

RAIN FOREST INTERNATIONAL SCHOOL

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Dear Reader,

It is a pleasure to introduce you to Rain Forest International School. Whether you are reading this handbook as a prospective family or as one already enrolled, I hope that you will find the information helpful. The Family Handbook is designed to anticipate some of your questions and give you a basic understanding of the school. If more information is desired, please inquire at the school office, or look on the school website (www.rfis.org).

RFIS is an international Christian school with an international curriculum, teaching staff, and student body. All of our courses are taught from the perspective of a Christian world view. At RFIS students have the opportunity to relate socially to students from cultures different from their own; several languages are heard being spoken as students pass between classes; and students expand their thinking by looking at concepts and values from more than one point of view. Students are challenged academically, but I believe they also experience the encouragement and support of caring teachers and the friendship of other international students.

It is my desire that you will sense the presence of Jesus Christ in every aspect of school life. Should you choose to study at RFIS, you will be spiritually challenged and I trust that you will be drawn to a deep personal relationship with Jesus Christ as your Savior and Lord.

Sincerely,

*Lois Anderson
Director*

Accredited by:



Association of Christian
Schools International



Middle States Association
of Schools and Colleges

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Part I. Philosophy and Foundations (ACSI Standard 1)

Chapter 1. Foundational Statements

It is the aim of the School administration to accomplish the purpose and ends of the school. The administration will do this by developing and maintaining a secondary school program based on philosophy, pedagogy, policy, and practice which are in accord with the Word of God. The School's program of studies is to be global in perspective and permeated with a Christian worldview.

Purpose

The purpose of RFIS (as established in the RFIS constitution) is to enable missionary families to continue their God-given assignments in Central Africa confident that their children's educational needs are being met.

RFIS was established to serve the children of SIL members and the missionary community in central Africa. As capacity allows, RFIS will also serve the extended expatriate community and Cameroonians whose educational needs can be met.

Vision

In order to remain faithful to our purpose and mission, we desire to see RFIS flourish as an international school serving missionaries, expatriates and nationals while maintaining a Christ-centered education and environment that will empower students for global engagement.

Mission

In that light, RFIS endeavors to accomplish the following ends:

Students prepared for the next stage of life.

1. Students who are sincere followers of Christ.
 - 1.1. Students who have a foundational understanding of the Bible.
 - 1.2. Students who apply biblical principles and a biblical worldview to all aspects of life.
2. Students who are well-balanced and set healthy priorities.
3. Students who are educationally qualified.
 - 3.1. Students who are qualified for further education in their passport countries.
 - 3.2. Students who have the skills to be life long learners.
4. Students who understand, respect and adjust appropriately to other cultures.

Chapter 2. Core Values

Christian World View

The Association believes that truth is best understood as we view God's world in the light of God's Word.

- a. The Association promotes activities and relationships based on Biblical principles and values.
- b. The Association mandates that all aspects of the curriculum be taught from a Christian perspective.
- c. The Association requires the study of the Bible as part of the School's curriculum.

International Perspective

The Association intentionally mandates an international perspective which provides an environment valuing curricular, pedagogical and linguistic diversity.

- a. The Association mandates an international curriculum.
- b. The Association recognizes the multinational origins of the students attending the school and, therefore, seeks an international atmosphere rather than giving preference to any one particular national culture.
- c. Although English is the primary medium of instruction, the Association commits itself to the teaching of the grammar and literature of languages other than English.
- d. The Association encourages a culturally diverse faculty.

Sense of Community

The Association strives for unity in Jesus Christ while valuing cultural and linguistic diversity.

- a. The Association recognizes the diverse origins and unique nature of the students attending the school and, therefore, seeks to create an atmosphere of love, acceptance and unity.
- b. The Association is non-political in nature.
- c. The Association will show no racial bias.

Service

The Association serves those who serve and, therefore, endeavors to develop an attitude of service in its students and community.

- a. The Association encourages engagement with its physical and socio-cultural environment in Yaoundé and Cameroon and seeks to promote understanding across cultures and nationalities.

Diverse Program of Studies

The Association seeks to provide a diverse program of studies including academics, practical and fine arts and athletics.

Chapter 3. Statement of Faith

All School Board members, administrators, and teachers are required to state in writing their agreement with the following statement of faith:

- The divine inspiration and consequent authority of the whole canonical Scripture.*
- The doctrine of the Trinity.
- The fall of man, his consequent moral depravity and his need for regeneration.
- The atonement through the substitutionary death of Christ.
- The doctrine of justification by faith.
- The resurrection of the body, both in the case of the just and the unjust.
- The eternal life of the saved and the eternal punishment of the lost.

*Note: This includes their being free from all manner of error in the original manuscripts.

Chapter 4. Code of Ethics

All RFIS staff members are required to abide by the following Code of Ethics. They must indicate via their signature on the policy checklist or their contract of employment their intention to abide by the code.

- All staff members at RFIS are expected to model Biblical values and maintain professional standards as they interact with colleagues, parents and students.
- In everyday relationships staff will strive to interact cooperatively, courteously, and respectfully.
- Internal problems are to be discussed only with the individual parties involved. Principles from Matthew 18:15-18 should be followed to involve only those necessary to resolve a problem.
- Staff will strive to be exemplary in conduct and speech.
- Staff will work to promote unity and cooperation in the school.
- Staff should be careful not to let their personal relationships with parents influence their treatment of students. They will not treat one student differently from another, nor speak inappropriately with outsiders about school-related matters.
- Private information (including scholastic records) about students may not be shared with anyone outside of the RFIS professional community without the parents' written permission.
- All staff members are expected to respect the customs and laws of Cameroon.

In addition to these moral obligations, all staff members at RFIS are also required to commit to the following standards.

- Staff should try to be sensitive to the international character of RFIS and TCK (Third Culture Kid) issues by avoiding generalizations such as “when you go back home” or “We Americans,” etc; terminology that might cause miscommunication in this setting.
- Staff should be careful to use illustrations, examples and allusions which will be understood by all of the students or to give any necessary background information; and, show respect for and interest in the students’ countries of origin and give them opportunities to talk about their cultures.
- Staff should endeavor to incorporate Cameroonian culture into the curriculum, which is a major goal at RFIS.

All RFIS personnel shall adhere to the RFIS Code of Ethics. If the Code is not followed, the case will be reviewed by the school administration or the administration of the sending mission as appropriate; the person concerned will be expected to follow the directives given as a result of the review.

Chapter 5. Philosophy

Philosophy Statement

RFIS holds to a Christian worldview and maintains that reality begins with the one and only true God, the Father of our Lord Jesus Christ, who reveals himself to people most directly through the Holy Bible. Creation also reflects God's attributes and is worthy of study within this context. The written Word of God will be studied as a required subject and will be used as a filter through which all other sources of truth are passed. The School believes that all truth is God's truth and is worthy of being pursued through reason as well as through revelation.

The guiding principle for the RFIS community is that it is the responsibility of mankind to love God with his whole heart, soul, and mind and to love his neighbor as himself, to be a good steward of all that God has created, and to do everything for the glory of God. One way that RFIS will express its love to God and joyfully acknowledge his presence in the community will be through public worship. In recognition of the diverse student body, no student will be required to affirm faith in Jesus Christ nor to worship Him unwillingly. Yet, it should be understood that students come to the community to benefit from a Christian education and its environment which includes attendance in chapel services. Out of respect to the others in the School, no student should intentionally violate its values and commitments.

The School believes that the lives of all its students can be enriched through a personal relationship with Jesus Christ. Students will explore what invitation Christ is giving to mankind and will experience the support of the community as they freely determine their own response to this invitation.

RFIS is committed to the intellectual, physical, emotional, social and spiritual development of the student. Primary emphasis is on the shaping of personal values based on Biblical principles and academic preparation for vocational or university level education.

RFIS appreciates the individuality of its students and the various cultural backgrounds they represent. As the students are TCKs (third-culture kids) and CCKs (cross-culture kids) the School encourages them to value their multicultural experience. The School attempts to provide an international atmosphere rather than give preference to one particular national culture.

RFIS endeavors to use its local physical and sociocultural environment as resources for the students education and personal development.

RFIS believes that a partnership between the family and the School is essential for the healthy development of the child. Open and regular communication between parents, teachers and administration is expected

Review of Philosophy

The Philosophy Statement of Rain Forest International School shall be made available to each staff member and parent of students in the School. The Philosophy Statement shall be reviewed annually at the teacher orientation and in closing week. The School Board will review the philosophy at their first or second meeting in order to remind everyone that all school programs must be consistent with the Philosophy Statement.

Suggestions for revision of the Philosophy statement may be submitted to the school administration at any time. They will be forwarded to the school board for their consideration when the board reviews the Philosophy statement.

Non-Discrimination

The School admits students of any race, color, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the School. It does not

discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, tuition assistance programs, athletic or other school-administered programs, nor in the hiring of teachers or administrative staff. Students are eligible for admission if it is believed that the School can meet their particular needs. However, the School is not adequately staffed to educate students with significant learning disabilities, physical or mental handicaps or emotional problems. The Admissions Committee may deny entrance to applicants whose needs cannot be adequately met.

The School reserves the right to establish single-sex activities, such as athletic teams and musical groups, while attempting to provide equal opportunities for both boys and girls in those areas.

It is the policy of the School to observe applicable regulations of the Cameroonian Ministry of Education that may pertain to fair educational opportunities for all students.

Community Involvement in Decision Making

While it is understood that the authority to govern RFIS remains with the Board, the School believes that community participation in the affairs of the School is essential if the School is to sustain the level of educational excellence our students deserve. For that reason, all members of the School community are encouraged to express ideas and concerns to the appropriate School personnel.

Association

Twice each year, an Association meeting will be held for moral owners¹ to present and discuss current concerns of the School. At the second semester meeting, association members will elect the School Board. They may also be asked to vote on amendments to the constitution.

Parent Teacher Fellowship

When there is a motivated parent to head it up, RFIS also has a fledgling Parent Teacher Fellowship (PTF). At this point, there has not been any official PTF meetings, nor is there an official structure, as parents were uninterested in seeing such an official organization be formed. However, motivated parents have worked together to provide food at tournaments and to organize various teacher appreciation activities. Funds raised by the PTF have been used to build shelters at the soccer field for the team benches.

In addition to moral owner participation through the Association and parent participation through the PTF, the School also encourages individual parents who are qualified in a given field to contribute their talents to the School and its programs. From time to time such persons may be invited to act as resources or advisers to the School.

Students

The School believes that students should have opportunities to take responsibility for their own education. Therefore, students are encouraged, in keeping with their level of maturity, to make decisions related to their own educational programs.

Students will also have the opportunity to participate in policy development through class or school organizations, such as the Student Council, which offer practice in self-government and serve as forums for the expression of student ideas. Student opinions will be considered in setting policies that directly affect student programs, activities, privileges, and responsibilities.

¹The members and the leadership of partner organizations and expatriate members and leadership of other evangelical mission agencies in Central Africa.

Chapter 6. General Information

Description

RFIS is a day school (although some missions have provided hostels near the school where some of the students live during the school year, so about a third of the students are boarding students). English is the medium of instruction. RFIS uses primarily British and American instructional materials and prepares students for both the British IGCSE (International General Certificate of Secondary Education) and American AP (Advanced Placement) exams. The school offers American-style transcripts.

History

Planning for the school began at the 1987 conference of the members of SIL in Yaoundé, Cameroon. The mission of SIL in Cameroon requires a long-term commitment, which often keeps expatriate families overseas for many years. SIL members determined to establish an international secondary school by September 1991, to help them balance their God-given responsibilities to their children and to their linguistic and Bible translation ministry in Cameroon. Since 1991, Rain Forest International School has grown from less than 20 to over 100 students.

In August 2001 the Evangelical Covenant and the Evangelical Free Church Missions, under the name Evangelical Covenant International Partners (ECIP), joined with SIL as a partner in governing and developing the school. RFIS expanded at that time to include grades seven and eight. In January 2005, Cameroon Missionary Fellowship (CMF), consisting of World Team, North American Baptist, and Baptist General Conference, became a third partner with SIL and ECIP.

In 2004, a 6.5 hectare piece of land (16 acres) was purchased in Mfou on which to build a new campus with larger, purpose-built classrooms. RFIS moved in June of 2010. The new school campus does not yet have all the facilities we hope for, but in time we hope to complete the building of more sporting facilities, a theater, and other specific purpose buildings.

A growing school necessitated a growing staff. We thank the Lord for our teachers, many of whom trusted God for their financial support and left their homelands to teach our children.

Since the beginning we have prayed for the students who study here. We believe that as adults they will be able to say with a mixture of gratitude and pride that they attended Rain Forest International School.

The school plays a vital role in the work of missions in Central Africa. Because of RFIS, members of many missions have continued their work in Central Africa during their children's secondary schooling. Because RFIS exists, it is possible for missionaries to commit themselves to long-term projects, like the translation of the New Testament into an African language, knowing that they will not have to abandon the project when their children are ready for secondary school. Secondarily, it provides this same education for other children who demonstrate a desire for the type of education offered, subject to the availability of space.

School Identifiers

Mascot

The GOLDEN CAT is the official school mascot.

Colors

The official school colors are green, black, and gold.

Emblem

The school emblem is the Rain Forest tree.

School Verse

Jeremiah 17:7-8 serves as the school Scripture passage: "But blessed is the man who trusts in the Lord, whose confidence is in him. He will be like a tree planted by the water that sends out its roots by the stream. It does not fear when heat comes; its leaves are always green. It has no worries in a year of drought and never fails to bear fruit."

Location

The school is located in the village of Nkoulou, on the outskirts of Yaoundé.

Chapter 7. Status

Legal

School Ownership

SIL Cameroon (SIL) affiliated with the Summer Institute of Linguistics, Inc. Dallas, Texas, USA is the legal owner of all temporary and permanent structures on the campus of Rain Forest International School and the property on which they are located, unless otherwise specified, as in the case of rental, lease or cooperative agreements. All such agreements must be approved by the SIL Entity Committee.

In Cameroon

Rain Forest International School is recognized by the Ministry of Education of Cameroon as a lay Private School under law No. 87/022 of 17 December 1987, fixing the rules and regulations governing private educational activities in Cameroon.

Accreditation

Rain Forest International School has been accredited with the Association of Christian Schools International (ACSI) (www.acsi.org) and Middle States Association of Colleges and Schools (MSA) (www.css-msa.org) since 1997. Accreditation is maintained through periodic reaccreditation evaluations.

Affiliation

RFIS used to maintain affiliation with the Association of International Schools in Africa (AISA) (www.aisa.or.ke), but changes in their policies removed the affiliate membership category and it was determined that full membership did not offer enough benefits to be worth the fee, so the membership was cancelled.

Association

The school board and moral owners have established an Association to direct the ordinary administration and operations of the School.

Part II. Governance and Executive Leadership (ACSI Standard 2)

Chapter 8. Leadership

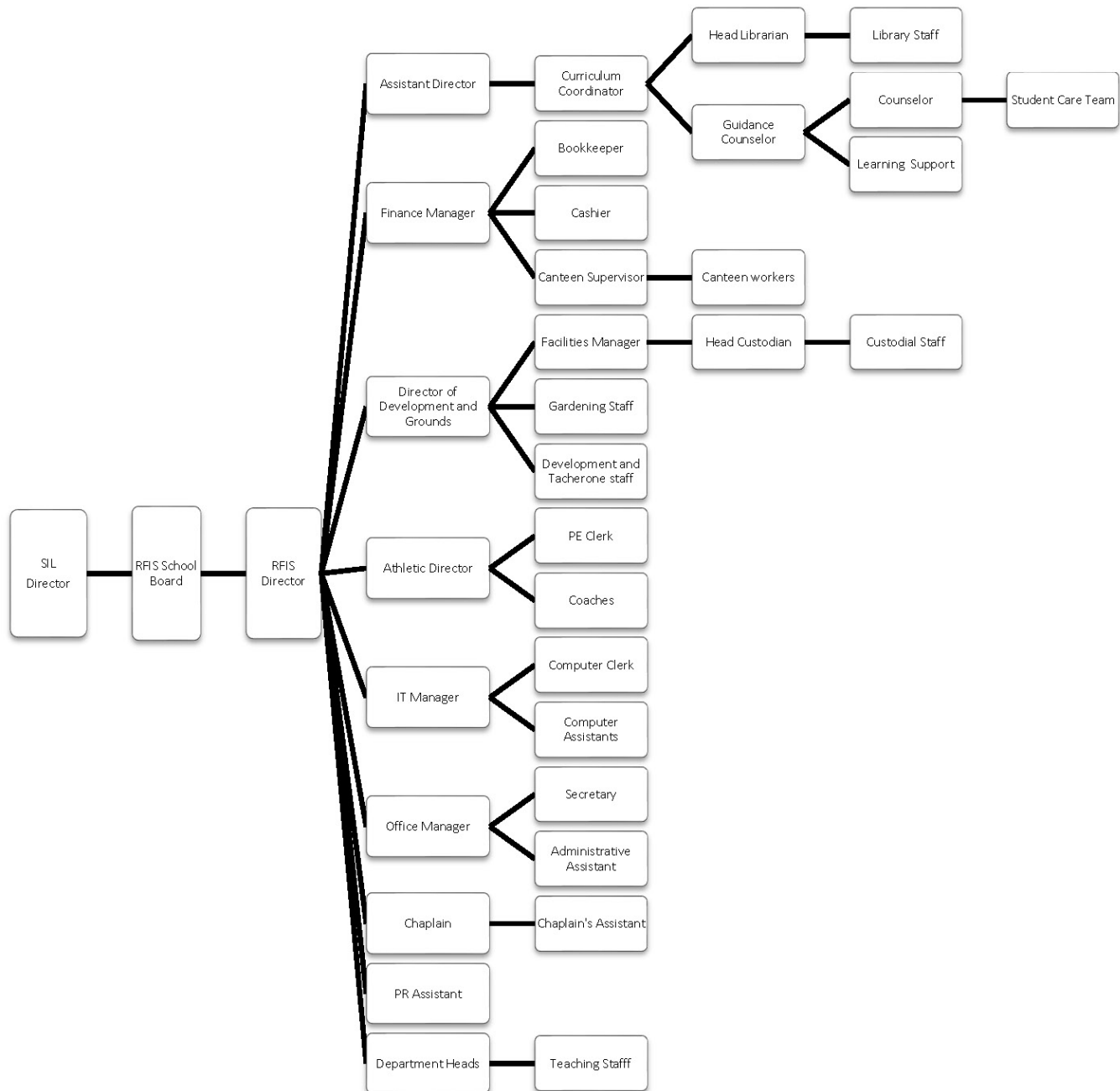
God is the leader of RFIS. The School administration seeks to continually listen to God's leading in decision-making and vision setting.

Administration

Administrative Structure

In his role as Director of RFIS, the School Director reports to the School Board. As an individual member of a mission, the Director reports to a member of their mission's Branch Administration designated by their leadership. Should there be a difference of opinion between SIL Branch Administration and a policy of the School Board, the School Director shall follow the direction of the Board until the SIL Executive Committee can resolve the difference. The School Director is responsible for the recruitment and management of the School's professional and non-professional staff.

Organizational Chart



Administrative Details

Administrative Staff Absences

The Assistant Director will assume the responsibilities of the Director during any planned or unplanned absence of the Director. At the beginning of each school year, the Director will appoint a staff member who will assume responsibility in the event that neither the Director nor Assistant Director is available.

Relationship to Partner Organizations

As the head of an SIL department, the School Director is responsible to maintain good communication with the SIL Branch Administration through the SIL Cameroon HR Director. The Director is also responsible to maintain good communication with all partner missions.

Administrative staff will normally be required to participate in the appropriate orientation of their sending mission prior to undertaking responsibilities at the School as well as school orientation as determined by the School Administration.

Responsibilities of the School Director

The School Director is responsible for:

1. achieving the Board stated Ends while staying within the Executive Limitations
2. the activities and programs of the School in relation to its stated purposes and orientation.
3. the day-to-day functioning of the School as it relates to educational, financial, parent, and student issues.
4. overseeing the development and functioning of the School facilities.
5. the recruitment and management of the School's professional and non-professional staff.
6. the School calendar, curriculum standards, extracurricular activities and budget.

The Administrative Team

In order to more easily enable balanced input into administrative decisions, the director will form an administrative team, which will meet regularly to address concerns, initiatives and policy discussions that arise.

Members of the Administrative Team are expected to work during school holidays on a rota to help supervise support staff. They are also expected to work at least two extra weeks during the break between school years and a total of at least one more week during other school holidays.

The Administrative Team shall generally consist of:

1. The director
2. the assistant director
3. the finance manager
4. the director of technical services
5. a member of the guidance department
6. and one other, if desired, appointed by the director to fill a particular gap on the team.

Chapter 9. Finances

School Fees

Registration

In keeping with Board policy a registration deposit must be paid at the time of enrollment for all students not with partner missions. The current registration fee is \$100 USD. The registration fee less ten percent will be refunded in the event that the student withdraws his/her application no later than one month before the opening day of the school year. The registration fee will be applied against the first semester tuition.

Tuition

The tuition and fee schedule is established by the School Administration in keeping with a reasonable interpretation of Board policies.

Payment Schedule

All tuition for each semester shall be payable within the first 30 days of the semester unless parents make arrangements for another payment plan with the Finance Office. Incidental fees for students who do not have an account at SIL will be billed and are payable in full upon receipt of an invoice.

Payment may be made in any of the following ways:

- In CFA: Cash or a check drawn on a Cameroonian bank, payable to SIL.
- In US \$: A check in U.S. dollars drawn on a bank in the United States, payable to SIL.
- By Wire: A wire transfer to the Ready Investment Account in the United States.

In the event that payments shall not have been received in full by the School within sixty (60) days after the due date, the student(s) may be removed from the School unless parents make other arrangements in writing with the Finance Office prior to the thirty day deadline. The terms and conditions for payment must be fully and promptly met.

The enrollment of a student is a private contract between the parents and the School, regardless of any arrangement the parents may have with an employer concerning the payment of School fees. The parents remain responsible for the payment of all fees.

Tuition payments for SIL students will be automatically deducted from their family accounts on a ten month schedule from August to May unless the parents request another schedule.

All tuition accounts must be paid in full before a child can re-enter the School each semester.

No final report card or grade transcript shall be provided for any child whose tuition bill has not been paid or for whom satisfactory arrangements have not been made as stated above.

No child who has an outstanding tuition balance shall receive a diploma from the school until payment is made in full.

Exchange Rate for Determining Tuition and Incidental Expenses

The annual tuition rates are set in US \$. Parents are asked to inform the school if they wish to pay their tuition in US dollars or CFA before the start of the school year. For parents paying full tuition

who wish to pay in CFA the amount is determined at the beginning of each semester based on the rate of exchange at the beginning of the semester. In the event that parents who previously indicated that they wished to pay in dollars make a payment in CFA, current exchange rate is used to convert the payment to a dollar equivalent rather than the exchange rate at the start of the semester. For incidental expenses incurred by the students, the monthly CFA rate used by SIL Finance will be applied to convert expenses the school pays in US \$ (such as exam fee registrations) to a CFA amount.

Refunds

Students who leave School before the end of a semester, for reasons unforeseen at the time they paid their tuition, will be refunded partial tuition depending on the length of time they were enrolled in the School.

1. Students are considered enrolled until all school texts, locks and other property have been returned to the school.
2. Twenty percent of the semester fee is non-refundable.
3. The remainder of any fees paid will be refunded based on a daily prorated basis.
4. Generally, students who withdraw more than 12 weeks into the semester will not receive any refund.

**Part III. Home and Community
Relations and Student
Services (ACSI Standard 3)**

Chapter 10. Enrollment

Maximum Enrollment

The current RFIS facilities have a capacity of 130 students. Priority for enrollment will be given to, students from the missionary community. RFIS welcomes the opportunity to serve additional students who can benefit from RFIS's program.

It is the goal of the RFIS board and administration to enroll students who will not jeopardize the accomplishment of the Ends or the Christian atmosphere of the school. Therefore, the admissions process increasingly seeks to evaluate commitment to and willingness to abide by the Christian values of the school.

As RFIS continues to grow, the total number of students in attendance at RFIS will not be allowed to exceed a ratio of 20 students to every full-time equivalent (FTE) teacher. Regular academic class sizes may not exceed 30 students per teacher for core-subject instruction.

Admission And Enrollment Standards

- At the time of enrollment, students must be able to understand, speak, read and write English at a level adequate for the secondary education being offered.
- Admission tests may be used to determine acceptance at the discretion of the Director.
- Evidence is required of successful completion of work prior to the student's grade of entry into the School.
- Students will normally be twelve (12) to nineteen (19) years of age.

Admissions

First priority in determining who shall be enrolled in the School is given to the children of members of Partner Organizations.

Second priority, which is subject to space available, is given to children of parents working with mission agencies

Third priority, which is subject to space available, is given to other children living in or around the Republic of Cameroon who can demonstrate that they will directly benefit from the type of education being offered, including up to eight children of Full-time Christian Workers.

The Admissions Committee determines the acceptability of each child according to these priorities. In contested cases, the decision of the Board is final.

Since the school was established to meet the needs of SIL and the mission community, these students will be given priority. However, we welcome the opportunity to accommodate additional students who can benefit from our program. Our students are the children of missionaries, the children of diplomats, foreign business workers, development personnel, local businessmen, Christian workers, and government officials.

The Admissions Committee will supervise the enrollment process and act on all applications. As part of the enrollment process, at least one parent must sign a statement acknowledging that they have read the School Handbook, support the educational philosophy of the School, and agree to have their child/children educated within this framework. This includes participation and a passing grade in the religious studies classes. Parents will be encouraged to explain to their child/children the ethos of RFIS, guidelines for student behavior, the purpose of chapel, and course and graduation requirements.

When an application is complete, it will be reviewed by the Admissions Committee. The committee chair will contact the applicant with the admission decision.

Admissions Requirements and Placement of Students

Before enrollment at RFIS, students must meet certain expectations.

Each applicant will be considered on an individual basis.

- Adequate proficiency in English to receive instruction and write papers in that language with ESL support
- Intellectual capacities such that the school's resources are adequate to meet educational needs
- A previous educational experience equivalent to Grade Six in the United States or Year Seven in England
- Ability to meet financial obligations
- Application must be for grades 7 through 11

Qualified students from partner organizations are guaranteed admission. Other qualified applicants are considered on a space- available basis.

Admission Procedure

The following documents must be submitted before the School can determine eligibility. These documents must be completed in English or accompanied by an English translation.

- Completed student application form.
- Birth certificate or copy of passport stating date of birth.
- Record of immunizations, medical history, and physical examination carried out in previous 12 months.
- Two recommendations from former teachers, completed in English.
- Copy of the most recent report card or transcripts for the last two years of schooling; which should include any secondary school work already completed with a description of grading policy for schools attended.
- Students whose first language is not standard western English will be required to write an English proficiency exam.
- At the Director's discretion, the student may be required to demonstrate academic proficiency through admissions tests.
- A signed release of liability.

Appeal

An applicant may appeal a denial of admission by writing a letter including new information that was not submitted with the application to the Director for review of the decision.

Non-Discrimination

The School admits students of any race, color, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not

discriminate on the basis of race, color, national, or ethnic origin in administration of its educational policies, admissions policies, tuition assistance programs, athletic, or other school-administered programs, nor in the hiring of teachers or administrative staff. Students are eligible for admission if it is believed that the School can meet their particular needs; however, the School is not adequately staffed to educate students with significant learning disabilities, physical or mental handicaps, or emotional problems. The School reserves the right to exclude students whose needs cannot be adequately met and authorizes the Admissions Committee to exclude students on that basis.

Visitors

The School welcomes visitors. Visitors are expected to check in to the School office before visiting any classroom. If parents would like to observe classes, they are encouraged to notify the office 24 hours in advance so that the teachers can be consulted. Chapel sessions are open to the public.

If an RFIS student wishes to have a visitor for a day, they may do so with the advance permission of the administration and their teachers. If the visitor plans to participate in Physical Education classes, they need to bring a letter from their parents stating that they have permission to do so.

Occasionally families may wish to give their child the opportunity to experience life at RFIS before they are ready to make RFIS their educational option. Application for such a visit needs to be made at least three weeks in advance of the visit. With the permission of the administration and the agreement of the teachers, such students in grades 7-10 may visit for up to two weeks free of charge. One condition of attendance will be a completed Emergency Medical form. They will not be issued textbooks or a locker and may not participate in intramurals or other extra-curricular activities except to attend community events as a friend of an RFIS student.

Part-Time Students

Joint Learning Session (JLS)

Each year Field Education System/Greenhouse grade 7 and 8 students are invited to join the RFIS middle school for the first three weeks of school and during the second semester Joint Learning Session. Application for this privilege needs to be made at least one month in advance. Families will be charged a daily rate for the duration of their child's stay, payment for which needs to be made at the RFIS office by the end of their first week of attendance. These students will be issued textbooks, lockers, and library privileges for the duration of their stay. They may also participate in intramurals and other extra-curricular activities while they are in attendance at RFIS. JLS students are also welcome to join RFIS junior sports teams if it is their intention to eventually attend RFIS as a full-time student.

Upon arrival, JLS students must complete Emergency Medical Forms and Transportation forms. These forms will be kept on file in the office.

These families may request that their child also attend RFIS for a few weeks prior to or following the JLS session. This is permitted with the approval of the administration and the middle school teachers. These "extended JLS students" will be charged a daily rate for their continuing attendance at RFIS. They may continue to use the textbooks they have been issued for the duration of their stay.

6th Grade Students

Once a year, towards the end of second semester, there is a day for JLS and Greenhouse 6th graders to visit RFIS. We run a special program for them which includes attending some middle school classes, having a tour of the school, learning how to use a combination lock and meeting various school staff members. This visit is generally organized by the Middle School Team Leader and a committee of volunteers.

Chapter 11. Communication

Community Relations Goals

Establishing and maintaining positive public relations is the responsibility of the School Board, the administration, the teaching and non-teaching staff, and the students as well.

All members of the School staff and the students are expected to project a positive image of the School and to act in an ethical manner. The School encourages a policy of active, open communications between the School, the parents, and the community at large, and will seek ways to contribute to the community as well as make use of community talent and resources in the School's program.

The school-community relations program shall be such that the community is informed about the educational program of the School.

Community and Parent Involvement in School Affairs

All parents may express ideas, concerns and suggestions about the School to the School Administration and staff. This may be done in writing or in person.

The School encourages individual parents who are especially qualified because of their interests, training, experiences, or personal characteristics to contribute their talents to the School and its programs. From time to time such persons may be invited to act as resources or advisers to the School.

Internal Communication

School/Parent

Prior to the start of school, an orientation meeting will be held for all parents to present information and discuss goals and plans for the year. At this meeting information is distributed regarding who to contact about various aspects of school life, including e-mail contacts. Teachers are expected to attend and should take this opportunity to interact with parents with a view to getting to know them and their families better.

Course syllabi distributed at the beginning of the year includes contact information for parents to contact the teacher.

Communicating with parents on the academic progress of students should take place throughout the school year when there are matters of concern or particular successes to report. This communication may be by email, letter, or telephone, and the Guidance Counselor should be copied on the communication or notified. Teachers are also asked to set a schedule of updating grades and making these available to students every two to three weeks throughout the semester. As soon as a student's grade drops below a C-, a teacher must notify the parents, guardians and the Guidance Counselor.

Complaints & Grievances

Complaints of any nature, instructional or behavioral, should be submitted to school personnel for resolution. Concerns about classroom issues should go first to the teacher involved. If a concern is not resolved at this level, an instructional concern should be referred to the Director; a behavioral concern should be referred to the Assistant Director. If a difficulty is not resolved at this level, it may be referred to the School Director. If the Director does not resolve the complaint it may be referred to the School Board by addressing it to the Chair of the Board. Every effort will be made to give all parties a fair and unbiased hearing.

Constructive criticism of the School, its program, and its employees is welcome when it is motivated by a sincere desire to improve the quality of the School and to help the School do its work more effectively. The administration, the staff and the School Board will listen attentively and courteously to parents and interested citizens who have a concern or complaint about the School or its people and will seek to respond to such concerns or complaints in a spirit of openness and willingness to improve.

Anonymous complaints will not be considered.

Teachers should listen attentively and courteously to parents and interested citizens who have a concern or complaint about the school or its personnel and should respond to such concerns or complaints in a spirit of openness and willingness to improve. If the expressed concern involves another staff member, the individual should stop the conversation and direct the parent to the staff member involved.

Staff members who have complaints and/or grievances are encouraged to bring those to their supervisor. Every attempt will be made to give a fair hearing to the one making the complaint. If non-teaching staff are not satisfied by the supervisor's response, they may appeal to the Director. However, if the complaint cannot be resolved on that level, the staff member has recourse to the Employee Coordinator for SIL (for employed staff) who will become involved to make sure that all procedures have followed the Cameroon Labor Code.

If a mission member has brought a grievance to the Director and considers that he or she has not received a fair hearing, an appeal may be made to the School Board to determine if the Director has made a reasonable interpretation of Board policy.

Student Grievance Procedures

The School wishes to foster students' development in self-discipline and intelligent decision-making; however, the persons in charge have special responsibilities that can be carried out only if their authority is accepted, respected, and supported by all.

If a complaint or grievance should arise, it ought to be resolved at the level at which it arose: between the student and the teacher or other School staff, as necessary with the help of the Director. In all cases, student complaints should be dealt with courteously and promptly, preferably within two school days after the student raises the question.

The School trusts its personnel and wishes to support their actions so that they can perform their work free from unnecessary or negative criticism and complaints. In general, complaints are best resolved at the level where they arise: between parents and teacher or student and teacher at the classroom level.

In the event that a grievance cannot be resolved in the above manner, the grievance may be handled as follows: The student or parent shall file a written request, which states the basis of the grievance, with the Director. The Director may initiate a discussion on the basis of this request. If the grievance is not settled after being filed with the Director, the aggrieved person, may at any time subsequent to fourteen days after filing with the Director, file the grievance with the Chair of the School Board requesting that the Board review the grievance. The Board or a committee appointed by it shall determine within thirty days whether a formal hearing involving all parties concerned shall be held. While this process is pending, the policy or action being appealed shall be enforced except if it is modified by order of the School Director.

Complaints Related to Curriculum or Materials

The School supports a spirit of free inquiry and sees education as a guided exposure of young minds to a wide variety of facts and ideas. At times these facts and ideas may be considered controversial by some, and it is true that professional personnel have the responsibility of presenting such "controversial" issues with care, tact and objectivity. The curriculum and instructional materials used in the School are chosen with professional care. However, opinions may differ about the appropriateness of certain curriculum offerings, library books, or instructional materials. From time to time, an individual parent or a group of parents may take exception to such things as a particular class, or book and feel that

there are substantial reasons to remove a book from the library or alter the contents of a course. Any staff member receiving such objections will try to resolve the issue informally. It is sincerely hoped that this is how most objections can be handled.

If, however, a parent's objection remains, he/she may challenge instructional materials or course offerings by taking the matter to the Director of the School. The Director may convene an ad-hock committee, made up of teachers and other persons as deemed appropriate by the Director, to consider the instructional materials or course. The person filing the complaint may be invited to take part in the ad-hock committee's discussion, and to present their views in detail.

The Committee or the Director (if he prefers not to convene such a committee but wishes to address the problem himself) will render a decision within two weeks after the initial complaint was made. If the complaining party is not satisfied with the decision he/she may appeal to the Board.

At the discretion of the Administration, access to challenged materials may or may not be restricted while the matter is being resolved.

Teacher/Parent Conferences

Parents may request conferences with teachers at any time, however, a form is sent home for this purpose at the end of each reporting period. It is up to teachers and parents to arrange a time and location that is convenient for both parties. The goal of these conferences is to find a way to help students continue to excel or to put changes in place that will help the student to improve. Parents may also request conferences to address questions they have regarding instruction or curricular content.

Communication with Partner Missions

Partner missions are notified of current trends, concerns and activities through their representative on the school board.

External Communication

Local Community

RFIS is committed to maintaining good relationships with the surrounding community. For this reason, the administrative officer works to keep us informed of current activities and expectations in our surrounding community. When possible, we also work together with them on projects to help improve the community, such as building the bridge and providing easier access to water. The administrative officer or another member of the RFIS administrative team has also represented RFIS at various community functions. RFIS invites local officials and community leaders to attend special RFIS functions such as our 20th Anniversary.

Academic Community & Associations

Relations with Professional Organizations

The School encourages continued growth of its staff and is open to sponsoring in-service training sessions as qualified instructors become available. RFIS is an approved center for giving continuing education units (CEU) towards ACSI certification. Memberships in professional associations may be included in departmental budgets if desired.

Regional and International Associations of Schools

It is the practice of the School to maintain memberships in both regional and international associations of schools for the benefit of the School's students, administrators, teaching staff, and Board members. For example, the School is a member of the Association of Christian Schools International (ACSI) and

is recognized as an examining center for the University of Cambridge Local Examinations Syndicate (CIE) and the College Board.

The School participates actively in inter-school association affairs. School staff and Board members in particular are encouraged to take part in appropriate conferences, meetings, workshops and similar opportunities for sharing and development.

Relations with Accrediting Agencies

It is the policy of Rain Forest International School to maintain accreditation with the Association of Christian Schools International (ACSI) and the Middle States Association of Colleges and Schools.

The School will carry out periodic self-study and self-evaluation programs, and request accreditation visits from visiting teams as necessary to maintain our status as an accredited school.

Relationships with Educational Institutions

Though no formal relations have been established with Cameroonian schools, universities, or colleges, the School desires to foster good relations with them. The School fosters relationships through competition with local schools in the athletic program of the School. In addition, the School would like to establish contacts with Cameroonian universities that RFIS graduates might be likely to attend. We have an ongoing relationship with the Catholic University where we have held graduation for several years.

Relationships with the American School of Yaoundé

The School has a long-standing relationship with ASOY. Some of their former students continue their studies at RFIS. The School wishes to maintain cordial relationships with ASOY through the exchange of ideas, athletic competition, staff social events and by sharing resources when this is feasible.

Chapter 12. Guidance

General Student Services

Mail may be delivered to students through the RFIS mailbox at the SIL mail room: (Students Name)
Rain Forest International School S.I.L. - B.P. 1299 Yaoundé, CAMEROON.

Students should be encouraged to think about career options during their secondary school years and to begin preparation for their chosen areas of interest. The School provides exposure to career options and information on career areas. Career guidance includes helping students prepare for entrance to post-secondary education. The school library contains bulletins or prospectuses from numerous colleges and universities in North America and Europe and materials designed to aid students in their selection of and applications to colleges. In addition, the guidance office conducts informational meetings for students who plan to apply to colleges and universities and provides information regarding the standardized testing required of applicants to most of these institutions.

In the light of our international population, every year the subject of Third Culture Kids (TCKs - please see the Director if you would like more information) and transition must be addressed through letters home, special assemblies and after school meetings. RFIS will also provide students with various transition opportunities and traditions.

Student Records

Surveys, questionnaires, and study proposals that are submitted to the School by outside organizations or individuals and that involve student data must be referred to the Director for review, recommendation, and coordination.

No records or transcripts of departing students will be released unless all School fees have been fully paid, and unless any charges assessed for damages to the School have been settled to the School's satisfaction. The parents of students who transfer to another school will be given an official transcript in a sealed envelope to hand deliver to the next school. No other information is sent unless requested by the parent. If the new school requests further information it will be sent if RFIS has parent authorization for release of information to the identified school.

Students who withdraw from RFIS will be provided with a transcript and transcripts will be sent, on request, to the school to which application for transfer is being made.

RFIS Transcripts

All students receive an RFIS transcript based on the credit system. One unit of credit is granted for successful completion of a course that is normally scheduled for the equivalent of at least three regular class periods per week for a full school year. Courses that meet fewer times each teaching cycle will receive less than one credit. Semestered classes that meet at least 6 times per week will also receive one credit.

Academic Credit

Credits are awarded according to the Carnegie system, as follows:

no less than thirty class hours in a year = one quarter credit

no less than sixty class hours in a year = one half credit

no less than one hundred and twenty class hours in a year = one credit

Teaching Assistants (TAs) may receive .5 credits per year (.25/semester). The supervising teacher will make a rubric/chart which will be used as an evaluation tool in order to determine a pass or fail for the TA. RFIS will accept a total of 1 credit for TAing even if it is transferred in from another school. TA credit can only be used as subject credit if RFIS does not offer another class in that subject area that the student has not already taken. All other TA credit will be considered elective credit.

Acceptance of Credits

Other School

Records from all secondary schools previously attended will be evaluated when students apply to RFIS. Should any questions arise regarding work completed at a previously attended school, RFIS reserves the right to require a student to take a course listed as having previously been taken.

RFIS accepts credit from other schools upon receipt of an official transcript. Grades from North American schools will be included in a student's cumulative grade point average. When these schools use differing systems of credits, the student transcript will be evaluated by the Guidance Counselor to determine the number of transfer credits to be granted.

Home School

In order to evaluate the student's high school work for transfer credit from home school, special stipulations apply. The student's parent or legal guardian must provide RFIS with an outline of the course material covered in each subject, the name of the textbook(s) used, a list of the objectives for each course with a written description of how the course objectives were met, and a transcript of the student's performance in any course in grades nine through twelve. The student must provide a portfolio of work completed for each course taken at home. This portfolio should contain major tests, papers, and projects. Courses for which the student wishes to have credit must correspond with courses that RFIS does or would offer.

In cases where the school does not deem either the material provided by the parents or the portfolio from the student sufficient to meet equivalent course objectives, the prospective student will be required to pass an RFIS semester exam for each course in question.

The maximum number of credits that may be earned this way is ten, normally five credits per year. (Under ordinary circumstances, credit will not be granted for more than the equivalent of two years of high school done through home school.)

Credit for courses taken at home will be granted on a credit/no credit basis rather than on a graded basis and will not affect the RFIS grade point average.

The following requirements apply when students who have been taught at home using a non-accredited curriculum through any part of grades 9-12 apply for admission to RFIS.

The student's parent or legal guardian must provide RFIS with the following information:

- An outline of the course material covered in each subject.
- The name of the textbook(s) used in each subject.
- A list of the objectives for each course.
- A written description of how the course objectives were met
- A transcript of the student's performance in any grade, nine through twelve.

Admission to a student who has been schooled at home will not be granted until all his/her previous applicable school work, from grades 9-12, has been evaluated by RFIS teaching/administrative staff.

Placement in all classes will be made on the basis of the student's previous record and the assessment of the School, which may include placement tests. This initial placement is tentative and the School may advise a change of class after the student's abilities have been thoroughly observed.

Middle School Courses

High school credit will be given for Algebra 1 taken in 8th grade if the student submits an official transcript from an accredited institution showing that the course was completed with a passing grade. If Algebra 1 was a home school course in 8th grade, please refer to the criteria for transfer credit from home school. No other middle school courses will receive high school credit.

Late Admissions

Applications for late admissions will be considered only if the evaluation process for admission can be completed and the student is able to attend classes within the first three weeks of school. Exceptions to this policy will be granted only with the approval of the administration.

Distance Learning

RFIS accepts credit from classes obtained through accredited distance learning institutions (Correspondence/Internet). These credits may be used by students in place of school attendance when not attending RFIS or to supplement school offerings, not in place of RFIS courses. Grades from North American-based institutions will be used to calculate the cumulative GPA.

Graduation/Diploma Requirements

Some graduation requirements may be earned through Work Study or Independent Study.

Academic credit may not be earned for babysitting or extra-curricular activities.

In order to be a fully participating member of the Grade 12 class, students who wish to move from grade 10 to grade 12 must satisfy the following requirements. They must (1) declare their intent to graduate prior to the start of their final year at RFIS, and (2) have completed 15 credits with a minimum of a C (2.0) average by the beginning (August) of their final year of school. The school staff, the parents and the student all need to agree that early graduation is in the best interest of the student.

The credit system as defined in the section entitled RFIS Transcript is used to determine eligibility for graduation from RFIS. Credits toward graduation are normally earned only in grades nine through twelve. For students to receive an RFIS diploma, they must normally attend RFIS for at least two years, including their entire twelfth grade year.

The credentials for entrance into North American universities and colleges are the High School Transcript and external exams such as Advanced Placement Exams and SAT 1 and 2, whereas the IGCSEs and Advanced Placement Exams are the credentials for entering non-North American universities.

The following chart illustrates the course selection and minimum number of credits required for each diploma awarded by RFIS.

Table 12.1. Graduation Requirements

Subject Areas	General Studies	College Preparatory	Honors
Religious Studies (a)	4	4	4
English	4	4	4 (b)
Social Studies	2	3	3
Mathematics	2	3	3

Science	2	3	3
Foreign Language	1	2	3
Physical Education (c)	4	4	4
Electives	3	3	4 (d)
TOTAL CREDITS (e)	22	26	28

- (a) A Bible credit must be earned for each year a student attends RFIS, with exceptions made due to semestered classes.
- (b) For transfer students whose first language is not English, two of these credits may be earned in their first language. One credit of English must be taken at RFIS each school year of attendance.
- (c) One half credit is earned for each semester that a student attends RFIS.
- (d) Three of these electives must be additional Social Studies, Mathematics, Science, English, or Foreign Language study.
- (e) Those students who do not attend RFIS all four years and are therefore unable to take Religious Studies and, possibly, Physical Education will be required to earn credits in other subject areas such that the total number of credits is equal to the requirement for one of the three RFIS diplomas.

While at RFIS, students must take a minimum of two and one-half credits each semester, with one and a half of those being academic courses. Academic courses are normally those which have written final exams or lead to external examinations.

Community Service: Students must complete two semesters, eight hours each, of community service in order to graduate. Community Service projects must involve interaction with and be of service to the host culture and must be approved by the Community Service advisor or the school administration.

General Studies Diploma

General Studies Diploma - The General Studies program prepares students for admission to junior colleges, community colleges, and less competitive four-year colleges.

College Preparatory Diploma

College Preparatory Diploma - The College Preparatory program prepares students for acceptance to major colleges and universities in the United States and Canada. Some institutions of higher education in Europe may also view this program favorably. To earn a College Preparatory Diploma the student must have a cumulative grade point average of at least 2.3.

Honors Diploma

Honors Diploma - The Honors program is a college preparatory program requiring additional courses, some of which may have additional requirements. To earn an Honors Diploma the student must have a cumulative grade point average of at least 3.3.

Testing

Internal Tests

Teachers will generally give a final examination at the end of each semester. These examinations are comprehensive, covering the facts, skills, and concepts studied during the entire semester (December) or school year (June). Twelfth grade students will have final exams. In June, these need to be scheduled

before they leave for their senior class trip! In a class where there are both 11th and 12th grade students, it may be necessary to have two versions of an exam. Grade 11 students need to take their final exams during the scheduled exam week. AP and IGCSE classes are an exception since the students will already have taken the external exam in lieu of a final. Students who do not take the external exams will need to take a semester final in these courses.

Exams should be designed to last two hours. Students must stay in the examination room for a minimum of one hour. All teachers will sign up on a proctoring/invigilation roster to help make this task less onerous during the busy week of preparing semester reports.

Should a teacher be convinced that the best form of comprehensive assessment for their course is not a final exam, they may submit a written justification and outline for an alternate assessment to the Director for approval. This approval must be obtained before the start of the second quarter of the semester so that students and parents can be appropriately informed. Once approved, the written justification should be saved with the syllabus of the course.

External Tests

RFIS is an approved center for administering Cambridge International Examinations (CIE) (we administer the Checkpoint and the International General Certificate for Secondary Education (IGCSE) exams (www.cie.org.uk)), and is also approved by the College Board for administering Advanced Placement (AP) Examinations, the PSAT and SAT (www.collegeboard.com).

IGCSE

The International General Certificate of Secondary Education, or IGCSE, is the world's most popular international qualification for 14-16 year old high school students. IGCSE was developed by University of Cambridge International Exams (CIE) in 1988. It prepares students for further academic work, including progression to A Level, AS Level study, the IB Diploma Program, and Advanced Placement courses. Cambridge IGCSEs are recognized by academic institutions and employers around the world. In 2004-05, Cambridge IGCSE papers in more than 60 subjects were taken by students in over 120 countries worldwide, including the United Kingdom, United States, India & Cameroon.

Cambridge IGCSEs provide a broad study program in Languages, Humanities, Social Sciences, Mathematics, Creative, Technical, and Vocational courses, with a balanced mix of practical experience and theoretical knowledge. Families may ask to see other examinable courses if they feel a need for more IGCSEs. These courses develop and encourage vital educational skills, including oral, investigative, problem-solving, team work, recall of knowledge, and initiative skills.

Many IGCSE subjects offer a choice of Core or Extended papers. This is designed to make IGCSE suitable for students with varying levels of ability. The IGCSE allows teaching to be placed in a localized context, making it relevant in different regions. It is also intended to be suitable for students whose first language may not be English, and this is acknowledged throughout the examination process.

IGCSE exams are taken by students in grades 9 and 10 during May and June. These exams are very important for some RFIS students, and preparation for them must be taken very seriously, but staff should not create unnecessary stress. Teachers should remind all of their students that success on these exams will become a part of their transcript and will provide them with a credential that is internationally recognized. Students who sit an IGCSE exam will not be required to take an internal final exam in that subject.

Ninth Grade Students

Students in the ninth grade will follow a course of studies based upon syllabuses adopted and adapted from those offered by Cambridge International Exams. Bible, PE, and Living Skills are among the exceptions to this rule, although IGCSE does offer exams in these subjects which a family may ask RFIS to consider offering to their child.

Tenth Grade Students

Students who enter or return to RFIS in their 10th grade year are not required to take the IGCSE exams. At the time students decide whether or not to take the IGCSE exam, a parent's signature is required giving permission for that decision. Students who choose not to take the IGCSE exam will be required to take an internal final exam based on past IGCSE questions for the material they have covered.

Use of Exam Results

The results of the IGCSE examinations are reported on an 8-point scale of A*, A, B, C, D, E, F, and G, with candidates who fail to reach the minimum standard for G being unclassified (U).

Passing grades for IGCSE range from A* to G, with A* being the highest. Most IGCSE exams are taken at the completion of the tenth grade year at RFIS but some are taken upon completion of a specific course regardless of the student's grade.

Table 12.2. IGCSE Grade Equivalent

CIE Grade	Suggested US Equivalent Grade
A	A+
B, A-	B+
C, B	B-
D	C+
E, C	C-
F	D+
G, D	D-
U	U

Exams

All French 3 students will take the IGCSE exams irrespective of grade level, whether or not they took previous years of French at RFIS. Students who begin High School in a higher level French class, will take the IGCSE exam if they are in grade 9 or 10 when they enter the school. Students in grade 8 when they take French 3 may opt to take an internal exam instead if their parents and the administration agree.

In rare cases, parents familiar with the exams and for whose children the results have consequences for further education, may wish to help their children prepare and may request that the child be excused from classes for that reason. The student must show a note from the parent to each teacher involved at least two days before the anticipated study day. Students will not be given an excused absence if they choose to stay home to work on a long-term assignment or to study for internal exams.

The month before IGCSE exams begin is to be used for revision for the two-year content of the course. The only homework to be given is that which contributes to the revision process, keeping in mind that all the other IGCSE classes are doing the same.

Non-IGCSE courses should assign minimal homework for grade 10 students during the IGCSE testing period. Students who miss class to take an IGCSE exam are not generally required to make up the work they miss; teachers need to plan accordingly.

At the official end of an IGCSE exam, students must report immediately to their regularly scheduled classes. Staff may then give students a short break at their own discretion.

IGCSE examinations are not the end of the courses. Staff must ensure that plans for the fourth quarter take this into account, and plan for meaningful learning activities until the end of the quarter; homework during this time is not required, but learning should continue unabated.

Students take IGCSE examinations in selected courses. Upon successful completion of these courses, Cambridge International Examinations (CIE) based in Cambridge, England awards the IGCSE to the student. An IGCSE is an internationally recognized academic award.

Advanced Placement Exams

Advanced Placement courses are normally offered to students in grades eleven and twelve. Students who choose to take the AP examinations will be required to obtain a parent's signature and submit a deposit for each exam when they register.

AP courses provide students with the opportunity to obtain credit in high school for first-year North American college-level courses. Students who take these courses are encouraged to sit the exams. Students in these courses who choose not to take the exam will sit a final exam in the subject as in other classes. Students who choose to take the AP examinations will be required to obtain a parent's signature and submit payment for each exam when they register. A good grade on the exam will earn a course credit at most universities in the United States and Canada and some schools in Europe.

AP teachers need to ensure that they are working within the guidelines set by the College Board. They are responsible for keeping up to date with policies and procedures set by the College Board. This includes obtaining an approved audit document for their course. AP teachers are encouraged to seek professional development opportunities that will enhance their ability to teach AP level courses.

Pre-requisites for AP courses are available from the guidance counselor who, with the course teacher, will help students determine their eligibility to undertake an AP course in a given subject area.

In addition to the course syllabus, AP teachers need to give students a "letter of agreement". The letter should include information regarding the expectations for students taking the course and consequences related to those expectations. The letter should include a statement of our AP course policy that students must maintain a C grade or higher to remain in the course, except in extenuating circumstances when special arrangements are made with the teacher.

Advanced Placement courses in English Language, English Literature, French, Biology, Chemistry, Physics, Calculus, Micro and Macro Economics, US History, and Computer Science are offered on an annual or semi-annual basis as personnel are available. There are prerequisites for each course. Students qualify to take them based on performance in prior courses completed in the subject area, along with teacher recommendation.

PSAT/SAT Exams

Students may arrange through RFIS to take Preliminary Scholastic Aptitude Test (PSAT) and the SAT at RFIS.

Registrations will be facilitated by the Examinations Officer or designee.

RFIS will facilitate registrations on other dates for SAT to be taken offsite.

TOEFL Exams

The school will facilitate TOEFL registrations.

Educational Psychologist Testing

Once a year, RFIS and the SIL Children's Education Committee will arrange to have a visit by an educational psychologist. Testing for learning disabilities and other areas of concern will be done on the recommendation of teachers with parent permission. The results of these tests will be used in writing Individual Education Plans (IEPs) for those who require them. Diagnosed challenges can also be used to apply for special accommodations on external exams such as the SAT, AP and IGCSE exams.

Academic Probation

Students are expected to maintain a passing level in the subjects in which they are enrolled. When this is not the case the Director will consult with the parents, teaching staff, and student to see what

steps can be taken to improve the student's performance. In the case of prolonged failure to achieve a passing level, the School reserves the right to determine if the student will be able to continue at RFIS.

Academic probation will be invoked in the following manner.

A student who receives one or more Us or two or more D's at the conclusion of a grading period may be placed on academic probation for one grading period.

A student who receives a U in any subject may be placed on academic probation by the Guidance Counselor. The terms of probation will be worked out by the administration on a case-by-case basis. A conference may be held with the parents, as many of the child's teachers who can attend, the Guidance Counselor, and maybe the student to determine what remedial measures should be taken.

1. In virtually every case, the student will be assigned to the Student Support Room and must use the time to work. The Student Support teacher will report to the Guidance office as requested.
2. The Guidance counselor will inform teachers by email of students in their assigned student support periods who are on probation and with whom they must work. The Guidance counselor will provide necessary information in the student support binder.
3. If possible without sending other students away, the probation student should have their own table in the student support room.
4. The student may be assigned to the MS Homework Club after school.
5. The parents may be asked to make sure that the student is picked up and leaves school at 3:30.
6. If the student has a U and a 3 in effort, he or she may be excluded from extra-curricular activities including sports, intramurals, worship team, drama evangelism and other clubs. Members of student council may be asked to resign from STUCO for at least the period of probation.
7. The student may be required to schedule a regular meeting time for extra help from a qualified person in the subject area they are failing.

Probation may be lifted part way through the probationary period if the grade has been raised or the effort lifts to a 1 and at the discretion of the guidance counselor and the teacher. Procedures for removing a student from probation are as follows:

1. After 4 weeks the guidance counselor will check in Headmaster to see if the grades have improved. If the grade is a C- or higher and there are no D's or less in other classes the counselor will inform the student and parents that the probationary period was successful and probationary measures will be lifted.
2. If the grade is a D the counselor will ask the teacher for an effort grade. If the effort is not a one the student will continue probation until the end of the quarter.
3. The counselor will inform, in writing, the Student Support teachers, the administration and the parents of any changes.
4. If there is no improvement the student remains on probation.

The Guidance Counselor will review the academic status of the student at the end of the next grading period and if the student no longer qualifies, he/she will be removed from probation.

If a student on probation continues to receive one or more Us, and if he/she has not made adequate progress in improving his/her performance by the end of the first semester, the parents will be informed of the possibility that their child will not be allowed to return to RFIS the following school year.

During the last marking period of the school year, the academic situation of any student who is on academic probation will be reviewed by the Director, Guidance Counselor, and the applicable teachers to determine if the student will be permitted to return to RFIS in the following school year.

Following removal or withdrawal from the School for academic reasons, a student may apply to be re-enrolled on academic probation if the following conditions are fulfilled:

- the student has attended another school for one full semester.
- the student has completed a full academic load for the semester.
- the student has achieved an acceptable academic record.

In the case of prolonged failure to achieve a passing level, the school reserves the right to determine if the student will be able to continue at RFIS.

Counseling

In consultation with the Guidance Counselor, students choose their courses in May/June for the succeeding school year. Parents must approve their child's choices. The Guidance Counselor is available to help students choose courses that will enable them to follow their desired career. On occasion, career counseling may be available.

When qualified staff are available, students will also be offered emotional counseling if desired. In the absence of a qualified counselor, the Student Care Coordinator will evaluate student needs and assign members of the team to assist. If needs are beyond the training and ability of care providers, referrals will be made for professional counseling (this may necessitate leaving Cameroon).

Chapter 13. Student Activities

The purpose of extra-curricular activities is to offer students an opportunity to explore interests and discover gifts and talents that may not be developed in a classroom setting. Participation in extra-curricular activities provides students with the opportunity to practice decision-making skills, time management, and balance.

The School reserves the right to establish single-sex activities, such as athletic teams and musical groups, while attempting to provide equal opportunities for both boys and girls in those areas.

Extra-curricular activities are approved by the Administration and shall be supervised through the appointment of advisers and coaches.

Students may choose to participate in a wide variety of extra-curricular activities. While all are enjoyable, it is recommended that students choose between them in order to avoid becoming overcommitted.

Extra-Curricular Activities

Staff members are encouraged to sponsor extra-curricular activities, ensuring that the activity is approved by the administration. The staff member's main assignment should be considered when taking on extra-curricular activities.

Student Clubs

The following extracurricular activities are approved by the Administration and, when offered, shall be supervised through the appointment of advisers and coaches:

Small Group	The main objective of the school's small groups is to help meet the school's first end to have "students who are passionate about Christ." Small groups are an opportunity for students to study the Bible in a less formal manner than in their required Bible class. A second objective is to have students get to know their teachers who lead small groups in a different way than in the classroom, building relationships that should make students who participate to feel more comfortable going to an adult for mentoring outside of the classroom.
American Sign Language	American Sign Language provides our students with an opportunity to learn a foreign language. In addition to language learning, students gain exposure to what life is like within the deaf culture.
Art	Art club provides students with an opportunity to use their God-given creativity outside of a classroom setting.
Photography Club	Photography club offers students an opportunity to expand their interest and God-given talents in photography.
Middle School Drama Club	This club provides an opportunity for students to learn and understand the basic elements of drama. The club works on exposition, conflict, complications, climax, and resolution. They also act, write scripts, play games, mime, and story tell.
Drama Evangelism	Drama evangelism provides students with the opportunity to share their faith through mime and music. This allows students with low French levels to participate in evangelism in Francophone areas.

Worship in Motion	The Worship in Motion club enables students to use their musical and dance skills as a form of worship. Students learn how to draw attention to God through using their bodies in a worshipful way.
Running Club/Mount Cameroon Climb	Running club's purpose is to offer students an opportunity to improve physical fitness and self-discipline while working together towards a goal: the Mount Cameroon climb or a Cross-country letter. The club seeks to foster teamwork and patience as faster runners encourage and circle back for slower runners during training runs. The climb provides club members who have trained hard together all year an opportunity to experience a unique part of God's creation and to draw on His strength while working together to complete a difficult task.
Weightlifting Club	The purpose is to offer students an opportunity to improve physical fitness and self-discipline, using a lifetime fitness skill, while working towards a sports letter.

RFIS sponsors, or has sponsored in the past, the following clubs as personnel have been available: Outdoors Club, Rock Climbing, Chess Club, and Videography Club.

The Director may ask staff or community members to help sponsor one of these clubs, or, if you wish to start something new, please ask the Director.

Student Athletics

RFIS will also strive to provide the opportunity for its students to engage in athletic competition outside of RFIS. When necessary staff and resources are available, RFIS will field various teams.

The athletic program at RFIS strives to teach students good lifetime skills and attitudes towards sports and sportsmanship. We would like to see as many students involved as possible since participation in a team teaches students many valuable lessons about relating to others, accepting authority, persevering through difficulty, demonstrating humility, and exercising good leadership. Participation in RFIS athletics should be a fun experience that teaches students about good sportsmanship and enables them to develop new skills and a greater understanding of team concepts. While we would like to win as many games as possible, we desire to keep this goal subordinate to our other aims.

Athletic teams most frequently include soccer, basketball, and volleyball for both boys and girls.

If you wish to coach a team, please contact the Athletic Director.

A physical fitness exam within twelve months of the start of school or a physical fitness waiver will be required of any student who chooses to participate in organized extracurricular athletic activities.

Intramurals

In addition to the regularly scheduled physical education classes, RFIS may provide an intramural sports program as staff and resources are available.

The purpose of the intramural program is to encourage the development of community within the School by fostering teamwork and healthy Christian competition. The spirit of intramural competition should encourage all of the participants and not just those gifted in that particular sport. The program is therefore available to all who express an interest in participating. The emphasis should be on good sportsmanship, inclusion and teamwork. The more experienced athletes should be encouraged to use their skills to help the others improve and experience individual as well as team success. The intramural program is student led with adult sponsorship. The students involved learn valuable lessons in diplomacy, integrity and servanthood as well as practical skills of team and tournament organization.

If you wish to be involved as an intramural sponsor, please contact the Athletic Director.

Potential Clubs

New clubs may begin upon the approval of the administration. A plan must be submitted which includes the club's purpose, the name of the adult sponsor, the intended meeting time, and any club requirements.

Weekly Prayer Time

Weekly prayer meetings provide an opportunity for students to grow in their spiritual well being, grow closer to God, care for others in their community through prayer, and worship together. These meetings are initiated and organized by students.

Student Government

In order to develop an appreciation for democratic processes and an awareness of their interdependence with others in the world, the students will elect a Student Council. The council will take responsibility for specified areas of the school activities and will represent the students and their concerns to the school administration.

Members of the Student Council include officers elected by the student body within the first three weeks of the school year. The offices of president, vice president, secretary, treasurer, and representative-at-large are elected by students in grades 7-12. Two representatives are elected by the middle school (grades 7 and 8), and one representative is elected from each of the high school grades. Elections for Student Council officers and class representatives are held within the first three weeks of school. All officers and class representatives must maintain a scholastic grade point average of 2.0. Student Council officers must be in grades 10-12 during their term of office. The president of the Student Council must have attended RFIS one semester previous to the elections and must be in grade 11 or 12.

The Student Council Constitution is available upon request and is saved on the School network.

School Sponsored Events

All school-sponsored events are to be approved by the school administration two weeks prior to the event and are to be planned under the guidance of a staff advisor. Only dance which meets the requirements of the RFIS dance code is allowed at RFIS events.

Community Events

All proposed community event activities must be submitted to the Director or his/her designee in writing two weeks before the event. Forms for this purpose are available on the network under staff/public/forms. Events scheduled and added to the agenda before the start of the school year do not need to be approved but the supervising teacher does need to complete the Event Checklist form in order to make sure that everything needed is available.

Normally the students will not seek to raise funds by the solicitation of gifts, but rather through hosting community events. Apart from the annual run-a-thon, which raises money for the Mt. Cameroon climb, class events should aim to provide a service, such as providing food.

Sale of goods and services at fair prices is the preferred method of fund raising for student activities. This could include special dinners (e.g. Pizza Night, coffee house), sale of student services (e.g. babysitting), etc. No high pressure tactics may be used. The funds should be designated for a specific use related to the function of the organization. In no case will cash prizes be offered at fund raising events.

Only dance which meets the requirements of the RFIS dance code is allowed at RFIS events.

Middle School, ninth and tenth graders normally hold low-key events as they are assigned (or requested) by student council often in conjunction with a school performance. All class events must have prior approval from the administration and must be put on the school calendar well in advance of the event if they were not already placed on the calendar at the beginning of the year. The Event Approval form must be turned into the administration at least two weeks prior to the event. Some events that have been held are: Dessert Nights, Valentine's Dinner, Mexican Dinner, Dinner Theater, Pancake Breakfast, Barn Dance, Ping-pong Tournament, Carnival, and movie nights.

All community events must end by 9:45 pm so that students can be home by 10:30 pm.

Community Activities Involving Students

Students at RFIS are encouraged and required to participate in activities which will benefit the local community. Student groups such as the Community Service Program, the Student Council, or individual classes in accordance with their respective advisers and any community organizations involved, will be responsible for giving leadership to these activities.

School Celebrations & Awards

Two annual programs are held: one for the middle school and one for the high school to celebrate achievement.

The middle school team leader has details of the middle school celebration on file. The middle school teachers work together to prepare for this end-of-year event. The administration must be informed of all of the details involved.

The high school celebration involves all professional staff as they work together to discuss and vote on award recipients. Scholarships from universities have sometimes been announced at the High School Celebration.

The awards and their descriptors have been developed and refined over a number of years. While there have been numerous discussions regarding the practice of giving awards, at RFIS we have decided to recognize outstanding accomplishment in a variety of areas. Previous discussions, can be found on [Staff/special activities/Awards/awards philosophy discussion](#).

Athletic Awards

Athletic Letters	Student athletes may earn an athletic letter in a sport if they participate for two years on a senior team and participate in at least half of the matches in the year the letter is given. Specific requirements are outlined for those who would like to earn a letter in weight lifting or cross-country.
Athlete of the Year	One award is given to a female student and one to a male student for outstanding performance in the RFIS athletic program.
Sportsmanship Award	Given to the student who has demonstrated true sportsmanship in the heat of athletic competition; it may be given to both a male and a female.

Academic Awards

IGCSE Certificates	IGCSE Certificates are presented from the Guidance Office after being sent from the Cambridge Examining Board. They are given to students who passed any IGCSE exam (grade above a U).
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Honor Roll Certificates	<p>An Honor Roll certificate is given to any student who obtains a GPA of 3.5 in the given year. A High Honor Roll certificate is given to anyone who obtains a GPA of 3.8 in the given year.</p> <p>Selection: The guidance counselor looks at students GPA's at the end of the second semester and determines the recipients of these awards with consultant help as necessary from the director.</p>
Honors Award	<p>One Honors Award is given to the student in each class who obtains the highest grade point average during the school year. Students must have been at RFIS the whole school year in order to qualify for an academic award.</p>
Bible Memory Award	<p>Given to those students in 9/10 Bible and in 11/12 Bible who have done superior work in Bible memory during the school year.</p>

Special Awards

Attendance Awards	<p>Perfect Attendance Awards are presented from each semester. Once in December at the Christmas Party and once at the High School Celebration. They are given to any student who has no absences and no tardies during the semester. The Assistant Director identifies these students using the official attendance records in the office.</p>
Community Service Award	<p>After a student has fulfilled the community service graduation requirement, he may earn additional honors for doubling the original number of hours, and then additional honors by tripling the original number of hours (a letter first if one has not yet been earned in any area and a pin thereafter).</p>
Award for Artistic Expression	<p>These awards are given to students who have enriched the RFIS community by demonstrating a high level of involvement and effort in promoting artistic expression, made substantial improvement in the practice of their art, and given outstanding performances in their chosen field.</p>
Williams Cup	<p>The Williams Cup is presented to a student who thinks not only in terms of their own rights, but also understands their responsibility to support the human rights of all peoples. They demonstrate that an individual has the ability to improve the lives of those without a voice. The ideal recipient is an example to others through their commitment to social justice either within or beyond RFIS by involving multiple sectors of their community in social justice issues. Specifically, this student has publicly educated and advocated for one or more social justice causes or has been actively involved in creating change in an area of social justice.</p>
Valedictorian	<p>A graduating senior chosen to give the farewell address at graduation. They must have attended RFIS for a minimum of two years, demonstrate strong moral character, be respected by students and staff, and speak well in front of groups. They should also be of high academic standing and faithfully endeavor for academic excellence. (Modified in 1998.)</p>
Salutatorian	<p>A graduating senior who is a close runner up may receive this award. (This was given in 2017 after not being given since 2003 and 2004, and 1997 before that.) This student may give a salutatory address.</p>

Character Awards

- Servant Award** This award is given to those students who lead in demonstrating an attitude of service, who are quick to help others, and whose actions show they are thinking more of the needs of others than of their own (e.g. they are quick to help clean up or when they see a need).
- Leadership Award** This award is given to those students who display exemplary leadership qualities at RFIS. For this award, consider someone who is positive in any area of school life--both in and outside of the classroom and in extra-curricular activities, who perseveres in their leadership role, and who, by their attitudes and actions, encourages others to follow in a positive way. Consider someone you would be willing to follow.

Award for International Understanding

- Award for International Understanding** Awarded to a student who is a good representative of their own country, with a positive attitude towards the life and culture of others, able to converse in at least two languages, a contributing force in the life of the school, with the ability to bring differing people together into a sense of community, thus furthering the cause of international understanding.

RFIS Award

- RFIS Award** This award is presented to a student who, out of love for Jesus Christ, has enhanced the harmony and vitality of RFIS. Demonstrating the fruit of the Spirit listed in Galatians 5:22-23, this student evinces purity in their words and actions, has a strong desire to be mature, and willingly accepts discipline. This student looks for ways to help others and relates to others in a kind, gentle manner. They are patient with others who are struggling or with whom they disagree, and are loyal to family, friends, and school. Thus, by word and by example, this student has been an inspiration and encouragement to students, teachers and staff.

Student Publications

The School encourages students to express their views in School-sponsored publications, but they must observe rules for responsible journalism. This means that libelous statements, obscenity, defamation of persons, false statements, political statements, material advocating racial prejudice, hatred, violence, the breaking of laws or School regulations, or material designed to disrupt the educational process, will not be permitted.

The School also encourages School-sponsored publications as an educational activity through which students can gain experience in reporting, writing, editing and an understanding of responsible journalism. The sponsors of student publications have a responsibility to review the contents of these papers before publication and to assist students in improving their skills and modes of expression, and to recognize material that is in poor taste, misleading, false, ill-advised, prejudiced, or even libelous.

Review of the content of School-sponsored publications prior to publication is not censorship, but part of the educational process. It can be pointed out to students, as it frequently is to professional journalists, that a publisher (in this case, the School) enjoys freedom to determine what it will and will not publish.

However, the students' right to speak freely within the parameters set above should be seriously considered and protected. For that reason, the emphasis in the publication should be on review, not on "official approval"; any decision by a School official to withhold approval must be based on the standards set forth in the first paragraph of this policy.

Chapter 14. Student Care

The safety of the whole child is very important at RFIS. Our student care office is charged with overseeing the emotional health of students.

Child Safety Training

Each year staff and students are reminded of the definitions of child abuse. Staff are required to take an annual child safety training course and are given detailed steps to follow in responding to allegations of abuse. Staff are also trained in ways to protect themselves and students by taking precautions in their own interactions with students.

Emotional Difficulties

Many students are faced with emotional struggles. These can be triggered by a variety of things including change, academic pressure, social pressures, unmet expectations and perfectionism.

Suicide

If a student reports suicidal thoughts, parents will be notified and appropriate action taken. Such action may include regular counseling, a non-suicide contract or referral to a psychologist or counselor in Cameroon or the student's passport country.

Often suicidal students are reported by a staff member who has noticed symptoms in behavior or in student writing, a fellow student in whom the person has confided, or another concerned member of the community. Such reports are made to the student care coordinator who will assess the situation and inform the RFIS director if there is a concern. If the concern is warranted, the RFIS director, in turn, reports to the SIL director or the director of the student's mission.

In the event of a suicide of one of our school community, RFIS will arrange for post-event counseling for students and staff, both as a group and as individuals.

Self Harm

Some students determine to take control of the amount of pain they experience by seeking to harm themselves in some way. Such behavior is symptomatic of more serious issues and is treated as such by the student care office. Similar steps are followed as in the case of suicide.

Depression

Many people in transition struggle with depression. This is also true of some RFIS students. Students are often identified by concerned teachers or parents who are familiar with the symptoms of depression. The student care office is informed, investigates, and takes action appropriate to the severity of the case. If the depression is severe, the parents will be informed, and the student may be referred to a counselor or psychologist. In less severe cases, the student may be required to meet weekly with an adult who can help them to manage or overcome the feelings and help to watch that the situation does not deteriorate.

Post Event Counseling

RFIS students who undergo a traumatic event are encouraged to seek post event counseling. This may consist of a single debrief with a trained member care debriefer or may include more ongoing care arranged by the student care office.

Accident

In the event of a serious life-threatening or fatal accident in our community, RFIS will arrange for post-event care for affected students and staff.

Part IV. Personnel (ACSI Standard 4)

Chapter 15. All Staff

Recruitment

The responsibility of recruiting teachers lies in large part with the home offices of the partner missions. However, all staff members are encouraged to provide names of potential teachers to the School Director for the purpose of providing information regarding Rain Forest International School to such persons. Teachers may be recruited locally and will be screened by the School Administration. Locally hired teachers are recruited, screened and hired by the RFIS administration team and interview panel.

The teachers of Rain Forest International School provided by partner organizations must be in agreement with the RFIS Statement of Faith and be willing to look to God for living and transportation expenses. RFIS will endeavor to maintain a staff which:

- is multinational
- possesses the necessary professional skills
- is prepared to instruct a multicultural class, as well as advise, encourage, and motivate individual students

RFIS may also employ local teachers who, except for salary, meet all of the qualifications listed above.

Christians are sought for instructional and non-instructional staff positions. Successful applicants are not only Christians but are well qualified in their field or quick-learners. Initiative, a willingness to work cross-culturally, and the ability to speak English are all factors that are considered. Each job will have a different skill set required for success and will also match a category found on the Tertiaire II pay scale provided by the Cameroonian government.

Chapter 16. Child Protection

Child Protection Information

Normal, healthy, human relationships between adults and children include expressions of proper care and affection. Adults working with children are encouraged to provide a warm, supportive, nurturing environment. In their physical contact with children, adults will seek to meet the child's normal physical and emotional needs. Supportive nurture is always to be guided by biblical standards of morality, ethics and prudence. Child abuse is a general term to describe inappropriate, immoral, and/or unethical behavior by an adult toward a minor under 18 years of age, or of one child toward another child where there is a difference in power based on age, or physical, intellectual or emotional capacity. Child abuse is recognized under four categories: Physical Abuse, Emotional Abuse, Sexual Abuse and Neglect. Child abuse can be perpetrated with or without the consent of the victim. It can occur in a one-on-one encounter or in a group setting.

RFIS staff seek to promote an atmosphere where students know adults can be approached if they have any concerns about any aspect of safety. If an RFIS student experiences or suspects abuse, they should report it to a teacher or the RFIS Director. A disclosure of abuse will be taken seriously and will be reported to the SIL Director and may be investigated by the SIL International Response Team.

Chapter 17. Volunteers

RFIS welcomes the assistance of volunteers. Volunteers must be willing to uphold the standards and policies of the school. They should be mature adults of good character and sympathetic to the values of the school.

Roles and Responsibilities of Volunteers

Parents of students and other interested members of the community are encouraged to help as volunteers for various school functions. The following are possible areas of involvement:

driving and supervising outings - field trips, overnight student trips, etc.

advising and supervising class activities - socials, fund-raisers, etc.

supervising in library or auditorium in absence of staff.

tutoring students in particular courses.

teaching a special class or course of special interest.

coaching a sports team.

helping with music and drama productions.

Occasional Volunteers

Volunteers who will be working alongside an RFIS member of staff should be informed of the school's end statements, schedule, transport policy (if appropriate) and dress code, as well as other information pertaining to their responsibilities as a volunteer. The RFIS member of staff must take responsibility for the volunteer and may not leave students alone with the volunteer.

It is imperative that occasional volunteers, like other school visitors, sign in at the school office and sign out when they are leaving the campus. Staff working with volunteers must inform them of this policy.

Regular Volunteers

Regular volunteers such as substitute teachers, library assistants, sports coaches and exam proctors who, in the course of their work, may work alone with students, must read and submit a signed copy of our Child Protection Policy, Code of Ethics, Statement of Faith and Transport Policy. It is the responsibility of the RFIS staff member for or with whom they are working to ensure that this paperwork is completed. The signed policy statement sheet should be filed in the volunteer's folder in the personnel files in the school office.

Background checks or the equivalent (in case one cannot be obtained in their country) will be required of regular volunteers. For missionary volunteers, we will seek confirmation from their sending agency that background checks have been done and the volunteer is fit to work at RFIS. In some cases, volunteers will be required to sign a form noting any criminal convictions, driving violations or child protection convictions. Volunteer drivers should be aware that for child safety reasons they should not drive only one student and should plan routes accordingly.

Part V. Instructional Program and Resources (ACSI Standard 5)

Chapter 18. Curriculum

The School provides a secondary education comparable to grades 7-12 in the American system and Years 8-13 or Form 2 – Upper Sixth in the English system for students normally from ages 12-19.

Basic Curriculum Design

The purpose of RFIS is to enable missionary families to continue their God-given assignments in central Africa, confident that their children's educational needs are being met. In that light, RFIS endeavors to accomplish the Ends, as defined by the Board and outlined at the beginning of this manual. The school exists to provide the best possible education for all of its students. The curriculum is designed with the goal of preparing students for further study in their home countries, therefore it is intentionally international in nature. In general, a UK/North American course of study is basic to the curriculum. The language of instruction is English.

The curriculum documents include the purpose and content of each course, class, or program; they indicate the developmental scope, sequence, and activities to be used.

The school recognizes the individual nature and needs of each student. Teachers attempt to meet these needs within the structure of the normal classroom setting. "Individualizing" does not imply a separate program for each student but rather a means of looking at the student individually within the framework of the total classroom is a part of our philosophy; that is, we attempt to assimilate students of all levels of ability into the regular classroom with other students of similar age.

Academic Freedom

RFIS supports the concept of academic freedom for the instructional staff. "Academic freedom" is defined as the right of qualified scholars, in their own fields of expertise, to pursue the search for truth in its many forms and to make public their methods and findings. In a school setting, academic freedom also means the right of teachers to encourage discussion of controversial questions in the classroom while developing in students a love of knowledge and a desire for truth.

RFIS expects issues to be presented in a fair and Christ-honoring manner. Teachers should keep in mind the level of maturity of their students and their need for guidance in arriving at balanced views.

Academic freedom is not absolute and must be subject to the following constraints:

- The expression of academic freedom does not extend beyond the standards of good taste and behavior characteristic of a Christian philosophy of life.
- The exercise of academic freedom must not violate the laws or regulations of our host country.
- Teachers may discuss controversial questions in the classroom, provided that they are presented in a fair and Christ-honoring manner. Teachers should respect the level of maturity of their students and their need for guidance in arriving at balanced views.
- Teachers are expected to recognize the limitations of their own experience and expertise.
- It is important to take into account that Christians do not all reach the same conclusions on many topics and that a dogmatic stance on the part of the teacher can put the student in a difficult conflict with parental beliefs and training. Sensitivity in addressing these gray areas is required.
- Teachers must comply with the guidelines for instructional resources.
- The School Director may require a teacher to desist from further instruction in or discussions about subjects which he/she perceives to be contrary to the students' best interests.

Academic Freedom and Religious Instruction

All students at RFIS are required to take the Bible/Religious Studies classes offered each year. In addition, teachers in all academic disciplines are expected to teach their classes from a Christian perspective. While teachers may reasonably expect their students to understand a Christian perspective on any given issue, teachers may not require students to adopt a certain perspective. Students have the right to hold whatever beliefs they choose, and they are also afforded the right to express those religious beliefs without fear of ridicule or academic penalty. This academic freedom of the student does not eclipse the responsibility of teachers to challenge their students to develop a balanced and rational perspective on all issues. Learning occurs best in an atmosphere of openness, honesty and mutual respect, where students can interact with the truth of the Christian faith while under no academic compulsion to believe a certain way.

Textbooks

Textbook Issue

Textbooks are issued to students, who should ensure that they protect them from excess wear, damage or loss. Students will be charged for damaged or lost textbooks.

Textbooks will be issued according to the instructions of the Library staff.

Most books will be issued covered with either plastic covers or clear contact paper. Books that are issued without covers must be covered by the students within one week of being issued. Teachers are responsible for making certain this is accomplished.

Special Focus Day

On a rotating basis, RFIS will offer school-wide instruction on sexual values, substance abuse, self-awareness, and life planning. One day each year will be designated for special schedules to allow time for this instruction.

The staff of RFIS recognizes that the abuse of alcohol, drugs and tobacco constitutes a danger to young people's physical and spiritual development. As staff is available, the School will educate students in the consequences of using these substances. We will strive to create a climate in which students will feel free to seek information or help related to substance abuse. The focus of the drug awareness day will be on making wise choices.

While the staff of RFIS acknowledge that the primary responsibility for sex education lies with the parents, we believe that the School should support the parents by teaching students respect for human sexuality. As staff is available, we will offer courses to all grade levels, focusing on sexual values as presented in the Word of God. Information on AIDS and other sexually transmitted diseases will also be offered.

Many emotional difficulties stem from a lack of self-awareness and understanding of who we are in Christ. RFIS will educate students in various aspects of self-awareness with a focus on hearing from people who have overcome various struggles.

Many students have difficulty learning the basic skills for living on their own - budgeting, goal setting, time management, etc. RFIS aims to give students training and opportunities to develop these practical life-time skills. The emphasis of this day will be on learning how to biblically address the practical needs of independent living.

Cultural Diversity

RFIS is an international school. Historically the majority of RFIS students have come from North America. Other students are from various countries in Africa, Europe, Asia and South America.

Incoming students should be aware that they will need to develop cross-cultural communication skills in order to succeed academically and socially at RFIS. Intercultural literacy (understanding those who are culturally different from ourselves) is important for all members of the school community, and each member is expected to make an effort to improve in this area of learning for life.

Third Culture Kid

A Third Culture Kid (TCK) is a person who has spent a significant part of his or her developmental years outside the parents' culture. The TCK builds relationships to all of the cultures, while not having full ownership in any. Although elements from each culture are assimilated into the TCK's life experience, the sense of belonging is in relationship to others of similar background." (The Third Culture Kid Experience, Pollock/Van Reken, 1999, p 19)

TCKs are people who find their identity neither in the cultures of their parents nor in the cultures in which they are living, but rather in the "third culture" of others like them. Even our Cameroonian students might be considered TCKs because of the strong influence that the international school community has on them. Very few of our students consider their country of origin to be home. Teachers should try to be sensitive to this and avoid generalizations such as "when you go back home" or "We Americans," etc.

RFIS seeks to address transition issues of all segments of our community at regular intervals throughout the year. Information is also available from a variety of other sources including www.interaction-international.org. Sources cover issues such as transition and other TCK issues. The following publications are just a few of the many books and journals that can help you better understand TCKs. Many of them can be borrowed from the library or the Director's office (*The TCK Experience: Growing Up among Worlds*, David C. Pollock and Ruth van Reken, Intercultural Press, © 1999; *Letters Never Sent*, Ruth van Reken, Indianapolis © 1986; *Raising Resilient MKs*, Ed. Joyce Bowers, Association of Christian Schools International, © 1998 - a comprehensive one-volume collection of the best and most current thinking on a wide range of topics dealing with the nurture and education of missionary kids). These resources assist people who have responsibility for MKs: parents, teachers, school administrators, and caregivers.

Cross-Cultural Instruction

RFIS endeavors to take advantage of its local physical and cultural environment as resources for the students' education and personal development. Students are required to complete one year of French, in recognition of the fact that the majority of Cameroon's population is French speaking.

Each year teachers are encouraged to arrange a field trip in the local area. In addition, the School organizes extra-curricular sports activities which involve teams from other schools. Whenever appropriate, Cameroonians are invited to visit the School and address the student body. In addition, students are given opportunities to share features of their own cultures in order to develop pride in their own countries, while cultivating an open-minded understanding of the cultures of others. Students involved in extra-curricular activities, while engaging in projects with and on behalf of the local community, will benefit from the cultural experience.

Cameroonian Culture

Incorporation of Cameroonian culture into the curriculum is a major goal at RFIS. Teachers are strongly encouraged to take advantage of the local environment as a resource for the students' education and personal development. Field trips and guest speakers are two obvious ways in which staff might expose students to Cameroonian culture, but staff should seek other, creative ways of doing so.

Staff should never publicly criticize Cameroon or Cameroonians. Even when speaking of aspects of the culture which they may not appreciate, they should balance their comments by noting positive aspects of the culture or by acknowledging the negative aspects of their own.

Chapter 19. Discipline

The Director or designee is responsible for setting and enforcing rules of behavior and for coping with behavior problems as appropriate to the students' feelings and needs.

Classroom Management

Control of student behavior, class organization and classroom expectations is called classroom management.

At RFIS, discipline is the responsibility of each individual teacher with support from the administration. It is the goal of RFIS to teach students that there are different behavioural expectations in different cultures and settings. The ability to remember and distinguish between various expectations increases as the student progress through school. Therefore, middle school teachers at RFIS maintain common standards that are included in their syllabi and outlined during middle school orientation at the beginning of the year. At the high school level, each teacher outlines the expectations and procedures for classroom management in their class syllabus.

In dealing with student behavior in the classroom, teachers can always be assured of support from the Director for reasonable rules set within the framework of the overall policies applying to conduct. Conversely, teachers are expected to treat each student with respect, courtesy and consideration. Teachers may respond to misbehaviour in a number of ways including seat changes, removal from the classroom, notifying parents, lunchtime detentions, behavioural contracts, and referral to the Discipline Director.

Students have the right to be told clearly what the rules are and they have the right to appeal to higher authority if they feel they have been dealt with unfairly or have not been given an objective hearing. It should, however, be pointed out to students that directions must first be obeyed and may be questioned later. The people in charge of the School must have the authority to carry out their tasks for the benefit of all concerned, and it is for this reason that the Director and the professional staff have the task of setting specific guidelines for discipline and punishment in the School.

Several expectations for student behaviour are common to all. RFIS students are expected to demonstrate respect for themselves, others and property, be prepared and on time for class, participate to the best of their ability and hand assignments in when they are due.

Discipline Categories and Consequences

Breaches of discipline shall be dealt with using measures which appropriately meet the seriousness of the offense. Disciplinary measures in order of severity are:

Category 1 Offense	Minor disturbances that prevent classroom order and instruction. Consequences - Offenses may result in additional work, detention, note home, Student-Director conference, or other measures deemed appropriate by the teacher.
Category 2 Offense	Activities and attitudes that show a lack of respect for authority or fellow students. Frequent and repeated violations of Category I. Consequences - Offenses may result in Student-Director conference, Parent-Director conference, in-school suspension, disciplinary probation or other measures deemed appropriate by the Director.
Category 3 Offense	Violation of governmental laws. Activities or patterns of behavior that seriously threaten the safety of the student or classmates. Activities or patterns of behavior that show gross lack of respect for authority or prop-

erty. Activities or patterns of behavior that violate Biblical moral codes of conduct. Frequent violations of Category II.

Consequences - Offenses may result in suspension or expulsion.

Explanation of Consequences

Additional Work	Work assignments done before or after school.
Detention	A disciplinary measure which requires a student to remain in a supervised area of the School at lunch or outside of normal School hours. Parents must be notified about out of school detentions.
Note Home	A report of misconduct to be signed by a parent and returned the following day.
In-School Suspension	Removal of a student from the classroom. Student is still responsible to complete assignments given in class.
Suspension	A disciplinary measure which requires the student to stay away from School for one to five school days as determined by the Director. A suspended student cannot return to School until a conference is held with the Director, the student, and the parent or guardian. Work missed during suspensions will be treated as work missed during an unexcused absence.
Probation	A disciplinary measure which is a warning to the student and his parents that any further breaches of discipline within a defined period will result in suspension or expulsion. Probation is invoked when a student has a serious problem and gives the student an opportunity to correct his/her behavior.
Expulsion	Expulsion is the required withdrawal of a student from the School. When expulsion is recommended, a date of withdrawal from school will be set and the withdrawal procedure followed.

Student Conduct

Students are to conduct themselves in a way that reflects Biblical values. In everyday relationships students need to interact cooperatively, courteously and respectfully. Honesty in word and deed will be expected at all times. Sensitivity to one another's feelings and needs should be cultivated. In short, we need to practice the Lord's teaching to treat others as we would like them to treat us.

The School works for an educational environment that seeks to stimulate and encourage each student's intellectual curiosity and discipline, and that fosters in each student a sense of self-worth and responsibility for their own work. The School practices a policy of non-discrimination.

Each student has the opportunity and the right to use the School as a means for self-improvement and individual growth. In so doing, students are expected to conduct their activities in such a way as to assure other students the same opportunities without serving to restrict or otherwise inhibit their individual and collective rights. It is the right of the School authorities to prescribe and control student conduct in the School. In exercising this right, the Director, working with the staff and with the students, will attempt to follow the procedures set forth by administrative regulations pertaining to the various aspects of student rights, student conduct and student discipline.

Interrogations and Searches

The Director will make every reasonable attempt to notify parents prior to permitting any person from outside the School - including law enforcement officials - to question or detain a student. In

no circumstances will a student be questioned or detained without the presence of either a parent or a School official. All School property is under the control of the School officials, and a search of School property - including but not limited to lockers - may be made at the discretion of the Director, or his representative, if a reasonable suspicion arises that items considered illegal, disruptive, or a general nuisance to the educational process are being kept at School. School officials will search a student's person only if there are clear indications that a student has harmful substances, weapons, explosives, or other dangerous contraband in their possession, and if such possession constitutes a clear and imminent danger to the safety and welfare of the student, of other persons, or of School property. Personal searches will be made only in the presence of two adults of the same sex as the person being searched and a written report will be made to the parent.

Toward the Opposite Sex (Public Display of Affection (PDA))

Genuine feelings of affection may develop between students.

There should be no physical display of affection toward a member of the opposite sex on school grounds or during any school-sponsored event. Nor should there be excessive physical display of affection between members of the same sex in order to show respect and sensitivity to others. No form of sexual harassment, verbal, graphic, or physical will be tolerated. In all relationships students need to interact cooperatively, courteously, and respectfully.

Teachers should encourage students to conduct themselves in a way that reflects the RFIS philosophy and ethos. Staff members who find students in violation of the PDA policy must warn students and report the violation and the consequences given to the discipline director or assistant director.

Student Dress Code

All Students

Student appearance should reflect the Christian values of the school, sensitivity to one another's culture, and respect for other people. As a community we are committed to demonstrating respect and love for one another. In order to provide a healthy learning environment, each student is expected to groom and dress neatly, cleanly, modestly, and appropriately for the activities of the school. Student attire should enhance rather than detract from the instructional process.

Footwear is required at all times during the day (7:30 AM - 3:22 PM) and at all times inside buildings and in the Industrial Arts area. When wearing sneakers, socks must be worn.

The school dress code is required for all school events, including graduation and extra-curricular activities unless otherwise specified.

Clothing which will be deemed unacceptable includes shirts with vulgar or offensive slogans, images or commercials as well as army fatigues. Clothing should be neither so loose that undergarments or private parts can be seen or accentuated, nor so tight that they outline the shape of the private parts, rear end or upper thighs. No underwear should be visible at any time. Clothing may not be torn, ripped or ragged. Bare midriffs are not acceptable. A shirt or blouse is too short if the midriff shows when the arms are raised to shoulder height.

Girls

For normal school activities girls may wear dresses, skirts, culottes, slacks, jeans, or shorts with a blouse or T-shirt. The hem of dresses and skirts must at least touch the knee. All clothing worn under sheer fabric must still meet all requirements of the dress code.

The hem of shorts must be no more than fifteen centimeters (15 cm) above the floor, measured while the student is in a kneeling position. Slits in skirts must also not exceed fifteen centimeters (15 cm) above the floor unless the slit is overlapping.

Shoulder straps must be at least four centimeters (4 cm) wide. Halter tops, off-the-shoulder-tops, strapless tops, spaghetti straps and racer-back tops are not allowed.

Clothes must not be too tight, that is, the exact shape of the body should not be seen. If a long shirt (completely covering the rear end and the crotch) is worn with clothing that is otherwise too tight, it will be deemed to be acceptable. Leggings, however, require a knee length skirt to cover them. When the arms are raised, the midriff should not show. No underwear or cleavage should show.

Boys

For normal school activities boys may wear trousers, jeans, or shorts with a dress shirt, casual shirt, or T-shirt, not a tank top or muscle shirt (sleeveless shirts without deep arm holes are permitted). Clothes must not be too tight. If a long shirt (completely covering the rear end and the crotch) is worn with clothing that is otherwise too tight, it will be deemed to be acceptable. When the arms are raised, the midriff or undergarments should not show. No underwear should show at any time.

Chapel Dress

One day each week will be designated for chapel. In order to demonstrate respect for God and to recognize that different attire is required for different occasions, students are expected to dress sharply on Chapel day.

For the entire day **girls** are required to wear a dress or a skirt (that at least touches the knee) and top (not school T-shirt or athletic) with business formal or professional shoes (no canvas shoes, rubber flip-flops, or sandals with Velcro or wide rubber soles that contrast with the shoe color, nor very high heels that are not functional for a long day). Cargo skirts and denim are not considered dress clothes.

Examples of acceptable shoes for chapel day:



Examples of unacceptable shoes for chapel day:



For the entire day **boys** must wear dress trousers, a shirt with a collar, and business formal shoes (no athlete shoes or athletic-looking shoes, canvas shoes, rubber flip-flops, sandals with Velcro straps or rubber soles, or canvas deck shoes). Cargo pants are not considered dress clothes.

Examples of acceptable shoes for chapel day:



Examples of unacceptable shoes for chapel day:



Banquet and Valentine's Dance Attire

Everyone is expected to dress smartly (at least Chapel dress code); black tie (tuxedo/ball gown) is not a requirement. Footwear should be professional or formal shoes or dress sandals. Remember that cargo pants or skirts, denim attire, sports shoes, and flip-flops are not considered dress clothes.

For **women**, spaghetti straps are permitted. Dresses should not be see-through, entirely figure-hugging, backless, strapless, very low cut in the back, or have a plunging neckline revealing cleavage. The midriff should not show when the arms are raised above the head; no underwear should show; hems must at least touch the knee.

For **men**, a sport coat or suit is recommended unless traditional Cameroonian men's formal wear is worn instead.

All students should wear chapel shoes. Women may wear high heels. Students violating these guidelines will be given alternate clothing to wear.

Physical Education

For physical education class, students are required to wear a T-shirt or tank top and shorts. Shorts may be mid-thigh length (as measured along the inseam from the knee to the crotch). Shorts which are shorter than mid-thigh must only be worn with spandex (bike shorts) underneath. Shorts that are PE length (shorter than 15cm above the knee) may not be worn outside of PE class or athletic practices.

Yoga trousers are acceptable only if paired with a mid-thigh length shirt. Tights are acceptable only if worn under mid-thigh length shorts.

Shorts and shirts are available for purchase in the school office. PE clothes are to be worn for athletic activities only; students are required to wear clean attire following PE, unless PE is at the end of the day.

Consequences

Students are expected to adhere to the dress code. Parents are urged to assist the school by monitoring their children's conformity to the dress code so that dress does not detract from the instructional setting or process.

Teachers are asked to help monitor the students' conformity to the dress code. If a teacher believes a student to be in violation of the dress code, he or she should have a quiet word with the student and, where possible, give the student the opportunity to rectify their dress code infringement. Please emphasize heart matters over legality. When a teacher speaks to a student, he or she should report the incident to the Assistant Director by email or to the person in charge of monitoring dress code so that further steps can be taken if necessary. This person will make the final decisions regarding tightness of clothing and will communicate expectations to parents where needed.

1. For the first infraction, a student will be given a verbal warning and asked to put on alternative clothes of their own or that we keep on hand.
2. For the second infraction students will be warned and asked to put on alternative attire that we keep on hand.
3. For the third infraction, the student will be given alternative clothing to put on and parents will be notified in writing of the pattern of behavior.
4. For the fourth infraction the student will put on provided clothing and immediately serve a half-day In-School Suspension. They will be warned that next violation will result in a new dress code for the rest of the quarter for them as an individual. They will also be warned that if there are two more violations in the next quarter the new dress code will apply for the rest of the school year.
5. For the Fifth Violation, the student will put on appropriate attire provided by the school and be given one of the following new dress codes

- if the problem is repeated short skirt the new individual dress code will be calf length skirts.
 - If the problem is tight trousers the new individual dress code will be no more wearing of trousers (i.e. restricted to skirts).
 - If the problem is inappropriate necklines the new individual dress code will require crew neck shirts or button up blouses closed to the top or first button.
 - If the problem is short shorts the new individual dress code will require the student to no longer wear shorts except in PE when they must be knee length.
 - If the problem is some other kind of violation the new dress code will be determined in negotiation with the administrator.
 - If the problem involves a variety of violations the new individual dress code for the most common problem will be applied.
6. If there is a sixth violation (failure to meet the new dress code) - Parents will be called to come to the school bringing appropriate clothing. The student will receive unexcused absences while waiting in the office for the clothes to arrive (i.e. the work missed cannot be made up).
 7. Should there be more than six violations, it will be considered a category three offense (gross lack of respect for authority), which may result in suspension or expulsion.

It is not possible to anticipate all clothing possibilities; therefore, questions involving subjective judgments must be left to the discretion of the teachers and administration. However, parental involvement in enforcing the dress code before children leave home, is crucial to their success in meeting expectations.

Dance Code

Dance is intended to be pure and very beautiful when the heart is committed to glorifying God as David's was. At RFIS, dance is allowed. However, the musical content may not be suggestive, sexual or related to societal culture that dishonours God (including animistic rituals, fertility dances, or prison or drug culture). Likewise, if a dancer's actions are designed to attract or seduce, they are inappropriate. Dance moves that are deemed to be sexual, provocative, crude or violent in nature are not permitted because they do not glorify God. Such movements would include pelvic thrusts, hands near the crotch, outlining the body with the hands, shimmying (especially girls), hands moving over another person's body, or purposeful shaking of the buttocks to draw attention to that part of the body. (Since we cannot outline every type of inappropriate move, students and staff will be asked to be sensitive to one another and not include actions that others would find to be offensive or sensual.) Dancers must ensure that their clothing remains appropriate the entire time they are dancing. For example, the movements should not expose skin or underwear. RFIS staff will ask dancers to cease any dance that could be interpreted as inappropriate. Dance which does not bring these unacceptable ideas to mind is appropriate no matter what culture it comes from. RFIS encourages dances from a variety of cultures and historical eras.

School Technology

RFIS provides several options for student technology use, including a Kindle and an iPad that can be checked out from the library. Students have access to computers in a variety of situations. Students can use this technology to aid them in their academic growth. However, to ensure that the technology continues to be available and to teach wise use of resources, the following restrictions apply.

Students may not:

- Access the internet without staff supervision or approval.
- Access other students' personal folders or drop box assignments.

- Load programs onto computers without permission of the RFIS Computer Department.
- Change, delete or save files on a computer.
- Change desktop scheme, screen saver design, or time.
- Listen to personal music without staff permission on an approved device.
- Play games not associated with a class program.
- Use computers in the teacher's room.

Personal Technology Use

It is permitted for students to use some personal technology at school, but families should be aware that these devices are not secure in backpacks, unlocked lockers or classrooms. Parents need to be aware that, other than what is described in the following sections, there is no school supervision of personal computers or electronic devices; however, if devices are used inappropriately or not in accordance with the policies below, they will be confiscated and may be claimed only at the end of the school day. If there are repeat offenders, the parents may be required to reclaim the item from the Assistant Director.

Students may use personal technology under the following guidelines.

Computers and Tablets

- In order to be safe from theft and to limit the possibility of students sharing inappropriate information, it is recommended that, if these devices are needed at school, students store personal computers in the Director or Assistant Director's office when not in use. The security of such devices is not the responsibility of the school.
- Personal computers and tablets may only be used in a place where they are under the direct supervision of staff (e.g., supervised classrooms, library, computer lab or in student support).

Personal Listening Device

Research shows that music helps some students learn much more effectively. Some of our own students have shown a distinct improvement in getting work done in prep periods and authorized class time when listening to music.

At RFIS Students may use any personal listening device that is designed only for listening to music. It may not be capable of accessing the internet, connecting to other devices, using apps or playing games. We recommend that students put their name on their device(s). Below are the guidelines for use of approved devices.

- The approved listening device may only be used before and after school, in prep periods or when approved by a teacher in class.
- Students may only use devices if they are visibly placed on the desk.
- Speakers are not approved for use on school grounds, except in accordance with the weight room policy.
- Sharing of headphones between students is not allowed.
- RFIS staff will not be monitoring what is on the listening devices. Parents are responsible for monitoring their own child's listening habits.

If a non-approved listening device is seen or heard by any staff member, it will be confiscated and turned in to the administrations until the end of the day. Confiscated devices may be examined for

inappropriate content. Inappropriate materials found may lead to further disciplinary action. If there are repeat offenders, the parents may be required to reclaim the item from the Assistant Director.

Cell Phones

Cell phone usage can be detrimental to the learning environment both socially and academically. Between 7:30 and 3:22 on school days, student cell phones should be out of sight and turned off unless being used for a specific activity under direct supervision of a teacher. If a student needs to contact parents, they may do so with the permission and supervision of a staff member.

If a student violates this policy, the phone will be confiscated and turned in to the Assistant Director until the end of the day. Confiscated phones may be examined for phone numbers called, pictures, messages, etc. Inappropriate materials found may lead to further disciplinary action. If there are repeat offenders, the parents may be required to reclaim the item from the Assistant Director.

Students may also pay to use the office phone.

Plagiarism

Plagiarism is the practice of using someone else's words or ideas and claiming them as one's own. A person can plagiarize words, paragraphs or entire works. At RFIS students are taught how to correctly give other people credit for the work that they have done. Should a student plagiarize on an assignment, they may be asked to completely re-do the assignment and/or may receive no credit for the assignment. The Assistant Director will always be notified of a plagiarism offense. Repeated acts of plagiarism are grounds for suspension or expulsion.

Student Support Prep (SSP)

Middle School

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High School

Approved locations are:

- Pavilion
- Prayer Garden and Chapel
- Library
- Office or Teacher Room (to meet with a staff member)
- Computer Lab (if supervised)
- Mentoring
- Music Lessons
- Weight room, court or running track (grade 11 or 12 with prior parental permission only)
- Boukarou (grade 11 or 12 only)
- Senior Lounge (grade 12 only)

Student SSP Responsibilities:

- Check in with the teacher at the agreed upon place and time with the agreed upon method.
- Stay at your chosen location or return and change the location in the agreed upon manner.
- Use the time in a way that will help you be an effective student and that helps others be effective students.
- Politely and respectfully request to use technology before doing so.
- Only use technology in a manner and location that are in accordance with the policies of the school.
- Please consider others and monitor your noise level.

Teacher SSP

Teachers will also be assigned to a prep. Each teacher will be assigned to the same general group of students three times a week. Staff should consider the student support preps they teach equivalent to a regular class. Consistency in providing help during student support preps is important and one reason why the guidelines should be followed closely.

Teacher Responsibilities:

- Include the periods of SSP coverage in your schedule and keep track of who is in the group.
- Discuss with the class during the first week of school to agree on the most efficient way to be accountable for meeting the student/teacher responsibilities. Teachers should work together develop a method to assist those students who have SSP for more than one period in a row.
- Build relationships with the students.
- Report attendance to the office using the standard blue slips and outline a clear tardy policy for these periods.
- Check regularly, during each block, that students are in the agreed upon location. *If you cannot leave your location, use the intercom to ask another staff member to check.*
- Work with students to design an easy method for them to appropriately change location if needed.
- Assist students in getting any necessary or desired assistance.
- Directly supervise any student who needs to use some kind of technology. If you are unable to supervise, explain why and offer an alternative, already supervised, location.
- Directly supervise any student who is assigned a Student Support Plan.
- Be available to students.
- Work on your personal work, in a designated and accessible place, only if all student needs have been met.

Attendance

Any classroom period includes student participation as well as direct instruction by the teacher. Generally, it is impossible to “make up” this experience; therefore, the School requests the support of parents in ensuring their children’s punctual attendance.

The school office must be notified when a student is not on campus. No student will be released from School early without valid reason. Only written notes from a parent or guardian will be accepted. No

student will knowingly be released into the hands of persons unknown to the School without specific, written permission from the parents.

Family trips should not be planned when school is in session. If a family trip or other planned absence is necessary during school, the school needs a minimum of two weeks notice. Parents need to write to the director to request that an absence be excused. If the request is granted, the secretary will be informed that the student will be requesting an Excused Absence form. The instructions on this form must be followed in order for missed work to be accepted. Assignments may need to be completed prior to the absence to receive credit.

Normally students with fevers should not be in school. Please contact the school if your child has a fever and is due to sit an external exam.

Students who are absent from school may not participate in after- school activities, i.e. they may not stay home sick and then play in the sports game/practice, go to canteen night, intramurals, a community event, or Banquet. PE students who expect to participate in sports after school must also participate in PE that day.

Students who miss more than four consecutive periods in a day will be considered absent for that day unless special arrangements have been made ahead of time. Since absences from school are disruptive to the learning of both the absent student and other students, absences must be kept to a minimum. Students who are absent for more than 20 days during a semester will normally not receive credit for that semester, although extenuating circumstances will be considered.

Attendance is taken each period by the classroom teacher.

All absences and tardies are recorded in an attendance log in the office. Teachers are to report student absences and tardies to the office on the slips provided for this, as well as recording them in their own attendance book. Teachers need to post the slips outside the classroom door every period.

Class advisers should take attendance at class meetings and submit the information to the office promptly.

Student Absence

When departing for or returning from an absence, a student must take to the office a signed note from a parent or guardian stating the reason for the absence. It is the role of the school administration rather than the parents to determine if an absence shall be considered excused or unexcused. Students are responsible for finding out what work they have missed, and teachers will allow a reasonable time for making up tests and completing assignments. An absence is considered unexcused until a note is presented.

Excused Absence

Excused absences may be granted for illness, medical appointments, family emergencies, death or serious illness in the family, or upon the request of the parents. When the student returns to School he/she must bring a note from a parent or guardian to the School office explaining the nature of the absence (even with parental permission, the school reserves the right to judge whether or not to excuse an absence).

Students are responsible for finding out what work they have missed, and teachers will allow a reasonable time for making up tests and completing homework assignments.

Unexcused Absence

In the case of absences which are unexcused, the student will receive a grade of zero for exams or tests given and work collected on the day of the absence; teachers are not expected to give extra help in order for students to catch up, and a parent/teacher/student conference may be requested. Absence for the purpose of writing course work which is given as a long-term assignment is deemed unexcused.

Early Dismissal

A student who needs to be released from school before the end of the day must bring a signed note from a parent or guardian stating the time and reason for the early dismissal. Alternatively, the parent may sign the student out at the office in person. Before leaving the campus, the student must sign the register in the office. If returning to school the same day, the student must come to the office upon arrival and sign the register again.

With parental permission, students may leave school early in the afternoon if they have completed all classes and school activities for the day. These students may not linger on campus or return to the school for the rest of the school day.

Tardiness

Late Arrival

As we prepare students for the next stage of life we want to encourage them to be punctual. Teachers are encouraged to give positive reinforcement for punctuality in their classes. They should remind students that good attendance and punctuality may be mentioned in applications and references, so it is definitely in their best interest. We seek to do this by example and also by having consequences for tardiness.

A student arriving to school after the beginning of classes must report to the office with a note from a parent or guardian stating the reason for the late arrival. Failure to provide a note will result in the tardy being unexcused until a note is provided and evaluated. The receptionist should collect the note and the student should sign the late arrival book. On arriving in class the student should follow the teacher's directions for late entry to class.

Teachers will inform students about what is expected of students who arrive late to class. The teacher will determine whether tardiness between classes is excused or unexcused.

Students who arrive to a first period class fewer than 10 minutes late may be admitted, but the teacher must be sure to report the tardy to the office even if slips have already been picked up. Students who are more than 10 minutes late should have a note from the office in order to be admitted to class. A student who is more than 25 minutes late for class will be considered absent.

During Assembly, students arriving late will be marked tardy as they enter and take their seats. If they wish the tardy to be excused, it is their responsibility to provide the office with a parent note.

Chronic tardiness is considered a Category 2 discipline issue.

Tardy to Class

At RFIS teachers are responsible for outlining how the tardy policy will be enforced in their classes. Teachers need to inform their students at the start of their course of their expectations for students who arrive late to class.

If a student is late to class when changing classes, teachers must decide whether or not the tardiness is excused or unexcused and administer the appropriate, pre-determined consequences. Some suggested consequences for tardiness are given below. Consequences begin anew each quarter.

- 1st offense – warning
- 2nd offense – break detention
- 3rd offense – lunch detention
- 4th offense – call home & inform assistant director

- Have students report at break or lunch to make up the work they missed.
- Phone home as soon as you notice a problem to get the parents involved.

Chronic Tardy

If teachers notice a student is chronically tardy to class, they should inform the assistant director as soon as possible so that it can be determined whether the behaviour is indicative of a broader problem.

As needed, the Assistant Director will arrange for a tardy detention for one to three hour(s) on Friday after school or on Saturday morning, usually from 8h00am. An assigned teacher will supervise detention, and students will be given constructive work to do during the detention. A detention notification letter signed by the Assistant Director is sent home for the student and parents.

Repeat offenders, i.e. those students with excessive tardies (significantly more than other offenders) may receive Category II consequences for showing lack of respect to teachers and classmates.

Category II - Consequences - Offenses may result in a student-Assistant Director or Director conference, a parent-Assistant Director or Director conference, an in-school suspension, disciplinary probation or other measures deemed appropriate by the Assistant Director.

Student Automobile Use

Students who drive automobiles to School must park them in the designated parking area for the school day. Students may not drive their vehicles during the school day and may not give rides to other students without the express written consent of both sets of parents.

Controlled Substances

Although Scripture does not speak directly to the problem of drug abuse, it does instruct individuals in the maintenance of healthy lifestyles and avoidance of harmful indulgences and excesses. We believe that any non-medical involvement (i.e. consumption, procurement, provision) with controlled substances or material generally acknowledged to be harmful to an individual's physical, spiritual or psychological health is inconsistent with the Christian lifestyle.

Use and possession of tobacco, alcoholic beverages, narcotics, stimulants, barbiturates, suppressants, hallucinogenic drugs, marijuana or any harmful substances on the School campus, its immediate environs, or at School-sponsored activities are forbidden.

Any student who violates this policy shall be immediately suspended.

This is a Category III offense.

Teachers who see a student violating this policy should confront the student immediately and bring the situation to the attention of the Discipline Director. Suspicions (without actual observation) that a student is violating the policy should immediately be taken to the Discipline Director.

Weapons

The possession of a weapon by a student, staff, or visitor (except law enforcement or military) on school grounds, or during school-sponsored events, threatens this safe atmosphere and will not be tolerated.

No student, staff member or visitors shall possess, use, or distribute a weapon when on school grounds or during school-sponsored events. Students who become aware of a weapon being brought to school or on school property or during a school sponsored event must immediately notify an adult staff member. Students should not, however, pick up or transport the weapon.

In the course of their work, staff members may use some tools that might otherwise be construed as weapons.

A weapon means any object, device or instrument designed and used as a weapon. No person shall use articles designed for other purposes (i.e., belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon. Any instrument used to threaten another person shall be considered a weapon.

The policy applies to a school building, school grounds, school activities or trips, school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events and all school-related functions.

Possession means having a weapon on one's person or in an area subject to one's control in a school location.

Any staff member who brings a weapon, as defined above, to school may be terminated from school employment.

RFIS will not tolerate the possession, use, or distribution of weapons by students. Thus, the consequences for students possessing, using or distributing weapons shall include:

1. Confiscation of the weapon.
2. An investigation conducted by the School Director or School Director's designee.
3. If a student is found to be in possession of a weapon for any reason other than an oversight of the school policy, the student may expelled from the school.
4. Immediate notification of parent and guardian.

The RFIS policy on the possession, use, or distribution of weapons by students is not meant to interfere with instruction or use of appropriate equipment and tools by students. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of this policy. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

In order to ensure a safe and orderly learning and working environment, RFIS maintains a strict weapons policy. In addition to reading the Handbook, students will be informed during the first week of this policy. No student may possess or distribute a weapon or object having the appearance of a weapon on school grounds or at school-sponsored events. Parents and students may inquire of the school administration for definitions of "weapon", "school grounds", and "school-sponsored event".

Student Pregnancy

It is the policy of the School administration to deal with each pregnant student on an individual basis. To make a general policy to govern the spectrum of issues in these cases would be ineffective. Each case will be judged on its own merit and the following items will be taken into consideration:

- attitude (one of repentance or hostility or fear, etc.)
- home support
- academic performance
- contractual fulfillments (home, school)
- discontinuance of sexual sin
- other

Certain privileges will necessarily be denied, but pregnancy in and of itself will not automatically exclude a student from completing her studies at RFIS. Likely, on going mentoring with an adult will be required for students who stay to complete their studies. It is the goal of the school to both pronounce truth and demonstrate grace.

This same policy also applies to any student who has fathered a child.

A teacher who learns that a student is pregnant should notify the Director. (If the student has confided the information herself, the teacher should tell her that the Director will be notified.) When dealing with such a case, you should try to manifest the compassion of Christ. This is a Category III offense, but we will always attempt to use redemptive discipline.

Fighting Policy

In order to ensure a safe and orderly learning and working environment, RFIS maintains a strict fighting policy.

Students involved in any fighting (physical contact with malicious intent), or threat of violence, either verbal or non-verbal, on or off school grounds, will be required to report to the School Director or the Director's designee. After investigation of the incident, the students will receive discipline appropriate to their involvement. This could range from a warning to a suspension for the first offense. A second offense will result in an automatic suspension and a third offense will result in expulsion.

Intimidation, Harassment and Bullying

RFIS believes that all students have a right to a safe and healthy school environment. The staff and community have an obligation to promote mutual respect, tolerance, and acceptance as we value the diversity that we have as God's image bearers. We seek to cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment that is God-honoring.

RFIS does not accept behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Intimidation, harassment or bullying means any gesture, written or verbal expression, electronic communication, or physical act that a reasonable person should know will harm another student, damage another student's property, place another student in reasonable fear of harm to the student's person or property, or insult or demean any student or group of students in such a way as to disrupt or interfere with the education of any student. Intimidation, harassment and bullying include, but are not limited to, a gesture or gestures, or written, verbal (such as teasing or name-calling), or physical acts (such as hitting or shoving), or electronic communications including deliberate, systematic social isolation or manipulation. Such behavior is specifically prohibited.

RFIS expects students and/or staff to immediately report incidents of intimidation, harassment or bullying to the assistant director. Each complaint should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, and during any school-sponsored activity.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of intimidation, harassment or bullying. Students who engage in these behaviors are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The procedures for intervening in intimidating, harassing or bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation, harassment and bullying at the beginning of the school year, as part of the family handbook and/or information packet and as part of student orientation.

- The school will strive to always keep a report of intimidation, harassment or bullying and the results of any investigation confidential.
- Staff who witness acts of intimidation, harassment or bullying shall take immediate steps to intervene when safe to do so.
- People witnessing or experiencing intimidation, harassment or bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.
- If an investigation indicates that intimidation, harassment or bullying has occurred, remedial measures and appropriate corrective actions shall be applied.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the RFIS Director or follow the grievance procedure.
- The school prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Intimidation

When teens or adults treat someone in particular ways with a goal of causing them to feel fear and shame and, thus, submission. Intimidating a person can come in many forms, including tactics such as, yelling, the silent treatment, crying, threats, emotional blackmail, a guilt trip, confrontation or verbal abuse that can establish dominance.

Harassment

Harassment is any continuous pattern of intentional behavior that takes place on school property, on a school bus, or at a school-sponsored function, which:

- Degrades or shows hostility toward an individual because of the individual's characteristics, associations, social or economic status, or abilities including but not limited to: race, creed, religion, color, sex, sexual orientation, family status, marital status, disability, age, nationality, ancestry, place of origin or receipt of financial assistance, or because of retaliation for opposition to prohibited discrimination.
- Creates an intimidating, hostile, or offensive work/study environment through graphics, written, spoken or non-verbal communications including comments, voice mail, email, jokes, slurs, bullying, gestures or negative stereotyping.
- Constitutes physical violence, restraint, coercion or a threat to the health or safety of a student or associate; and/or interferes with an individual's ability to complete her or his work or study.

Sexual Harassment

Sexual harassment is specifically prohibited and defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature inappropriate in the work or study environment.

Examples of sexual harassment include, but are not limited to:

- Demeaning and/or derogatory communication about one's gender.
- Staring, pinching, touching or blocking the movements of another person.
- Unwelcome sexual comments, innuendoes, or jokes about one's dress or body.
- Sexual horse-play or pranks

- Sexually explicit displays or distribution of pictures, materials, or objects in the work/study area.
- Offering or implying a reward or threat concerning work/class assignments, performance review, discipline, promotions, or other terms or conditions of employment in exchange for sexual favors
- Unwelcome amorous advances, sexual propositions, or obscene gestures.
- Obscene letters, phone calls, e-mails, or unwelcome words or comments with sexual meanings.
- Unwelcome repeated social contact.
- Non-consensual sexual contact.

Bullying

Bullying is unwanted, aggressive behavior among school aged children and teens that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

Bullying includes actions such as:

- making threats
- spreading rumors
- attacking someone physically or verbally
- deliberately and systematically excluding someone from a group

Cyberbullying

Cyberbullying: includes electronic technology or the use of electronic communication on school computers, networks, forums and mailing lists in the manner described in the definition of intimidation, harassment or bullying.

Chapter 20. Assessment

Grading

Grading Procedures

RFIS grades are recorded by semester so that one grade normally represents a half credit of work.

Components that comprise a final semester mark may include continuous assessment by the teacher (homework, class work, quizzes, unit tests, class participation, etc.), and a final project and/or a final examination. Weights given to these components vary according to the syllabus for the course prepared by the teacher. Most courses will have final exams at the end of each semester except when an external exam is given in that semester for the course.

RFIS uses a marking system of A, B, C, D, U, E, I, CR, NC, as described below.

- A Achievement of all learning outcomes at a level that exceeds the expected standards
- B Achievement of most learning outcomes at a level that meets the expected standards
- C Achievement of a good number of the learning outcomes, but with a few below the expected standard
- D Achievement of many learning outcomes at a level below the expected standards.
- U Failure to achieve most of the learning outcomes at an acceptable level, with much remediation required
- E Failure to achieve most of the learning outcomes at an acceptable level despite extraordinary effort, with much remediation required
- I Incomplete: insufficient amount of work completed at the time of the report
- CR Credit: acceptable completion of an ungraded course
- NC No credit: insufficient achievement of course objectives for credit on an ungraded course

Please note: Teachers reporting on pass/fail classes should use 'CR' (to coordinate with the transcript program) rather than 'P'.

Effort Grades

In addition to assigning grades to the achievement of course objectives, teachers are also asked to assign a grade for effort, according to the following scale. Please read the descriptors carefully. Effort grades must be based upon observations made directly by the teacher, as listed below, not on assumptions made as a result of secondary evidence. The usual effort grade will be a two; only rarely is it expected that a student will receive a one or a three.

Effort grades are noted on Report Cards and Progress Reports to give parents and students an indication of visible signs of effort.

- 1 **OUTSTANDING EFFORT:** Exceeds classroom expectations
 - Assignments thoroughly completed on time
 - Excellent classroom participation
 - Seeks assistance and offers it to others when appropriate

- Consistently on task
 - Comes to class with appropriate materials
 - Rarely absent or tardy, no unexcused absences or tardies
- 2 GOOD EFFORT: Meets classroom expectations
- Assignments completed on time
 - Willing classroom participation
 - Seeks assistance when appropriate
 - Consistently on task
 - Generally comes to class with appropriate materials
 - No unexcused absences or tardies
 - Rarely tardy
- 3 UNSATISFACTORY EFFORT: Fails to meet classroom expectations
- Assignments incomplete or late
 - Inappropriate classroom participation
 - Does not seek assistance when needed
 - Frequently off task
 - Comes to class without appropriate materials
 - Unexcused absence(s) and/or tardies
 - Frequently tardy

Homework

Sensitivity to Student Workloads

Teachers should consider the entire course load students carry and plan their assignments accordingly, making sure that all homework contributes to the accomplishment of the course's instructional objectives. Homework should be reviewed and recorded promptly, and included as part of the student's progress evaluation.

Homework for any one course should not exceed an average of 90 minutes per week for a standard class (30 minutes per class meeting). For AP courses, the maximum average is sixty minutes every night. To ensure that students are not overburdened, teachers are required to record tests and the due dates for major assignments on the calendar in the teachers' desk room, making sure that students do not have an excessive load on any given day. Students should not be expected to write more than two tests and two quizzes on the same day or have more than two major assignments due the same day.

Students are expected to complete assigned homework. To accomplish this, they must learn to plan necessary study time. Students are encouraged to keep a notebook to record their homework assignments. It is the student's responsibility to seek additional clarification when needed.

Only AP classes may assign homework over school breaks. IGCSE classes may give review activities for use during the second semester mid-semester break.

Make-up Work

Absence from school because of illness, family emergency, medical or dental appointments, or extenuating circumstances may be considered excused. Absence because a student "didn't feel like coming" will not be excused, even with a note from the parents. The Administration, not the parents, determines whether an absence is excused or unexcused. Upon returning to school, the student should bring a note from a parent or guardian, explaining the absence. Teachers should allow a reasonable time for making up tests and completing homework assignments after an excused absence. A general guideline is one day for every day missed, but staff should take into consideration the circumstances and give grace when needed. However, students are responsible for finding out what work they have missed.

After an unexcused absence, teachers are not expected to give extra help in order for students to catch up. The student should be given a zero on any tests given or work collected on the day of the unexcused absence.

Extra Credit Work

Extra work is not permitted for the purpose of artificially inflating grades. Teachers may allow students to demonstrate their understanding by repeating an assignment or doing work which extends their knowledge beyond what is required for the course.

TA-ing

Students are encouraged to seek opportunities to develop responsibility, accountability, and vocational skills. Working as a Teacher's Assistant is one way of meeting these objectives. It also provides the teacher-supervisor with a broader basis for writing a student recommendation. TA work is eligible for minimal academic credit.

Required Materials

When requiring students to have particular materials for class and home use, teachers should only ask for materials that are available locally. Calculators for advanced math classes may be an exception and may be purchased through the school office subject to availability.

Examinations

Teachers must give a two hour comprehensive exam or a project at the end of the first semester. All courses that conclude at the end of the first semester will have a comprehensive exam. Teachers will also give a two hour examination at the end of the second semester unless the course is externally examined. These examinations will be comprehensive, covering the facts, skills and concepts studied during the entire school year. Twelfth-grade students will have final exams, which they will write before going on their year end class trip.

Teachers who feel an alternate form of comprehensive assessment is more valid need to make a request by the middle of the semester to the Director, in writing, outlining an alternate assessment and the reasons it is more valid than an exam.

Middle School students will write exams only in Math and French both semesters, Humanities one semester and Science one semester.

Conferences

RFIS aims to work in partnership with parents to monitor the needs and progress of individual students. To this end, report cards are issued twice each year, once at the end of each semester. Interim progress reports are issued at the mid-semester point and are followed by parent-teacher conferences when requested.

Teacher-student or teacher-parent conferences also may be held whenever the need arises. Such conferences help the teacher better understand the needs of individual students by giving students the opportunity to communicate their points of view. This is crucial if the teacher is to help students evaluate their own strengths and weaknesses and set specific goals for progress.

Report all parent conferences to the Guidance Counselor.

Chapter 21. Scheduling

RFIS works very diligently to help meet the needs of students. Consequently, we often have a very complicated schedule. Due to the small number of students and the inconsistency in availability of teachers, RFIS cannot commit to offering the same selection of courses each year. However, as an administration and staff, we will meet as many student needs as possible.

Schedule & Course Load

During grades 9 and 10, most students follow a prescribed program of studies, with little choice of electives. Part of the program for grades 11 and 12 is prescribed, but students have a greater choice of elective courses. These programs of study are designed to ensure that students take the courses needed to meet requirements for a diploma from RFIS. It is the task of the guidance counselor, and at times the Director and teachers, to help students choose the program of study and course load most suitable for them.

Questions about the schedule or the workload of a particular student should be taken to the Guidance Counselor.

Chapter 22. Description of Courses

Courses

Middle School Course of Studies

The course of studies in the middle school, grades seven and eight, prepares students for the secondary program. A framework for the course of studies focuses on the academic needs of middle school students, with an emphasis on individual study skills.

High school credit will be given for Algebra 1 taken in 8th grade if the student submits an official transcript from an accredited institution showing that the course was completed with a passing grade. If Algebra 1 was a home school course in 8th grade, please refer to the criteria for transfer credit from home school. No other middle school courses will receive high school credit.

Humanities (Social Studies, English & Bible)

These courses explore the relationship between human history, geography and literature and the application of the Bible to earlier time periods as well as our own. Throughout the course students are also challenged to develop their own style and voice in writing as they gain understanding of their relationship to the world in which they live.

Over the course of two years, students will be introduced to a breadth of topics. One year will focus on Western Civilization including Church History, European history, geography, and culture as well as a look at the Americas and will explore creative writing, reading and public speaking. The other year will focus on essay writing and grammar while studying Non-Western Civilization geography, history and culture, including comparative religions.

The student must normally attain a passing grade or take a make up course in order to remain enrolled at RFIS.

Foreign Language

Middle school students are placed in French classes according to their ability, unless an ELL class is more appropriate as determined by the administration. Students whose ability is beyond French 3 will not be placed in a class, due to the mature content in upper level courses.

Science

Courses in grades 7 and 8 consist of one year of Life Science and one year of Physical Science. The Life Science course covers cells, heredity and evolution, ecology and a semester-long study of the diversity found within the living world. The Physical Science curriculum concentrates on scientific processes, energy and motion, the nature of matter, chemical reactions and waves. Students will complete both courses during their 7th and 8th grade years. Both focus on skills necessary for success in the high school program.

Physical Education

P.E. is required each year with an emphasis on individual and team sports and lifetime physical fitness.

Computer Studies

Required middle school courses in Computer Applications will lead to keyboarding proficiency and knowledgeable use of a word processor, spreadsheet, database, and Internet searching.

Fine and Practical Arts

Fine and Practical Arts courses including art, drama, choir, music, construction, foods, and textiles are offered as personnel are available to teach them. Should staffing allow, one of the middle school years will concentrate on fine arts and the other on practical arts.

Mathematics

During the two middle school years, students will build on basic math concepts and then be introduced to pre-algebra and algebraic functions. Emphasis will be given to real-life application. Throughout the two years, a number of topic-based projects will be given, as well as constant review through weekly assigned work. Advanced students in grade 8 may take Algebra 1 at the discretion of the administration.

High School Course of Studies

Bible

Bible (Religious Studies): Students explore the Bible to find its application to its initial recipients and to our contemporary setting. Over the years this course may include New Testament Survey, Old Testament Survey, an examination of worldviews, contemporary issues, how-to-study the Bible, and other topics. The Bible course is required to be taken at RFIS each year that a student attends RFIS.

English

Grade 9 and 10 courses in English will emphasize English language (grammar, composition, and oral communication) and literature (British, American and African) and will prepare students to sit the IGCSE examinations in English Language and English Literature. Students for whom standard Western English is not their first language may be assigned to an ESL course (if staff are available) and may choose to sit the IGCSE Examination in English as a Second Language. Grade 11 and 12 courses will emphasize world and modern literature and advanced language skills. Qualified eleventh graders may take AP English Language, which is a prerequisite for AP English Literature, which is offered to twelfth graders. Advanced Placement (AP) courses in grades 11 and 12 are designed to prepare students for AP examinations

Foreign Language

To the extent possible, the school will provide up to six years of French study. On completion of French 3, all students will sit the IGCSE examination in Second Language French. Students are normally expected to attain IGCSE level in French before pursuing another language. French 5 students will be prepared to take the AP French Language examination. In French 6 students will be able to take the CIE "A" level exam in French. Other languages will be offered as qualified personnel are available.

Science

In grades 9 and 10 students will study a two-year course in co-ordinated sciences, including Biology, Chemistry, and Physics. At the end of grade 10 students will sit the IGCSE examination in Coordinated Sciences. In grades 11 and 12 students may study standard courses in Biology, Chemistry, or Physics or take Advanced Placement courses in these subjects designed to prepare students for the AP examinations. These courses will be offered when qualified personnel are available.

Social Studies

In grades 9 and 10 students will study Modern World History. Students may additionally study Geography, as personnel are available. Geography is not normally taken in lieu of Modern World History unless recommended by the teachers. At the end of grade 10, students will sit the IGCSE examination(s). U.S. History is highly recommended for American students in grades 11 or 12 and may

be offered to others as an elective. In addition, Economics, AP Economics, and other social studies courses may be offered.

Physical Education

Physical Education is required each year with an emphasis on individual and team sports and lifelong physical fitness. First Aid Training will be included as trained staff are available.

Computer Studies

New high school students need to demonstrate computer keyboarding, and word processing skills that meet the required standards. Students who do not meet the standards will be required to take the Computer Applications or Keyboarding course during their first semester at RFIS. Elective courses may include IGCSE ICT, AP Computer Science, Web Page Design, Graphics Design and Yearbook as qualified personnel are available.

Fine Art

Concert Choir (open to all students) and Chamber Choir (selection by audition) are sometimes offered in succeeding semesters. Private instruction in vocal and instrumental music will be offered when qualified instructors are available. Drama will normally be offered in the second semester. When two elective blocks are available, other drama or music courses may be offered, otherwise, there will be choir one semester and drama the other. Other courses, such as Art, will be added as qualified personnel are available.

Practical Art

Elective courses in practical living skills including Foods and Textiles will be offered as qualified personnel are available. Other elective courses may include Photography, Videography, Career Exploration, Small Engine Mechanics, and Woodworking.

Mathematics

In grades 9 and 10 students will study a two-year integrated mathematics course that will prepare them to sit the IGCSE Mathematics examination. Students who have successfully completed Algebra 1 prior to grade 9 may take Algebra 2 in grade 9 and then return to the IGCSE curriculum in grade 10, which is substantially a Geometry course. In grades 11 and 12 students may take Business Mathematics, Algebra 2, Pre calculus, and AP Calculus if they meet the requirements of the particular class and staff are available.

Mother Tongue Studies

A mother tongue studies (MTS) program was initiated in the 2007-08 school year to prepare non-native-English speakers for the next stage of life. As personnel allow and students express interest, RFIS will offer MTS for each language community that provides approved curriculum and a teacher providing we have the facilities.

The Mother Tongue Studies program at our school is intended to prepare non-native English speakers more completely for their next stage of life by giving them the opportunity to learn in their first language and to learn about the history, culture, and language of their passport culture.

Work Study

In order to recognize work or study done outside of the curriculum currently offered at RFIS, students attending RFIS may apply to obtain .25 credit per semester for such work. This work/study would normally be of a nature that fits within the purpose and philosophy of the school and something that would be offered were it within the means of the school to do so. It is the intent of Rain Forest International

School to encourage each student to develop those abilities in which they have an interest. It is to this end that we offer this opportunity. Guidelines for the work/study are available in the guidance office.

Independent Study

Students attending RFIS may participate in approved independent study programs. These usually include a curriculum guide, readings, and self-administered tests which are graded by supervisor.

The following guidelines apply when students attending RFIS apply to receive credit for classes done outside of the RFIS curriculum:

- The work proposed for credit must fit within the purpose and philosophy of the school.
- The work must be of a comparable standard with other RFIS courses.
- A description of the course must be given in writing.
- The student must be accountable to someone competent to judge their performance.
- The student must keep a record of time spent on the course.
- Credit will be given on the same basis as other courses offered at RFIS.
- The student must be enrolled at RFIS during the time that they are earning this credit.
- The maximum number of credits which may be earned this way is two (2).
- Credit will be granted on a "credit-no credit" basis rather than on a graded basis and will not affect the grade point average.
- Applications for credit to be earned in this way must be approved in advance.

Chapter 23. Library

Collection

The library offers material in a variety of formats to RFIS students and teaching staff for class and personal use and is staffed by dedicated personnel who are ready and willing to assist you. The RFIS library is well stocked, and there are six computers in the library that may be used to search the collection.

The notes below will help orient you to the RFIS library. Please follow the library procedures carefully. We hope you enjoy the resources available to you. Please note that you will be responsible for the cost of replacing lost or damaged items.

Policy

Library Hours

The library is open Monday through Friday from 07:10 to 16:00 (4:00pm) *except holidays. The library is also often open several weeks throughout the summer.*

Fines

Students will be required to pay for any library books lost or not returned to the library. Fines will be assessed for late materials. Staff will be required to pay for lost or damaged material.

End-of-the-year reports, recommendations, transcripts and diplomas will not be released until all library materials are turned in and all library fees are paid.

Concerns About the Collection

The school is ready to address any written concerns or objections that library users may have. When such a concern is presented, the LMS and the School Director will review it. If it is deemed valid, the Director will rectify the matter, which may mean withdrawing a work from the shelves. Otherwise, the Director will explain clearly to the user why the work in question is considered appropriate.

Equipment

Laptop Computers

The library has *at least* six laptop computers for teachers and students to use in the library. The laptops are connected to the school's network. Teachers may come to the library and check out a laptop for classroom use for the class period. Laptops must be returned to the library at the end of the class period. Students may use the laptops only in the library.

Use priority: IGCSE'S, word processing and projectors

Laptops may be checked out from the library staff and used in the library. Students are not allowed to take a laptop out of the library.

New programs may not be loaded onto the lap top without the consent of the computer department.

There is no e-mail use allowed on the Laptop computers in the library except to use web mail through the web browser.

Textbooks

Textbook issuance information will be provided at orientation.

Textbooks will be issued to students as they are needed and must be returned to the school after use. It is the responsibility of the student to keep the books neat and undamaged. If any textbooks are not returned or have been excessively damaged or marked, the student will be required to pay the replacement cost of the books.

Textbook Fines: Students are responsible for keeping their textbooks in approved areas of the campus. Students should not leave textbooks or library materials outside, in mail boxes, or in any other location where damage might occur. Textbooks and library book found in unapproved locations will be returned to the library, and students must pay a 500cfa fine to retrieve their books. Additional 250cfa fines will be assessed if:

1. the student's name is not written in the textbook
2. the year of assignment is not written in the textbook.

If you need other texts for class during the school year, please make arrangements for sign out and return directly with the LMS. Generally, students will need their IDs in order to be issued textbooks.

Books that are lost or damaged beyond repair will incur a fine which must be paid to the school office before the student to whom they are assigned may receive their report card. This fine is to cover the cost of replacing the book. Thick hard-backed books that are 2 cm or more thick (including the cover) will cost 75 000 cfa. Thin hardback books that are less than 2 cm thick will cost 50 000 cfa. Paperback books regardless of size will cost 35 000 cfa. In a special category are AP Level books which are less than three years old. If one of these needs to be replaced, the cost will be 100,000cfa. Books which are damaged beyond the Library staff's ability to repair them (such as weather damage, missing or ripped pages, significant or inappropriate writing) will be considered lost and the same fines will apply."

End-of-the-year reports, recommendations, transcripts, and diplomas will not be released until all textbooks are turned in and all library fees are paid.

Part VI. Student Care (ACSI Standard 6)

Chapter 24. Safety and Health

Communicable Diseases

Students may attend school if their disease is not readily communicable. The School reserves the right to prohibit the attendance of a student whose disease is highly contagious.

School policy shall be the same for all serious communicable diseases such as herpes, HIV-infection or AIDS, infectious hepatitis, meningitis, tuberculosis, typhoid*, etc. This will be based upon current knowledge about known risk factors and modes of transmission and reflect concern for individual as well as group welfare within the School community. Age-appropriate education on communicable disease, including HIV and AIDS will be presented to students as resources permit.

While the School will endeavor to reduce the risk of its students acquiring a communicable disease, the School will accept no legal liability for anyone acquiring a communicable disease. The School will make every effort to ensure each person's privacy and keep records confidential, but School personnel will be informed of particular cases as needed.

A student known to be infected with a serious communicable disease will not be admitted or permitted to continue attending the School without the unanimous approval of a screening committee composed of the student's physician, the School Director and a consultant chosen by the School Director. The screening committee will periodically review the cases of both those students who continue to attend School and those who have been excluded but who, because of a change in their condition, might be permitted to return.

*Upon having any of the following diseases, a child must have written consent from either a physician or health department to return to school, or be subject to school office approval for re-admittance: Chicken pox, mumps, whooping cough, measles, or pneumonia.

If a student has one of the following diseases the administration must be informed so that proper precautions can be taken to protect the spread of the disease to others: ringworm, pink eye, scabies or impetigo.

Students who have a fever, should generally be kept home from school.

Student First Aid Services

At the beginning of each school year all students are asked to fill in the information on an "Emergency Care Form" which includes the name and directions to the hospital or clinic to which the parents desire the student to be taken in case of an emergency. When students apply to the School, they are also given a health record form, with brief medical history and name and phone number, if applicable, of person(s) to be contacted in the event of an emergency. It is the responsibility of the student and their parents to see that this information is on file. In case of serious illness or injury, this information may be used before consultation with the family.

RFIS teachers will be notified if the students in their classes have chronic medical conditions such as asthma, heart conditions, or neurological disorders.

In case of minor illness or injury, students should report to the school office for treatment, and may rest in the school reception area or health room until they feel better.

Should a student be injured during the course of the school day, a staff member with training in first-aid will administer the appropriate level of first aid using the supplies available at school. Should a student become seriously injured or ill, he/she may be transported to a nearby clinic for treatment while parents are being contacted. All expense related to illness or injury is the responsibility of the parents.

Medication

At the beginning of the school year, parents are asked to complete a form indicating what types and quantities of medication may be given to their child in the course of a school day. This information is posted in the first aid cupboard for easy access by the staff dispensing pills.

A student who has a headache or other minor ailment requiring medication (e.g. Acetaminophen, Ibuprofen, aspirin, Benedryl) should report to the office. The secretary or other staff member will dispense the appropriate medication in accordance with the posted information. A student who has not completed and turned in the required form may not receive medications.

The staff member dispensing the medication must record the information regarding the date, type and quantity of medication given and the name of the student on the appropriate forms stored in the first aid cabinet so that trends or misuse can be easily spotted.

Legal Regulations

All students are insured through the school's Aactiva Insurance policy.

Immunizations

All students and school personnel are normally required to have the following immunizations:

- MMR (measles, mumps, rubella)
- Diphtheria
- Meningitis (repeat every 3 years)
- Polio
- Typhoid (repeat every 3 years)

A record of these immunizations and tests with the dates administered must be submitted to the School no later than day 15 of the school year. A delay may result in the individual being excluded from School until the immunizations are completed.

Students and school personnel are strongly encouraged, but not required, to be vaccinated against Yellow Fever, Hepatitis A and Hepatitis B (series taken at 0, 1, and 6 months). Testing for Tuberculosis is also recommended if they have not received a BCG immunization.

Chapter 25. Food/Nutrition Services

Students may carry a lunch to school or purchase a hot lunch in the Canteen. Soft drinks and snacks may also be purchased. Students should not eat lunch in classrooms unless accompanied by a teacher. No food or drink should be taken into the Auditorium.

Canteen

To order lunches from the Canteen, students must sign-up during the prior week. Canteen Cards must be purchased to pay for lunches or other canteen purchases. Money is not accepted in the Canteen. Egg sandwiches or fried egg and plantains can be ordered the same day desired by writing on the list of names before 11:00am.

Each day during the lunch hour, students who signed up for lunch should report to the staff who are handing out lunch tickets and crossing off the designated amounts on canteen cards. Once a ticket has been received, the lunch can be picked up at the dispensing window. When finished eating, diners should take their dish and fork/spoon to the table outside the Canteen, throw out any trash and rinse the dish and utensil.

Nutrition Standards

RFIS desires to serve food that is nutritious and gives energy to growing bodies. Therefore, canteen lunches consist of starchy foods, protein and vegetables. Portion sizes are usually generous.

Responsible Environmental Program

To promote environmental education, during lunch there is a table set up with a pre-wash location for dishes and silverware. There will also be two trash cans on the deck, one for trash items and one for items that can be composted (uneaten food items). At lunch time everyone will be asked to return all dishes and silverware to the RFIS deck area (pre-wash and stack their plates and place silver ware in pre-wash water), making sure to separate the three trash items above.

Everyone is asked to return used pop bottles to pop crates located in the following areas.

- In front of the student center
- In the foyer outside the computer office
- Outside room 6 by the water cooler

This will reduce the cleanup time for kitchen and custodial staff and increase everyone's awareness of the need for recycling around the world.

Chapter 26. Facilities

Facility Security

Combinations

Combinations are available from the Athletic Director to the weight lifting cabinets for RFIS staff, students and mission community adults.

Please remember to scramble all combinations when re-locking.

With the exception of the weight-lifting cabinets, students and children are not allowed access to the lock combinations.

Student Lockers

All school property is under the control of the school administration. If a reasonable suspicion arises that items considered illegal, disruptive, or of a general nuisance to the educational process are being kept at the school, a search of school property, including but not limited to lockers, may be made at the discretion of the School Director or his/her representative.

Each student is issued a locker at the beginning of the school year in which to store their valuables. Theft has been a problem for the last several years. Please remind students that the School cannot be held responsible for lost or stolen items that were not properly secured. For this reason, students may not exchange locks, combinations or lockers.

Lockers are to be locked at the end of each school day and over weekends. Please continue to remind students. Feel free to lock any lockers that you notice open at these times.

Lost locks will cost the student 5,000 FCFA.

General Facility Information

Use of Facilities

Requests by any individual or organization for use of School facilities must be submitted to the DTS.

Permission is needed for long-term use as well as one-time use.

Permission is granted for each school year. If you used the facility last year, don't assume that the same room is available this new school year at the same time and day.

Students are not allowed in the facilities without adult supervision.

Clean Up After Use

When you have finished using the facility, you are responsible for all cleanup.

This includes:

1. When you take tables and chairs out of a classroom, have one person coordinate the effort. They should know or make a map of how the room is laid out, count number of tables and chairs taken from each room and label them with chalk. This same person should coordinate how to put things back so everything goes back where it belongs.
2. Return tables and chairs where they came from.

3. Sweep the classroom floors.
4. Mop the domestic arts, canteen and student center floors, if the rooms were used.
5. Trash should be sorted.
 - a. The compost should be emptied into the compost bin near the gate and the bucket washed out before being returned to its spot, in order to keep out the dogs.
 - b. Burnable and non-burnable trash should be emptied into the appropriate trash cans behind the PE change rooms or locked in a classroom if your event ends in the dark (otherwise the dogs will spread it all over the campus).
 - c. Wash out the trashcans and put them back.

ID Cards

These cards serve as your RFIS Library/ textbook card.

Each student is issued one ID badge.

This ID serves as the official identification card for all Cameroonian students.

Replacement ID's cost 2,000 FCFA.

Limited Access

Students are not allowed on the roofs of buildings, or on the roofs of containers.

Neither students nor children are allowed to be in RFIS buildings after hours except with adult supervision. This includes the Student Center and sports fields.

Evening Pickup

For security purposes, after 16:30 (4:30p.m.) any items left outside (including book bags, books and clothing) will be picked up and taken to lost and found. Those in activities need to be reminded to take their bags with them to the activity and not leave them in rooms or change rooms where they will be locked in.

School Bells and Buzzers

Some of you may not know what all the bells are for so...

07:15 - Let's you know the time and that the clock and bells are working.

07:27 - Gives the students a 3-minute warning before the start of period 1.

There is a 3-minute warning before the end of break and a 5-minute warning before the end of lunch.

The clock that operates the bell system is set to an internet based time clock. Classroom clocks are more than likely not set to the right time. Please reset your room clock when you see that the time is wrong and let the DTS know that there is a problem with the battery!

Chapter 27. Transportation

All arrangements for travel to and from school must be made by the parents or guardians of the students.

Drop-Off and Pick-Up: The school grounds will not normally be open to students before 7:00 AM (7h00) or after 5 PM (17h00) unless there is a school sponsored event or specific alternate arrangements have been made. Please arrange for your student to be dropped off or picked up during these hours. Habitual offenders may face substantial monetary consequences. Missing school days because of travel schedules should be avoided. Smooth transitions and exams can be adversely affected by absences on school days especially at the start and end of semesters.

Transportation of Students

With official identification papers, RFIS students may travel to and from field trips, athletic events and official class functions in buses hired from bus companies for the purpose, SIL vehicles or partner mission vehicles driven by the coach, another teacher or a designated parent.

Students may also travel with other teacher or parent drivers. Only with parental permission may students travel with designated family drivers (chauffeurs). Licensed students may drive themselves to and from events. Students may not travel with other student drivers without the express written consent of both sets of parents.

If a vehicle carrying RFIS personnel or students is involved in an accident, the staff person on site will report the incident to the School Director or designee. The parents of the people involved will be notified as soon as the Director or the Crisis Management team deems it to be appropriate. Communication with the media and broader RFIS community will be handled by the Director or the Crisis Management team as they deem it to be appropriate.

Transportation of Students for School Activities

Private vehicles used to transport students for school activities shall be in good repair and meet Cameroonian insurance and vehicle registration requirements.

Parents and teachers will be asked to complete a transportation form at the beginning of the year indicating their willingness to drive and a commitment to keep vehicle insurance, registration, and repair current; these forms will be kept on file in the office with a copy being given to the athletic director.

Parents will be asked to complete a transportation form at the beginning of the year indicating their preferences and these forms will be kept on file in the office with a copy being given to the athletic director.

Public vehicles used to transport students for school activities shall be recognized quality public transport providers.

- When possible, RFIS shall provide a pace vehicle that will lead the public transportation vehicle.
- A written contract between RFIS and the public transport vehicle shall specify that they will follow the pace vehicle.
- If a pace vehicle can not be provided, a written contract shall indicate that RFIS will provide a staff member who has the right to instruct the driver with regard to his/her driving performance and speed and inform him/her of our standards about passing/no-passing and stopping during a heavy rain.

General standards

1. If a heavy rain begins while transporting students, the driver shall pull over and clear the road and wait till the rain stops. If it is a light rain or mist, then the drive may continue to drive but at a reduced speed.
2. At no time will the driver stop, for rain or any other reason, if the vehicles(s) can not be completely pulled off the roadway.
3. While driving with two or more vehicles on the same outing there shall be a lead vehicle that will set the speed for the entire group.
4. Vehicles on the same outing shall not pass each other.

Driver qualifications

1. All drivers for school events shall have current Cameroon driver licenses and shall be experienced drivers.
2. Vehicles shall be in good repair and have current vehicle insurance and registration according to Cameroon law.

**Part VII. Character, Values,
and Spiritual Formation of
Students (ACSI Standard 7)**

Chapter 28. Spiritual Retreat

Spiritual Retreat

Every year four school days are set aside for the purpose of Spiritual Retreat. There are several goals for this designated time:

1. Spiritual growth and renewal of students and staff.
2. Relationship building between students.
3. Increased school unity and cultural understanding.
4. Applying learning abilities to non-traditional subjects in a unique setting.

The middle school retreat will normally be held at RFIS and students will return home at the end of each day. This retreat is normally focused on community service and evangelism. It is planned by the Middle School Team Leader with the help of the teachers assigned to middle school retreat.

The high school retreat will normally be held off-site either at a hotel, Bible school or retreat center deemed to be suitable by the Retreat Coordinator. Traditionally, this retreat has been more internally focused, but organizers are free to do what seems suitable at the time. The Retreat Coordinator will run any unusual ideas past the director for final approval. The Retreat Coordinator is a member of the high school staff who agrees to take on the responsibility in addition to their regular teaching load. Often students are also involved in planning.

Both retreats include sessions for a special speaker. This speaker should be someone known to the school or highly recommended by staff members. The speaker must have a background record check on file. Normally, RFIS does not pay travel expenses for a speaker who comes from out of Cameroon. Sometimes churches have put together teams of people who have come and provided both a worship team and a speaker in addition to organizing many other aspects of the retreat.

Chapter 29. Chapel

Chapel

Once a week the school will meet together for a chapel time. All staff and students are expected to attend, visitors are welcome. This is an opportunity for us to fellowship together and worship God as a community. Students who do not profess a faith in Jesus Christ are not expected to participate as if they did, but they are expected to follow the directions given by the leader for standing and sitting and to demonstrate respect for all presenters.

Chapel speakers will be arranged by the worship team advisers and may include RFIS staff, members of the community or others who are recommended. The Chapel speaker will be given clear guidelines governing the length of time they will be given, the international nature of our student body, reminders that not all students are Christians and any doctrinal limitations. Altar calls will not normally be given in Chapel, but students may be encouraged to make a decision for Christ and talk to a staff member.

Chapel will normally be organized and run by the RFIS Worship Team. On very rare occasions, Chapel time may be used for another purpose such as International Day or Student Counsel Elections.

Chapter 30. Assembly

Assembly

Each morning all staff and students gather for a 15 minute assembly. The goal is to spend time together in the Lord's presence. During this time, the director or designee makes morning announcements. Announcements are requested by completing the blue announcement form stored in the photocopy room. The worship team is responsible for planning the rest of the assembly time, which may consist of worship songs, prayer, sharing or a special event. Usually, the worship team asks members to sign up to lead individual assembly times.

Chapter 31. Small Groups

Small Groups

Small groups meet every Thursday for 45 minutes following the end of classes for the day. No other activities may be scheduled during this time.

The main objective of the school's small groups is to help meet the school's first end to have "students who are sincere followers of Christ". Small groups are an opportunity for students to study the Bible in a less formal manner compared to their required Bible class. A second objective is to have students get to know the adults who facilitate small groups in a more personal way, building relationships that should make students who participate feel more comfortable going to an adult for mentoring outside of the classroom.

Participation in small groups is voluntary. Students indicate their interest near the beginning of the year and may also choose certain people they would like to have in their group. The Small Group Coordinator, a staff volunteer, forms the groups and assigns the leaders. Once groups have been formed, new members may be added at the discretion of the group and their leader.

Chapter 32. Sabbath Weekends

Sabbath Weekends

At least one weekend each semester is set aside as a Sabbath Weekend. Sabbath Weekends are designed to give students, teachers, staff, and families a time to spend with the Lord either individually, communally or as a family. It is envisioned to be a time to rest physically, mentally, emotionally and spiritually in intentional communion with God.

Although the school cannot dictate how students and families choose to spend their time outside of school, we are committed to not scheduling school activities on these weekends. Therefore, no class get-togethers, sports, drama evangelism or any other school associated activity will be scheduled for these weekends. No activities, including maintenance work, that require staff supervision or require attendance of any member of the RFIS community will be scheduled on the RFIS campus. No homework may be assigned to students to be due the first class period (of each course) after the weekend; staff may not double up assignments in the preceding week.

Sabbath weekend begins at 5:00 pm for staff and students.

Chapter 33. Community Service

Community Service

Students must complete two semesters, eight hours each, of community service in order to graduate. Community Service projects must involve interaction with and be of service to the host culture and must be approved by the Community Service advisor or the school administration. Although classes may use events to fund a service project, service projects should not be primarily a matter of giving money.

The following criteria apply:

- Qualifying community service projects must be outside the school (RFIS) and mission (any mission) community.
 - Exception 1: Working with CABTAL or a national translator would count, as interaction with Africans and takes precedence over the school/mission factor.
 - Exception 2: A village project at parents' assignment counts as long as it involves direct interaction with Cameroonians or nationals of another African country - the host culture & community.
- Qualifying community service projects should not interfere with the local economy.
- If in a home country or country of service other than Cameroon, interaction with Cameroonians or other African immigrants to that country qualifies.
- Hours logged during a school break may count for one semester's worth of credit.

Chapter 34. Spiritual Evaluation

Evaluation

The school board requires the Director to report annually on the spiritual health of students as it monitors end 1 (Students who are sincere followers of Christ). The Director uses a number of tools to collect data for this report:

- surveys of current staff and students, alumni or parents
- statistics of students involved in the optional spiritual activities of the school
- statistics regarding academic achievement in Bible classes
- anecdotal observations of staff and administration regarding the current spiritual atmosphere.