete. Please inform our school nurse(s) immediately if your child has any changes in their medical profile such as an allergy, asthma, or medical condition that requires medical supervision or assistance.

Please do not send your sick child to school. Keep him/her at home, monitor him/her and please email the appropriate Division Office and the Homeroom teacher.

**Student Health Form**

The Student Health Form is to be submitted at the time of student enrollment. The School Nurse(s) manage a student's care based on information reported on the Student Health Form. Parents should make sure their house phone number, mobile phone number and emergency contact details are updated, so we are able to reach you in case of an emergency.

**Immunization Records**

Parents are responsible for submitting a copy of the immunization records (translated into English). All BIS community members are expected to follow WHO recommendations. Please send your child's vaccination updates to the clinic.

**Communicable Diseases**

- To keep classrooms a safe and healthy place for your child to learn, the clinic would appreciate parental cooperation in dealing with possible contagious illnesses. Please report to the clinic if your child has been exposed to a contagious illness (Chicken Pox, Typhoid, Scarlet Fever, etc.).
- If there is a contagious illness in your child's class, the school nurse(s) will contact the Head of School and a letter will be sent out to the class, grade, or school depending on the nature of the illness.

**Head Lice**

- Head Lice is a common occurrence in most schools. Parents are encouraged to routinely check

their child's hair for head lice or nits. Please inform the clinic if your child has head lice. A student must be treated with lice shampoo and must have all nits removed from the hair, before returning to school.

- Please have the School Nurse(s) examine your child's hair before returning to the classroom.
- The school nurse(s) will provide head lice screening to grades PS – Grade 6 every term. Parents will be notified if there is any follow up to be done after the screening.

### **Returning your Child after Illness**

- Please report any infectious conditions to the clinic.
- Students with infectious conditions should return with a doctor's note stating they are no longer contagious, or stating which special precautions must be taken. They must report to the school nurse(s).

### **Food Allergies**

- If your child has an allergy or health condition which limits his/her exposure to some foods, please ensure that your child's teacher, the nurse and the respective Administrator is made aware of the condition.
- The school has no policy of restricting foods on the campus. However, when there are cases of students who may have extreme allergic reactions, other parents in the class will be asked to be aware and help take precautions against accidental exposure.

### **10.3 School Accidents or Injuries**

The nurse(s) will attend to any student who sustains an injury or who is involved in an accident at school. If outside medical assistance is needed, the Deputy Head of School and the school nurse(s) will contact the parents and attend to the student until the parent or guardian arrives. In the event of a life threatening situation, the school has an arrangement with the international clinics (SOS or BMC) or nearest hospital for emergency treatment. If parents do not wish the school to use either of these services, the school must be notified in writing of the parent's preferred medical clinic.

### **Reporting Protocol**

- In case of an injury the school nurse(s) will assess the situation and if necessary the nurse(s) will contact the parents or guardians to communicate decisions about medical care.
- In the event of an accident or serious situation, the Head of School or Deputy Head of School and Counselor are called immediately to contact parents or family (with the nurse and injured student on hand) and coordinate decisions about medical care.
- The Head of School or Deputy Head of School and the nurse transport the injured party to the hospital in a school vehicle, personal car, or ambulance.
- The Head of School or Deputy Head of School supervises the medical care to ensure that it is the best possible; especially if parents are not medically informed or knowledgeable or comfortable in the language.

### **10.4 Healthy Eating**

At BIS we understand the importance of healthy eating. Students who eat nutritiously balanced meals learn better and feel better. With this in mind, we strongly encourage our students to eat healthy snacks and lunches at school, whether these are purchased from one of our food providers or brought to school from home. Please note that sweets/candies should not be brought to school.

## **Birthday and Class Parties**

In Primary School, parents sometimes wish to celebrate their child's birthday at school by bringing in treats for their child's class. We encourage parents to consider our school's commitment to healthy eating when doing so. During such celebrations, please refrain from bringing 'goodie bags' or other such items to be distributed to the students. Whenever possible, please be sensitive to the possibility that other children might have allergies or dietary restrictions which could preclude them from taking part.

In the Secondary School, all classroom parties must be approved by the Head of School in advance.

## **11. FACILITIES**

### **11.1 Facilities in General**

- All BIS facilities and equipment exist for the primary purpose of serving the academic needs of BIS students.
- Applications to hire school facilities must be renewed annually and include photo ID to accompany the agreement. All usage must be congruent with the BIS Mission, Vision and Core Values. The school reserves the right to terminate the User Agreement at any time. If the school perceives any health or safety risks the activity will be terminated. The school requires all users to sign a disclaimer stating that the person will not hold BIS liable for any loss or injury. Applications are available from BIS Reception, and any queries are to be directed to the Athletics Coordinator.
- Community Access to Sports Facilities: Members of the BIS Community are able to access the schools facilities before and after school and at the weekends. These facilities are only for use for BIS community members. Parents should wear their school ID, and sign in and sign out at Security. Students must be accompanied by a responsible adult (not a driver or Nannie)

### **11.2 School Library**

- The BIS Library provides a welcoming learning environment that supports the school's curriculum and encourages recreational reading as a lifelong habit.
- We have two qualified Librarians and a Library Assistant who provide library services from 0730 to 1600 each day (1530 on Friday). Our library has over 40,000 books in its database and uses the Destiny OPAC system. The library also subscribes to 4 academic digital databases and acquires over 40 new books per academic year. Additionally the library possesses audio CDs/books, large print books, DVDs and other multimedia/digital content.
- The BIS Library has an annex/upstairs classroom where library literacy classes take place, students can use it as a collaborative/study space, teachers can use it as an additional teaching space, and more. The library also has a quiet study room that is to be used for quiet academic pursuits.
- Students may come to the library at lunchtime and during their break times for research and study. Primary students using the library after school must be accompanied by a parent. Secondary students must have an academic mission/reason for being in the library after school. Phone use is not allowed. Any computer use must be visible to supervising teachers and school-related. Parents are also encouraged to open library accounts and check out materials.
- Each PYP class attends weekly library information literacy skills lessons/classes at which time they will also check out books. MYP and DP classes schedule lessons on information literacy as needed and in collaboration with the librarian.

- The library has a number of mother tongue books to support all languages within the school including Bahasa, Japanese, Korean, French, Spanish and German.
- **Additional information and details can be found on the [BIS Library Policies & Procedures Handbook](#) as well as the [Bali Island School Library Resources website](#).**

## Secondary Awards



### BIS Awards

#### High Quality Learning at Bali Island School

At Bali Island School, high-quality learning is recognised as:

“a lifelong cognitive process where knowledge is constructed, questioned, and applied to real-world situations and transferred across disciplines and experiences whilst developing skills and attitudes for success.”

The Secondary Awards relate to the above definition of High Quality Learning and to the IBO's Middle Years and Diploma Programme requirements. Students who have attended BIS for the full academic year (4 out of 4 terms) and have met the attendance guidelines are eligible for the awards listed below.

#### Academic Achievement Awards

**Academic Honors:** Average of 5.50 or better with no 1s, 2s, 3s or a D in TOK and no N/A. **Academic Excellence:** Average of 6.00 or better with no 1s, 2s, 3s or a D in TOK and no N/A.

A second offense of academic dishonesty disqualifies a student for Academic Achievement Awards.

#### Subject Awards

**Academic Achievement in a Discipline:** This award is presented to the student who has excelled in the discipline throughout the year and has earned strong results.

**Academic Improvement in a Discipline:** This award is presented to the student who has demonstrated improvement throughout the year in an academic discipline.

#### Approaches to Learning Improvement Award

This award is presented to the students in each grade level who have shown the most development of an ATL skill in the five ATL skill categories: Communication, Social, Thinking, Research, Self-Management over the course of the year. Teachers in each grade level will make this decision using assessment data and observations of the student throughout the year.

#### Learner Profile Award

The Learner Profile Award is presented to the students in each grade level who have best demonstrated an IB Learner Profile attribute over the course of the academic year. Teachers, coaches and advisors in each grade level will make this decision using observations of the student throughout the year.

- Academic performance in terms of showing creative and critical **thinking** and being

**knowledgeable, reflective, a communicator and an inquirer**

- Extra-curricular involvement in aspects such as sports, the arts, and Service as Action/CAS to show they are **balanced** and a **risk taker**
- General attitude and respect for others showing they are **principled, open-minded, and caring**.

#### **MYP Service as Action Award (Grade 6-10)**

These students better themselves through pursuits in the strands of Service and Action, enhancing their community by being leaders, makers of positive change, practising empathy and thinking globally while acting locally. The MYP Service as Action award is presented to the students in each grade level who have best demonstrated exemplary completion of Service as Action fully completing the following components at a high standard.

- Challenging goal aligned with Learning Outcome/s
- Documented progress and reflections
- Final reflection directly addressing Learning Outcome/s

These awards will be decided by the SA/CAS Coordinator, Programme Coordinator, and Administrator.

#### **Creativity, Activity, and Service Award (Grade 11-12)**

These students better themselves through pursuits in the strands of Creativity, Activity, and Service (CAS), enhancing their community by being leaders, makers of positive change, practising empathy and thinking globally while acting locally. The CAS award is presented to the students in each grade level who have best demonstrated exemplary completion of CAS by fully completing the following components at a high standard.

- Experiences and projects requirements are met and exceeded
- Reflection and balance requirements are met and exceeded

#### **EARCOS Global Citizenship Award**

This Award is presented to one Grade 11 student who exemplifies the following criteria:

- S/he understands the interdependence and interconnections of both human and ecological issues.
- S/he demonstrates strong collaborative, problem solving, listening, and consensus-building skills.
- S/he strives to be well informed on global issues.
- S/he consistently demonstrates a sense of intrinsic voluntarism.
- S/he exhibits extraordinary leadership skills.
- S/he is committed to being an active participant in the coming year's leadership responsibilities.
- S/he is in "good academic standing".
- S/he is conversant in at least two languages.
- S/he has a balanced profile in C.A.S (Creativity, Activity, Service)
- Student's ManageBac portfolio shows excellent reflective practice

#### **Athletic Scholar Award**

This award is given in recognition of a student athlete who has participated in a minimum of two varsity seasons, has demonstrated outstanding commitment and effort in the sports in which they have participated, while maintaining a 5.75 average demonstrating a commitment to school and

athletics.

**Sportsman/Sportswoman of the Year**

The Sportsman/Sportswoman of the Year goes to the student who not only participates in a wide variety of sporting activities and is extremely successful in all of them; but most importantly demonstrates everything we look for in a top athlete at BIS. In particular, they are balanced individuals who are devoted to improving themselves and/or supporting their team; and they respect their opponents on and off the field.

**Valedictorian**

The Valedictorian is recognized for having the highest academic achievement in the Senior Class. This individual speaks at the Graduation Ceremony.

**Senior Class Representative**

The Senior Class Representative is chosen by his/her classmates as an individual who best represents the IB Learner Profile attributes. This individual speaks at the Senior Farewell Assembly.

## **Appendix 1.**

# **Bali Island School Code of Conduct**

Bali Island School is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, volunteers and students who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity. The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of BIS can inspire and motivate those with whom they interact, or can cause great harm if inappropriate.

- We must, at all times, be aware of the responsibilities that accompany our work.
- We should be aware of our own and other persons' vulnerability, especially when working alone with children and youth, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions.
- We must avoid any covert or overt sexual behaviours with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses.
- We are to provide safe environments for children and youth at all BIS facilities.
- We must show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration.
- BIS personnel and volunteers are prohibited at all times from physically disciplining a child. Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate, and never in private.
- One-on-one meetings with a child or young person must be held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting.
- We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse or neglect must be reported to the appropriate school and civil authorities as described in the Child Protection Policy of the school.
- Faculty, staff, employees, and volunteers should refrain from the illegal possession and/or illegal use of drugs and/or alcohol at all times, and from the use of tobacco products, alcohol and/or drugs when working with children.
- Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to young people.
- Staff members and volunteers should not accept gifts from, or give gifts to children without the knowledge of their parents or guardians.
- Communication with children is governed by the key safety concept of transparency.

The following steps will reduce the risk of private or otherwise inappropriate communication between BIS parents, administration, teachers, personnel, volunteers, and minors:

- Communication between BIS (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.
- Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.
- Electronic communication that takes place over a school network or platform may be subject to periodic monitoring.
- Faculty, staff, and volunteers who use any form of online communications including social

media (Facebook, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.

## **STATEMENT OF ACKNOWLEDGEMENT OF CODE OF CONDUCT FOR SIGNATURE**

I promise to strictly follow the rules and guidelines in this Code of Conduct as a condition of my providing services to the children and youth participating in BIS programs.

### **I will:**

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with children and/or youth at school activities without another adult being notified.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth.
- Maintain appropriate physical boundaries at all times and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.
- Comply with the mandatory reporting regulations of [name of school] and with the [name of school] policy to report suspected child abuse.
- Cooperate fully in any investigation of abuse of children and/or youth.
- Report suspicious behavior to the child protection committee.

### **I will not:**

- Touch or speak to a child and/or youth in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children and/or youth.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children and/or youth.
- Give a child who is not my own, a ride home alone.
- Accept gifts from or give gifts to children or youth without the knowledge of their parents or guardians.
- Engage in private communications with children via text messaging, email, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving school business.
- Use profanity in the presence of children and/or youth at any time.

I understand that as a person working with and/or providing services to children and youth under the auspices of BIS, I am subject to a criminal history background check.

My signature confirms that I have read this Code of Conduct and that as a person working with children and youth I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from BIS.

# Lampiran 1.

## Kode Etik Bali Island School

Bali Island School berkomitmen terhadap keselamatan dan perlindungan anak. Kode etik ini diberlakukan kepada semua guru, staf, pegawai, relawan, dan siswa yang mewakili di sekolah dan yang berinteraksi dengan anak-anak atau remaja baik secara langsung dan atau dalam kapasitas yang tidak terawasi. Etika umum dan personal dari guru, staf, pegawai, siswa, relawan, bertindak atas nama BIS bisa menginspirasi dan memotivasi dengan siapa mereka berinteraksi, atau dapat mengakibatkan bahaya besar, jika terjadi hal-hal yang tidak pantas.

- Kami harus setiap saat waspada terhadap tanggung jawab yang terkait dengan pekerjaan kami.
- Kami harus menyadari kerentanan diri sendiri dan orang lain, khususnya jika bekerja sendiri dengan anak-anak dan remaja, dan khususnya waspada bahwa kami bertanggung jawab untuk menjaga batas fisik, emosi, seksual dalam berinteraksi.
- Kami harus menghindari perilaku seksual yang nyata atau terselubung terhadap mereka yang merupakan tanggung jawab kami. Hal ini termasuk ucapan atau sikap yang menggoda, serta kontak fisik yang mengeksploitasi, perlakuan tidak wajar, dan pelecehan.
- Kami harus menyediakan lingkungan yang aman bagi anak-anak dan remaja pada semua fasilitas BIS.
- Kami harus memperlihatkan kehati-hatian yang bijaksana sebelum menyentuh orang lain, khususnya anak-anak dan remaja dan mewaspadaai bagaimana sentuhan fisik dipersepsikan dan diterima, apakah itu merupakan ekspresi sapaan yang wajar, kepedulian, perhatian atau perayaan.
- Pegawai dan relawan BIS dilarang melakukan tindakan mendisiplinkan seorang anak secara fisik. Kontak fisik dengan anak-anak dapat disalahartikan baik oleh penerima dan oleh mereka yang mengamatinya dan harus terjadi hanya jika sepenuhnya tidak merupakan kontak seksual dan jika tidak tepat dan tidak pernah secara pribadi.
- Pertemuan tatap muka dengan seorang anak atau remaja paling baik diadakan di area publik; di ruang dimana interaksi dapat (atau sedang) diamati; atau di ruangan dengan pintu dibiarkan terbuka, dan anggota staf atau supervisor lain diberitahukan tentang pertemuan tersebut.
- Kami harus campur tangan ketika ada bukti, atau ada alasan yang masuk akal untuk mencurigai, bahwa anak-anak disalahgunakan dengan cara apapun. Dugaan pelecehan atau penelantaran harus dilaporkan ke pihak sekolah dan pejabat pemerintah seperti yang dijelaskan dalam Kebijakan Perlindungan Anak.
- Guru, staf, pegawai, dan relawan harus menahan diri dari kepemilikan barang ilegal dan/ atau penggunaan obat-obatan ilegal dan/atau alkohol setiap saat, dan dari penggunaan produk tembakau, alkohol dan/atau obat ketika bekerja dengan anak-anak.
- Orang dewasa tidak boleh membeli alkohol, obat terlarang, rokok, video, atau bahan bacaan yang tidak pantas dan memberikannya kepada remaja.
- Anggota staf dan relawan tidak boleh menerima hadiah dari, atau memberikan hadiah kepada anak-anak tanpa sepengetahuan orang tua atau wali mereka.
- Komunikasi dengan anak-anak diatur oleh konsep kunci keamanan transparansi.

Langkah-langkah berikut akan mengurangi risiko komunikasi pribadi atau tidak pantas antara orang tua BIS, administrasi, guru, personil, relawan, dan anak-anak:

- Komunikasi antara BIS (termasuk para relawan) dan anak-anak di bawah umur yang berada di luar peran hubungan profesional atau relawan (guru, pelatih, tuan rumah,dll) dilarang.
- Jika memungkinkan, pertukaran email antara seorang anak dan orang yang bertindak atas

nama sekolah harus dibuat menggunakan alamat email sekolah.

- Komunikasi elektronik yang terjadi melalui jaringan sekolah atau platform perlu dilakukan pengawasan berkala
- Guru, staf, dan relawan yang menggunakan segala bentuk komunikasi online termasuk media sosial (Facebook, Twitter, dll.) dan pesan teks untuk berkomunikasi dengan anak-anak, hanya dapat melakukannya untuk kegiatan yang melibatkan urusan sekolah.

## **PERNYATAAN PEMAHAMAN KODE ETIK UNTUK DITANDATANGANI**

Saya berjanji secara ketat mengikuti aturan dan pedoman dalam Kode Etik ini sebagai syarat layanan yang saya berikan kepada anak-anak dan remaja yang bersekolah di program BIS.

### **Saya akan:**

- Memperlakukan semua orang dengan rasa hormat, sabar, integritas, sopan santun, martabat, dan pertimbangan.
- Jangan pernah sendirian dengan anak-anak dan/atau remaja di kegiatan sekolah tanpa ada orang dewasa lainnya yang mengetahui.
- Memanfaatkan penekanan positif daripada kritik, persaingan, atau perbandingan ketika bekerja dengan anak-anak dan/atau remaja.
- Pertahankan batas-batas fisik yang tepat setiap saat dan sentuh anak-anak bila perlu, hanya dengan cara yang sesuai, umum, dan non-seksual.
- Patuhi peraturan pelaporan wajib dari BIS dan dengan kebijakan BIS untuk melaporkan dugaan pelecehan anak.
- Bekerja sama sepenuhnya dalam setiap penyelidikan pelecehan anak-anak dan/atau remaja.
- Laporkan perilaku mencurigakan kepada komite perlindungan anak.

### **Saya tidak akan:**

- Menyentuh atau berbicara dengan seorang anak dan/atau remaja dengan cara seksual atau tidak pantas lainnya.
- Menyerang dengan kekerasan fisik atau emosional seperti memukul, menampar, mengguncang, menampar keras, mempermalukan, mengejek, mengancam, atau merendahkan anak-anak dan/ atau remaja.
- Merokok atau menggunakan produk tembakau atau memiliki atau berada dalam pengaruh alkohol atau obat terlarang setiap saat ketika bekerja dengan anak-anak dan/atau remaja.
- Memberikan seorang anak yang bukan anak saya menumpang ke rumah sendirian.
- Menerima hadiah dari anak-anak atau memberi hadiah kepada anak-anak atau remaja tanpa pengetahuan orang tua mereka ataupun walinya.
- Terlibat dalam komunikasi pribadi dengan anak-anak melalui pesan teks, email, Facebook, Twitter, atau media elektronik serupa atau sosial media kecuali untuk aktivitas yang benar-benar terkait dengan urusan sekolah.
- Menggunakan kata-kata tidak senonoh dihadapan anak-anak atau remaja setiap saat.

Saya memahami bahwa sebagai seorang pekerja dengan dan/atau penyedia layanan kepada anak-anak dan remaja dibawah bimbingan BIS, saya tunduk pada pemeriksaan sejarah latar belakang kriminal.

Tanda tangan saya ini menyatakan bahwa saya telah membaca kode etik dan sebagai seorang yang

bekerja dengan anak-anak dan remaja, saya setuju untuk mentaati kode etik ini. Saya memahami bahwa setiap tindakan tidak konsisten terhadap kode etik atau berbuat kesalahan terhadap tindakan yang diamanahkan oleh Kode Etik ini dapat mengakibatkan tindakan pendisiplinan hingga dan termasuk pemecatan dari BIS.

## Appendix 2.

### Bali Island School Acceptable Use Policy

Bali Island School wants to provide you with Internet/Computer access as part of your education. The network is provided for students to conduct research, complete assignments, and communicate with others. The following is an Acceptable Use Agreement that covers six conditions or facets of being a Digital Citizen. Please read and sign this agreement so that you can enjoy this privilege.

**1. Respect Yourself.** I will show respect for myself through my actions. I will select online names that are appropriate and not use false identities. I will consider the information and images that I post online. I will consider what personal information about my life, experiences, experimentation or relationships I post. I will not be obscene. (ATL - Self Management, Social)

**2. Protect Yourself.** I will ensure that the information, images and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks or inappropriate behaviour directed at me. I will protect passwords, accounts and resources. I will use my access for educational use and not for any profit-making or unlawful activities. I will not visit sites that are degrading, pornographic, racist or inappropriate. (ATL - Self Management, Social, Thinking)

**3. Respect Others.** I will show respect for others. I will not use electronic mediums to insult, flame, bully, harass or stalk other people. I will show respect for other people by not using/altering their passwords/accounts. I will not abuse my access rights and I will not enter other people's private spaces or areas. I will only use computers or networks that I've been given permission to access. I am responsible for the appropriateness of the material I send/post. (ATL - Self Management, Social)

**4. Protect Others.** I will protect others by reporting abuse, not forwarding inappropriate materials, images, or communication, including spam/junk mail. I will protect the private information of others (Ex. Email and Skype addresses, contact details, cell numbers). (ATL - Self Management, Social, Thinking)

**5. Respect Intellectual/Physical property.** I will not plagiarize the work of others, suitably citing any and all use of websites, books, media, etc. I will validate information. I will use and abide by the rules of fair use, and will request permission to use the materials of others. I will use the school's computers, software, and other technology equipment with care and encourage others to do the same. (ATL - Research)

**6. Protect Intellectual Property.** I will request to use the software and media others produce. I will use free and open source alternatives rather than pirating software. I will purchase, license and register all software. I will purchase my music and media, and refrain from distributing these in a manner that violates their licenses. I will act with integrity. (ATL - Research)

By signing this agreement, I undertake to always act in a manner that is respectful to myself and others, to act appropriately in a moral and ethical manner. I agree to follow the principles of digital citizenship outlined in this agreement and accept that failing to follow this agreement will have consequences. I understand school administrators will decide what is inappropriate use, take appropriate action, and determine consequences. Consequences may include restriction of

computer/network access, suspension/expulsion, reimbursement for damage/loss of property, and legal action.

**I will respect and protect. I will act with integrity.**

## Appendix 3.

### Grab Bag Contents

A “Grab Bag contains” basic individual life support items for use in emergency. Staff are advised to have at least one, when embarking on road journeys/holidays to risk areas (Earthquake-Tsunami). It is advisable that the Grab Bag weighs +/- 08kgs in total when packed. Below is a basic example of the contents of a “Grab Bag”. Grab bags should be custom packed considering the Staff and Dependent needs.



#### Survival Kit

Prepare a survival kit with all the following items, or at least make a list and identify the items so that you will be able to assemble them in a hurry:

- Transistor radio with spare batteries
- Flashlight/torch with spare batteries, candles and (waterproof) matches
- First Aid Kit and manual
- Documents (e.g. passports, ID, credit cards)
- Cash (in local and one of the global currencies – small change is advisable)
- Pocket multi tool (e.g. Leatherman, Swiss Army knife)
- Poncho, strong shoes, a pair of working gloves, and goggles
- Medications, toiletry and sanitary supplies (soap, toothpaste, cleansing wipes Spare clothes (waterproof overall)

- Water in sealed containers (min. 3 litres per person x 3 days = 9 l)
- Water purification tablets
- Canned/preserved food (sufficient for 3 days)
- Can-opener and eating utensils
- Portable stove (e.g. gas camping stove), spare gas, and a pot/pan
- Sleeping bag and sleeping mat
- Emergency shelter materials (a tent, tarpaulin, or plastic sheet)
- Mobile phone and charger
- Insect repellent
- Adhesive tape, nylon cord, rope
- GPS, compass, maps
- Strong waterproof plastic bags, for protecting clothing and valuables
- A record of the emergency phone numbers

All Security Manuals recommend having one Grab Bag prepared. **Experience has shown that it is prudent to have two, one for home and one for office** – remembering to always have the bag with you when traveling in vehicles outside of the capital.

## Appendix 4.

### BIS Diploma Programme (DP) Admissions Criteria

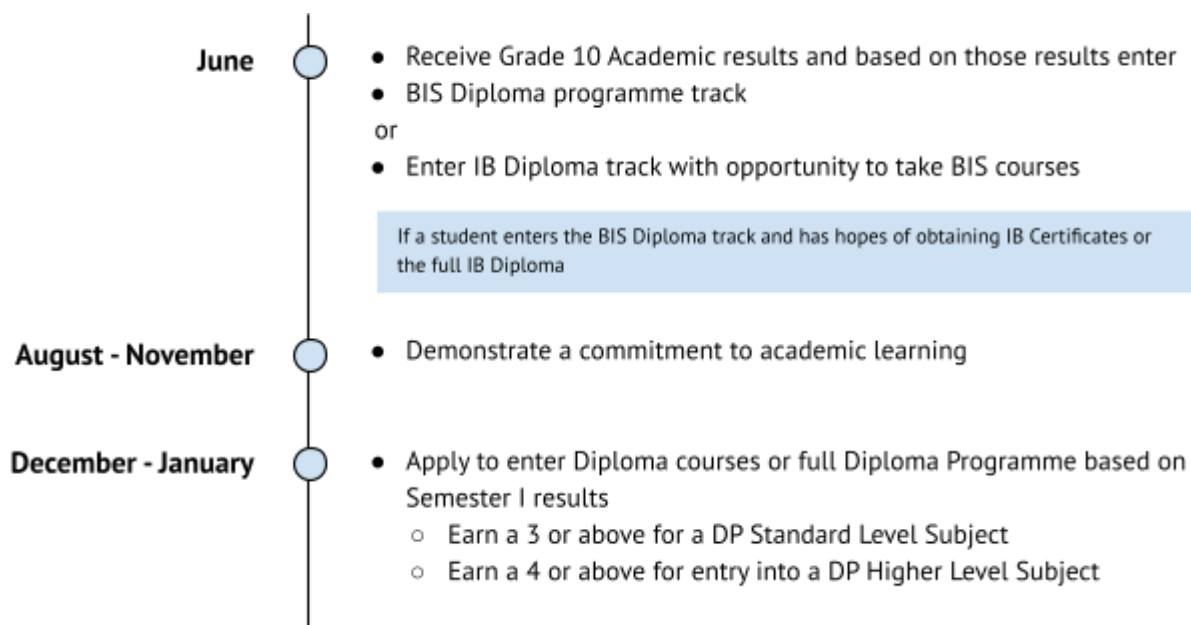
Students moving from the MYP to the DP must meet the following minimum requirements:

- Achieve a minimum total of 24 points across the seven subject areas in Grade 10 of the MYP.
- Achieve a final grade of 3 or above in any subject area they wish to pursue at DP Standard Level.
- Achieve a final grade of 5 or above in any subject they wish to pursue at the DP Higher Level.
- Achieve a final grade of 3 or above in the Personal Project.
- Successfully meet the Service as Action Learning Outcomes by the end of Grade 10.
- Ensure that the course selection form is signed by the relevant DP teachers and the student's Parents/Guardians.

After Grade 10 Semester 2 reports have been tabulated, each student's report is tabulated, and if your child meets the admissions criteria, we will invite him/her to enter the IB DP Program. Your child may choose to enroll fully, or take a selection of IB DP subjects that are aligned with his/her passions and interests, or continue with the BIS Diploma.

If your child does not meet the admissions criteria in June, he/she will be provided the opportunity to demonstrate a commitment to academic learning throughout Semester 1 of Grade 11. If he/she achieves satisfactory levels of achievement and demonstrates the capacity to learn at the SL or HL level, he/she will be able to apply for either DP Certificates or the full IB DP status from Term 3.

Timeline:



The IB Diploma Programme is very rigorous and BIS aims to place each student on a pathway where they have every chance of success. All students will be monitored throughout the entire BIS/IB DP Programmes to ensure they are on target to meet all requirements. These opportunities generally occur after each term, when summative grades are reported, as they provide a strong indicator of the student's progress and likelihood of success.

**Student and Parent Agreement Form:**

At the beginning of each school year, the Head of School will share a form with the community that tasks parents and students with reading, and agreeing to each of our policies. Thank you for your attention and care when completing the form as these policies and expectations form the foundation of our school.

## **Appendix 5.**

### **Grievance Procedures at Bali Island School**

Any member of the Community or school employee with a grievance about a specific school employee or action should directly and personally discuss the problem or grievance with the school employee. The person with the grievance should proceed with the interest of finding a positive resolution to the problem.

Should the person with the grievance believe that a sincere effort to resolve the problem directly with the school employee concerned has been unsuccessful or unsatisfactory, the complainant may choose to discuss the problem with the employee's supervisor.

Should the person still feel that the matter has not been resolved satisfactorily, they may choose to approach the Principal.

In the event that the problem remains unsatisfactorily resolved, the person with the grievance should file a formal grievance, in writing, with the Head of School. This letter should state the grievance and also describe the measures taken to address the problem. The letter should also propose suggested actions that the complainant believes will resolve the problem. The Head of School will respond as soon as possible, in writing, but within a period of no more than 10 school days.

After ten (10) school days or in the event that the person receives an unsatisfactory response from the Head of School, or in the case that the Head of School recommends that this should be a matter for the Board, the person with the grievance may choose to file a second formal grievance, in writing, addressed to the Board Chair and copied to the Head of School.

This letter should describe the nature of the grievance; the process pursued in trying to resolve the problem, and suggested remedies. The Board will strive to respond in writing as soon as possible, within a maximum of the ten (10) school days of receiving the formal grievance letter. The Board's decision will be final, and all persons are expected to comply with it.

## Appendix 6.

### **Bullying and Sexual Harassment - Definitions, Reporting and Actions**

#### **Bullying**

Bullying is defined as written or verbal expression, relational aggression, physical act or gesture that is a pattern and is intended to cause distress upon one or more persons.

Bullying may include an imbalance of power between the bully and the victim and may start as harassment, be physical, verbal, cyber or indirect in nature.

#### **Types of Bullying**

- Verbal: Teasing, name-calling, inappropriate comments, taunting, threatening to harm.
- Social: Spreading rumors, intentionally leaving others out of activities, breaking up friendships, manipulation.
- Physical: This traditional form of bullying involves hitting, punching, shoving and other acts of intended intimidation and physical harm.
- Cyberbullying: This method of bullying involves use of the Internet, texting, email and other digital technologies to harm others.

The school will generate pro-active measures to reduce bullying and create a supportive, caring and safe environment for all members of the school community.

All reported acts of bullying will be investigated and acted upon. BIS encourages all members of the school community to report incidences of bullying.

Depending on the nature and severity of the incident reactive measures will include peer mediation, counseling, parent involvement and consequences in line with BIS Student-Parent Handbook. Except for very serious cases bullying behavior will be managed by a therapeutic approach on a case-by-case basis.

#### **\*\*Sexual Harassment**

BIS seeks to promote and maintain an environment free from harassment of any type. Sexual harassment can interfere with work or academic performance as well as having a serious impact on emotional and physical well-being.

#### **What constitutes sexual harassment?**

Unwelcome sexual advances (online or in person), requests for sexual favors, or other verbal, non-verbal or physical conduct of a sexual nature may constitute sexual harassment, even if the harasser and the person being harassed are the same sex, and whether or not the person resists or submits to the harasser, when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's participation in any program or activity.
2. Submission to or rejection of such conduct by a person is used as the basis for decisions affecting that person

3. Such conduct is sufficiently severe, persistent, or pervasive that it limits a person's ability to participate in or benefit from any program or activity or creates a hostile or abusive environment

For a one-time incident to rise to the level of harassment, it must be severe. Acts of verbal or physical aggression, intimidation or hostility based on sex, but not involving conduct of a sexual nature may also constitute sexual harassment.

Sexual harassment as defined above may include but is not limited to:

1. sex-oriented, verbal "kidding," or abuse
2. pressure for sexual activity
3. repeated remarks to a person with sexual or demeaning implications
4. unwelcome touching (such as patting, pinching or constant brushing against the body of another)
5. a suggestion or demand for sexual involvement, accompanied by implied or explicit threats

Any person who believes that he/she has been subject to sexual harassment can report the incident to any teacher, counselor, or faculty member. All such reports will be shared with the Deputy Head (DHoS) or Head of School (HoS) immediately. Within 2 working days of receiving the report, the DHoS/HoS will confer with the person who has filed the complaint.

This conference will form the basis of any future investigation or action. Any such action will be conducted in a manner which is equitable, transparent and inclusive of all relevant parties.

The school may choose to secure the assistance of outside professional agencies if it feels this is warranted.