

QSI



QSI INTERNATIONAL
SCHOOL OF CHENGDU

Student-Parent Handbook

2020-2021



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*QSI International School of Chengdu promotes
success for every child through quality
instruction and character development in a
caring, challenging, multicultural environment.*

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Director's Welcome

Dear Students and Parents,

We begin the 2020-2021 school year during a most unusual time. 2020 has been challenging, to say the least. However, QSI Chengdu's commitment to education has never wavered. Most of our students and teachers are back in Chengdu; we have a few who are waiting for new visas or flights or are completing their quarantine at home or in a hotel. While we wait, we will offer online classes and opportunities to join live classes via ZOOM or TEAMS apps.

All staff and students who are on campus have fulfilled the health requirements and have submitted relevant documents. Our goal is to maintain the health and safety of our community. With safety in mind, the campus will remain somewhat closed until after the National Day holiday in October. Middle and Secondary students will not be visiting other schools for sports and academic competitions. Afterschool activities featuring local clubs and participants from other schools will not be available. But we will offer a variety of activities for students of all ages to keep their skills sharp. We will reassess during the year and provide activities in keeping with the recommendations of the Chengdu Education Bureau.

Academics have always been important, and this year is no different. Our IB and AP teachers are trained specifically for the courses they teach. All staff members are ready to implement Mastery Learning and to see the success that it fosters. I am excited to watch members of our community find their greatness!

Dr. Clare McDermott

Accreditation

Middle States Association of Colleges and Schools

The QSI International School of Chengdu is fully accredited through internationally recognized Middle States Association of Colleges and Schools (MSA). MSA verifies that the QSI International School of Chengdu meets or exceeds quality educational standards, is engaging in a program of continuous school improvement, and is providing for quality assurance through self-evaluation and peer review.

International Baccalaureate

QSI Chengdu is an officially certified International Baccalaureate Diploma Programme (IBDP) school.



U.S. State Department Sponsorship

The QSI International School of Chengdu receives annual financial support from the United States Government Office of Overseas Schools. This annual grant helps with the purchase of school supplies and instructional materials.

SCHOOL CALENDAR 2020-2021

Term 1

First Day: 3 September 2020
(THURSDAY)
Last Day: 18 December 2020
(FRIDAY)
Number of School Days: 70

Term 2

First Day: 07 January 2021
(THURSDAY)
Last Day: 02 April 2021
(FRIDAY)
Number of School Days: 55

Term 3

First Day: 06 April 2021
(TUESDAY)
Last Day: 23 June 2021
(WEDNESDAY)
Number of School Days: 55

General Information

The school week is MONDAY - FRIDAY
Total Number of School Days: 180

Quintile 1

First Day: 3 September
Last Day: 2 November
Holidays: National Day Golden Week 01 Oct 08 Oct
Professional Development: 09 Oct 10 Oct

Quintile 2

First Day: 03 November
Last Day: 08 January
Holidays: Winter Break 21 Dec 6 Jan

Quintile 3

First Day: 11 January
Last Day: 10 March
Holidays: Chinese New Year 11 Feb 19 Feb

Quintile 4

First Day: 11 March
Last Day: 10 April
Holidays: Staff Professional Development 20 Mar
National Holiday- Tomb Sweeping 05 Apr

Quintile 5

First Day: 4 May
Last Day: 23 June
Holidays: Labor Day 03 May
Dragon Boat Festival 14 Jun

Background And General Information

QSI International School of Chengdu is a private non-profit day school for boys and girls of all nationalities with foreign passports. We are able to serve students aged 3-18 and offer an American-style curriculum based on mastery learning concepts that incorporates modern trends in education. We also offer the International Baccalaureate Diploma Programme during the last two years of high school. Experienced teachers and administrators from around the world work with our students who represent over 30 nationalities. QSI International School of Chengdu encourages students to strive for academic and personal excellence. We also aim to nourish our different cultures and identities.

QSI International School of Chengdu opened in September 2002, and has grown steadily since then. Mindful that students will be leaving to continue their education on all continents, QSI equips students with the skills and knowledge they will need for higher education in all the world's educational systems.

QSI Vision & Mission

QSI exists to provide the highest possible standard of education and to help each student achieve academic excellence and personal growth. We seek to develop independent critical thinkers, lifelong learners, and responsible world citizens.

QSI International School of Chengdu meets each child's educational needs and creates opportunities to develop his/her full potential by:

- providing a safe and supportive environment in which to learn;
- providing a well-rounded education including academic, physical, social and cultural growth opportunities;
- adopting varied teaching and learning strategies;

- providing and maintaining the highest standards of continuous evaluation and improvement of all programs;
- providing consistently challenging individualized targets;
- creating opportunities for re-teaching, reinforcement, and reassessment;
- encouraging the virtues of self-respect and respect for others;
- emphasizing that good communication between all parties is fundamental to the efficient running of the school;
- promoting management which is supportive and enabling, committed to the development of all people in the organization and to constant improvement;
- promoting an appreciation of various traditions and values, including Chinese culture and language;
- working in partnership with parents and the local community.

Key Components of the QSI Educational Model

Outcomes – There are four hierarchical levels of Outcomes: *Exit Outcomes*, *Program Outcomes*, *Course Outcomes*, and *Unit Outcomes* (These are a bit like babushka dolls all nested within each other.)

Exit Outcomes - The starting point is to imagine our definition of a model graduate. What would this person need to be able to *do*, *know*, and *be* like as a person? This leads to dividing the *Exit Outcomes* into three parts: 1) Competencies (Do), 2) Knowledge (Know), and 3) Success Orientations (Be or Believe).

1. *Competencies* – Verbal & Written Communication Skills;
Numeracy & Mathematical Skills; Psychomotor Skills;

Commercial Skills; Fine Arts Skills; Thinking & Problem Solving Skills; Decision Making & Judgement Skills.

2. *Knowledge Categories* – English/Literature, Mathematics, Cultural Studies, Science, Languages other than English, Creative & Applied Arts, and Personal Health & World Environmental Issues.
3. *Success Orientations* – Trustworthiness, Responsibility, Concern for Others, Kindness/Politeness, Group Interaction, Aesthetic Appreciation, and Independent Endeavor. **QSI particularly stresses the ‘Success Orientations’. SOs are an integral part of every aspect of the school and are inherent in the ‘Program Outcomes’.**

Program Outcomes - These are derived from the Exit Outcomes. They outline the school's curriculum in each of the seven ‘Competencies’ and ‘Knowledge’ categories. Each course, such as *Algebra*, *British Literature*, or *5 Year Old Music*, is identified in one of the seven ‘Program Outcomes’.

Course Outcomes - These are derived from the ‘Program Outcomes’. They give a more detailed description of each course and include information on learning objectives, materials, and resources available for the course. There are *essential units*, which must be taught and assessed, as well as *selective units* from which the teacher and students may choose. The average course is designed to lead to the mastery of 10 units.

Unit Outcomes - A unit consist of a general statement and a number of ‘Unit Outcomes’, or *TSWs* (which stands for *The Student Will...*) which are clearly defined and measurable learning objectives. The number of ‘Unit Outcomes’

(TSWs) may vary. The average unit requires 12 to 18 class periods to attain mastery in ALL 'Unit Outcomes' (TSWs). Teachers and students use rubrics to identify what knowledge and skills must be demonstrated in order to receive an A or a B for each 'Unit Outcome' (TSW). Mastery may be determined using formative and/or summative assessments such as oral evaluations, paper/pencil tests, assignments, projects, performances, or other appropriate means of determining student success.

The following tenets are crucial to the QSI Educational Model:

Alignment - The teacher teaches; the materials support; and assessments reflect the objectives of the 'Unit Outcomes' (TSWs). In other words teachers teach what they test, and test what they teach. To do otherwise is unethical. We want Mastery Learning, not Mystery Learning.

Expanded Opportunities - Students differ in time needed to attain mastery on a 'Unit Outcome' (TSW). A variety of ways are employed to allow each student the appropriate learning time. Those who need less time to demonstrate mastery engage in selective outcomes and may receive additional credit.

Credentialing – Our reporting systems aligns with the philosophy of mastery learning and reflects the overall structure of the four outcome levels. Mastery of each unit is evaluated at the time of completion with an 'A', 'B' (mastery grades), or 'P', which stands for 'in progress' and means that the student has not yet demonstrated mastery. Mediocre or poor work is not accepted. If a student has mastered a unit with a 'B', s/he is given the opportunity to earn an 'A' though work that demonstrates higher order thinking skills. This can happen immediately or within two units. This approach encourages continued

learning. Data is gathered and reported on a regular basis allowing 'Status Reports' to be produced at any time. A time period (quarter, term, semester) is not evaluated. Instead, student performance is continuously evaluated for each 'Unit Outcome' (*TSW*).

QSI Chengdu Expectations

WE EXPECT OUR ADMINISTRATORS TO:

- place the security of students and faculty above all else;
- place a major focus on the teaching-learning processes;
- be flexible, helpful, and supportive;
- be willing and able to meet with students, teachers, and parents about any school-related issue, problem, or concern;
- develop activities and functions that meet student needs and interests;
- provide helpful feedback in the classrooms as needed;
- model our Success Orientations.

WE EXPECT OUR TEACHERS TO:

- be dedicated and caring professionals who are well planned and prepared to teach;
- address a variety of learning styles in their teaching;
- be flexible, responsible, cooperative, and supportive while working towards a common goal;
- take on responsibilities beyond the classroom in support of extra-curricular and school-wide initiatives, considering them as integral to the success of the school;
- respect colleagues and everyone within the QSI community;

- follow proper channels when communicating;
- model our Success Orientations.

WE EXPECT OUR STUDENTS TO:

- be respectful of teachers, all school staff, and each other;
- have a positive attitude towards learning;
- be inquisitive and ask questions;
- be cooperative and supportive with others;
- be responsible for their own behavior;
- give their attention to the required task;
- work toward mastering all of the Units and Success Orientations.

WE EXPECT OUR PARENTS TO:

- be responsible, cooperative, and supportive of the school’s mission;
- be respectful of all members of the greater school community;
- follow proper channels of communication;
- help their child(ren) with the daily routines of the school;
- follow the school’s procedures as outlined in the Student-Parent Handbook.

School Communications

Channels of Communication

QSI Chengdu believes that maintaining good communications between the school and the home is critical to student success. Phone calls, notes, WeChat messages and e-mail are welcomed and encouraged. In case of an emergency, it is vital that parents keep channels of communication to the school open at all

times. For more information on emergency procedures, QSI Chengdu publishes a separate Emergency Handbook.

Our Website, WeChat and Teams <https://www.qsi.org/china/cdu/>

QSI Chengdu maintains a school website which contains important information. The school also communicates information via WeChat for Work, Seesaw and Microsoft Teams. Parents and students will be added to WeChat groups with their homeroom teacher or teams with subject teachers. Schoolwide updates are shared via the official WeChat account.

Quintile Status Reports

The school year is divided into five terms (Quintiles). Each Quintile is 36 days. The yearly calendar lists when Quintile Status Reports should be expected to come home. Students will receive personalized comments from teachers at the end of term 1 and term 3.

Parent/Teacher and Student Led Conferences

Parent/Teacher Conferences are an opportunity for parents and teachers to discuss individual student growth and needs. Parent conferences will be scheduled at the end of the first quintile. Every effort is made to coordinate conference times to accommodate work commitments and conferences regarding siblings. Parents or teachers may request a conference at any time during the year. In May, students will present their learning portfolio to parents at a Student-led conference.

Contacting Teachers

When a problem arises concerning your son or daughter's work in school, the best person to contact is the classroom teacher. An appointment to meet with the teacher may be made by calling the secretary or by sending a note or email

to the teacher. Please remember that it is very difficult for teachers to come to the telephone between 8:00 a. m. – 3:25 p. m.

Parent Support Group (PSG)

All parents are members of the Parent Support Group and are encouraged to become involved. The Parent Support Group or PSG meets once per quintile to plan events and support classroom activities. The PSG meets at school at designated times. The PSG will announce all meetings in advance. Teachers and the Director usually attend the meeting. The PSG provides support for the Fall Festival, International Day, and other school events during the year.

Volunteers

QSI International School of Chengdu encourages parents to become involved in their child's education. Parents may sign up to volunteer in the classroom, library, or for the After School Activity Program. We also welcome parents who have a special talent, such as painting, and would be willing to share that talent over a limited time. Parents wishing to volunteer may call the office or work through the PSG.

Admissions Policy

QSI International School of Chengdu is open to students of all nationalities holding foreign passports. No student will be denied entry on grounds of race, religion, or ethnic background.

The minimum age for admission to the Pre-school (3 Year Old class) is three years of age prior to September 1st of the school year for which the child is to be enrolled. All students in the Pre-school program must be potty-trained. The age rule of November 1st applies to all other years in the school, e. g. 8 years of age prior to November 1st for 8 Year Old program, 12 years of age prior to November 1st for 12 Year Old program etc.

No exceptions to this rule will be considered without formal testing and full consultation so as to determine academic ability and social readiness. Students who are considered exceptions to the age rule would only be accepted on condition that the parents sign an agreement stating that, if for any reason QSI administration came to believe that the student's best interests were not being served by his/her placement, s/he will be moved to their proper age group, if space exists, in order for the student to be successful.

No new students will be admitted to QSI International School of Chengdu until the admissions office has received verification of age. This should be in the form of either a birth certificate or a passport.

The student will be placed by age when born between January 1st and October 31st.

Age	Year Born
3yo	2017
4yo	2016
5yo	2015
6yo	2014
7yo	2013
8yo	2012
9yo	2011
10yo	2010
11yo	2009
12yo	2008
13yo	2007
SEC I	2006
SEC II	2005
SEC III	2004
SEC IV	2003

If born on or after November 1st, the student will be placed in the preceding year.

Withdrawal Procedures

When a family decides to withdraw their child, we request that they inform the school office at least **2 weeks** in advance. Any shorter period of time may not allow the school enough time to gather all documents requested for transfer to another school. Notice of early withdrawal from school should be made to the school office by **written notification from parents**. If withdrawal is expected close to the end of a quintile, parents are asked to notify the school office as soon as possible so that the school can work with the teachers in getting work accomplished and evaluations entered on the permanent record. Credit will only be granted for work completed, turned in, evaluated, and recorded. Any student

who withdraws will be given a withdrawal form, which is shared with all teachers and the librarian. These signatures indicate that all books and materials have been returned or paid for. This form is then taken to the accounting office to verify that there are no outstanding financial obligations. Once the accountant has cleared the student, the form is presented to the main office and the student's records will be issued. No information will be released by the school without written (verbal in limited cases) permission from the parents/guardians of a student. Requests to examine records should be made by appointment at least 48 hours in advance to allow proper and complete gathering of all materials. Appointments may be made by calling the school office.

Closed Campus



QSI Chengdu is a closed campus, which means that students may not leave the campus without permission from the parent and office. The parent should contact homeroom teacher or office in advance and provide the reason for the exit.

At this time, visitors and non-students must make an appointment through the school office to enter campus. Due to additional restrictions related to the COVID-19 Pandemic, appointments will be made before and after students are on campus. Access during the school day will be extremely limited. Temperature will be taken and Health QR Code will be checked prior to entry.

For safety reasons, we must know who is on campus at all times.

Personal security guards or drivers are not permitted in the building during the course of the day unless specific arrangements have been made with the school Director. Parents will drop off children at the gate and will not be allowed to accompany children to the classroom.

No deliveries are allowed during the school day.



Attendance Reporting

School begins at 8:00 AM. The attendance policy of QSI is based on the concept that good attendance is a prerequisite to high academic achievement. Regular attendance at school is one of the most important factors for a student's academic success and social development. While we understand that there may be some emergencies or illnesses, we encourage parents to support students to come to school every day on time and stay until school is dismissed for the day.

Unless there is an emergency, we ask that parents refrain from picking up students until school is dismissed in the afternoon. Early dismissal can be disruptive to the learning process. We strive for 100% attendance throughout the year. Notify the school office as soon as possible if children will be absent. This prevents us from contacting you at work or interrupting your activities at home.

Tardiness and absences limit school achievement. Excessive tardiness may result in parent- administrator meetings, attendance contract, and/or after-school detention to make up classwork.,

Please refrain from returning from holidays after school begins, or from taking your child(ren) out of school early for vacations, holidays, etc.

When parents anticipate that their child will be out of school for an extended time, they should inform the office. When both parents are away from Chengdu, they must contact the school to inform the school as to who will be the guardian of their child(ren) and how the parents may be contacted in case of an emergency. Students will be counted tardy (late) after 8:05am. Students arriving late must check in with the office and take a “late slip” to class.

Safe Arrival & Permission to Leave School

Our Safe Arrival Program is a partnership between the home and the school. It is intended to ensure that children arrive safely to school each day and serves as an attendance verification system.

- Parents should phone the school before 8:00 AM if their child will be absent. A note in advance for a planned absence is fine.
- By 8:05 each morning, teachers send attendance forms to the office.
- Absences are checked with phone calls/notes to the home.

If a student needs to be excused from school during the day, for any reason, the following procedures should be used:

- A signed request or phone call by the parent must be received including the name of the person who is picking up the child.
- Parents or drivers must come to the guard office at the main gate to pick up their child. The guard will contact the office and child will be brought out.
- No child will be released to anyone other than a parent, guardian or authorized person.

- Students may not go home with other students unless the school has written or verbal permission from their parent/guardian and the parent/guardian of the other student.
- Non-bus riders are not allowed to take the bus.



ALL VISITORS MUST ENTER THROUGH THE MAIN GATE. THE GUARD ON DUTY WILL NOTIFY RECEPTION. Due to regulations related to COVID-19: Visitors and parents are not allowed to be on campus during the school day without an appointment from the office. Please call in advance to see if a visit will be allowed.

Emergency Procedures

At QSI Chengdu, the safety of our children and staff are our top priority. The school works closely with the United States Embassy in Beijing on all matters of safety and security. In case of an emergency, the school follows specific steps as outlined in our Emergency Handbook. **There is a separate Emergency Handbook that is updated yearly.**

QSI Chengdu has specific plans and directives set in place to handle the following crisis situations:

- Fire
- Bomb Threat
- Natural Disaster/Pandemic

- Civil Unrest/Civil Disorder
- Student/Staff Injury
- Bus Safety
- Sexual Assault
- Suicide
- Child Napping/Child Lost
- Hostage/Intruder
- Death of Student/Staff
- Safe School Zone

The most important thing during a crisis situation is to remain calm and to keep lines of communications with the school open at all times. The school will coordinate the crisis response together with the appropriate authorities.

QSI Curriculum

The School offers a performance-based, mastery-learning educational program. Instruction takes advantage of small class sizes and the diverse educational backgrounds of the students. The International Baccalaureate Diploma Programme is offered to students entering Secondary III and IV. We also offer a range of Advanced Placement courses either on-site or online. Instruction is in English. Foreign languages offered include Chinese, French, and German. Students participate in a wide range of interscholastic and extra-curricular activities.

The QSI curriculum reflects the understanding that our students have highly individualized learning styles. In the classroom, students and teachers

collaborate to develop meaningful goals within an environment that stresses cooperative and inquiry-based learning with mastery as the end result. Our curriculum is research-based and reflects modern trends in education.

Our Curriculum:

- is framed by the philosophies and goals of Mastery Learning;
- is developmentally appropriate;
- emphasizes skills and processes;
- nurtures global awareness;
- reflects a variety of teaching and learning styles;
- develops the use of language across the entire curriculum;
- incorporates a range of authentic assessment strategies.

Specific Outcomes have been established for each age group in each subject area: Mathematics, English Science, Cultural Studies, Personal Health, Languages other than English, and the Creative and Applied Arts. Quintile Status Reports directly reflect the mastery and progress students are making towards these outcomes. Parents are invited to review the entire QSI curriculum online at <http://curriculum.qsi.org>.

Intensive English

The Intensive English (IE) Program serves students 6 Year Olds through 13 Year Olds whose English skills limit full access to mainstream classroom instruction. The IE program is intended for those students who have had little or no exposure to the English language. The ultimate goal for all IE students is to join the regular mainstream classes as quickly as possible.

The IE program at QSI is a combination program of pullout and inclusion. IE teachers support their students in both settings by providing appropriate support instruction within the classroom and in separate IE classes. Students who have demonstrated a need for IE are scheduled for up to five periods a day of Intensive English. This may replace mainstream courses such as Language Arts, Reading, Cultural Studies, and foreign language or students may have in-class support. IE students attend regular Mathematics as well as specialist classes like PE, Music, Art, and Drama.

The IE program is a language-rich environment where individual needs are accommodated and students feel comfortable taking risks. These classes are small so that all students are active participants. Both the mainstream and IE teachers assess students each term, and students will re-enter the mainstream classroom when deemed ready by all teachers.

Homework

We consider homework to be part of the overall learning process. Homework assignments must be purposeful and pertinent to concepts learned in class. Homework promotes individual responsibility, independent practice, good work habits, as well as parent involvement.

- The 5-13 year old student is expected to read for at least 20 minutes each evening.
- 5-6 year olds should spend no more than 15 minutes on homework in addition to reading. There may also be a small amount of homework from other subjects, including Chinese.

- 7-8 year olds should spend no more than 30 minutes per night on homework in addition to the 20 minutes of reading.
- 9-13 year old students may have homework in a variety of subjects each night. No student should spend more than an average of 1 hour on homework per night.
- Secondary students may have an average of 60-90 minutes of homework per night. AP/IB courses may require one hour per night per course. Students will need to use their time at school and at home wisely and plan ahead when projects are assigned.



Field Trips

Field trips are intended to supplement instruction in the classroom. Student participation in these field trips is expected as they are linked to curriculum activities, and these experiences cannot be duplicated at home. Any student participating in school trips will have to return a permission slip signed by the parent or guardian. Parents are welcome to assist with field trips. Parents will be notified well in advance of each field trip, and all travel and tour information will be provided.

As an extension of the regular school day, it is expected that students will conduct themselves in an appropriate and civil manner. If it becomes evident that a student's participation on a field trip may become disruptive, they can be excluded from such a trip. Parents will always be notified in advance if this is to occur. Students are strongly discouraged from bringing large sums of money and valuable personal property to school and on field trips. The school assumes no responsibility for lost or stolen property. Books and other items

should be stored in lockers, or in the case of elementary students, in their classrooms or cubbies.

Academic Integrity



Questions concerning Academic Integrity at QSI Chengdu should be addressed in light of an action which “makes a student look more academically able than s/he actually is, by using another student’s or person’s work and representing it as his/her own.” The following statements address the questions regarding various academic situations and possible questions which students, staff, parents, and administrators might raise for clarification. These comments are not intended to be exhaustive or cover all situations. They are intended as guidelines for working positively with each individual incident.

HOMEWORK:

Most homework assignments are given as learning experiences, and to get help from others may be considered appropriate. However, wholesale copying of another person’s assignments to make a teacher think that you have done the work is considered “cheating”.

Examples of homework activities which **do not violate** the Guidelines of Academic Integrity include:

- working with another person on a cooperative study assignment when both names are affixed to the final submission for grade attribution;
- review of a question or problem by another person for the purpose of getting a suggestion of the process or strategy for solution—the solution, however, is entirely worked out by you;

- work which is assigned and announced by the teacher as un-graded and on which you work with another person or persons with the knowledge of the teacher.

Examples of homework activities which **violate** the Guidelines of Academic Integrity include, but are not limited to:

- someone else solving problems on an assignment for which you will receive a grade;
- copying another's work in whole or in part and turning it in with your name on it to receive a grade;
- turning in someone else's work as your own;
- allowing/encouraging someone else to copy all or part of your work and claim it as their own.

TESTS and QUIZZES:

Obtaining unfair help with tests and/or quizzes is a violation of the QSI Chengdu Guidelines of Academic Integrity. The following are examples of **unacceptable** test behavior and are provided to give an idea of common mistakes:

- discussing (in detail) a test or quiz with a person who has already taken it;
- bringing hidden notes or using notes during a quiz or test (The mere possession of such "cheat notes" indicates intent to use them and as such would be considered a violation of the Guidelines of Academic Integrity);
- looking at another person's work during a test or a quiz;
- talking to another person during a test or a quiz unless specifically permitted to do so by the teacher;
- allowing another person to look at your work during a test or a quiz;
- assisting another person during a test or quiz through noises or silent signals;
- possessing, in ANY form, a copy of the test or quiz before it is administered;

- doing another person’s quiz or test for them at their request, or your initiative;

PLAGIARISM:

Plagiarism is defined in Webster’s *New World Dictionary* as “to steal or pass off as one’s own, the ideas, writings, etc. of another.”

Examples of plagiarism include, but are not limited to:

- copying specific ideas of an individual author or source; or copying large portions of exact words from any source without both giving proper citation and/or using quotation marks;
- paraphrasing (re-writing using different words) or summarizing (completely re-writing a passage or section) another person’s unique and non-common-knowledge ideas found in any source, without giving proper citation;
- downloading or purchasing papers, copying and pasting information from the Internet or electronic sources;
- copying and pasting from any source without citation;
- intentionally making other people’s ideas appear to be your own by any means.

Because all violations of Academic Integrity strike at the very core of the nature of the school, the response to plagiarism and cheating is severe, including the possibility of redoing all outcomes of that unit or course. It may also result in suspension or expulsion from the school.

Standardized Tests

QSI Chengdu assesses student progress externally by using the computerized adaptive *Measure of Academic Progress* (MAP) testing twice a year for all students ages 5 to 17. MAP assessments provide detailed, actionable data about where each child is on his/her unique learning path. The results are sent to the school within 72 hours of the completion of the tests. Students are tested in Reading, Language Arts, and Mathematics.

The administration and teaching staff review the scores with students and parents to explain the meaning of scores. Scores are used to differentiate instruction in the classroom, assess learning, and evaluate annual growth. Scores are kept as part of the student's permanent records in the office. These scores will be sent with the records when students move.

The school is a testing center for the International Baccalaureate, Advanced Placement, PSAT, and SAT tests.

Sample Secondary Schedule at OSI Chengdu

Secondary I	Secondary II	Secondary III	Secondary IV
<ul style="list-style-type: none"> ▪ Literature 1 * ▪ Writing 1 * ▪ Algebra * ▪ Physical Science * ▪ World Geography * ▪ Physical Education * ▪ Foreign Language 1 * ▪ Music, Art, Drama* ▪ Technology * 	<ul style="list-style-type: none"> ▪ Literature 2 * ▪ Writing 2 * ▪ Geometry * ▪ Biology * ▪ Modern World History * ▪ Wellness* ▪ Foreign Language 2 * ▪ Music, Art, Drama ▪ Technology * 	<ul style="list-style-type: none"> ▪ American Literature * ▪ Advanced Math I ▪ Chemistry ▪ US History * ▪ Journalism 1 ▪ Foreign Language 3 ▪ Music, Art, Drama 	<ul style="list-style-type: none"> ▪ British Literature * ▪ Research Project * ▪ Advanced Math 2 ▪ Physics ▪ Journalism 2 ▪ Foreign Language 4 ▪ World Governments * ▪ Economics * ▪ Music, Art, Drama
Total Credits 60-80	Total Credits 60-80	Total Credits 60-80	Total Credits 60-80
Total Secondary Credits 240-320			
* Courses Required for the Academic Diploma or Academic Diploma with Honors			

OSI Graduation Requirements



QUALITY SCHOOLS INTERNATIONAL offers a program which leads to a Secondary School Diploma. Most graduates of Quality Schools International attend a college or university upon completion of their studies. Previous graduates of Quality Schools International have been very successful in obtaining admittance to colleges or universities of their choice.

THREE DIPLOMAS ARE OFFERED BY QUALITY SCHOOLS INTERNATIONAL:

- ❖ **ACADEMIC DIPLOMA**
- ❖ **ACADEMIC DIPLOMA WITH HONORS**
- ❖ **GENERAL DIPLOMA**

THE ACADEMIC DIPLOMA is a college preparatory course of study. Students who satisfactorily complete this program should expect admittance into an American college or university or universities in other countries.

- A MINIMUM OF 240 CREDITS, INCLUDING ALL REQUIRED COURSES AND ELECTIVES, IS NECESSARY FOR THIS DIPLOMA.

THE ACADEMIC DIPLOMA WITH HONORS is the most advanced diploma offered by Quality Schools International. Requirements are the same as for the Academic Diploma but with the condition that the credits include at least two IB certificates or Advanced Placement (AP) courses (of ten credits each).

THE GENERAL DIPLOMA is available to students who experience English language difficulties, time restraints, or other problems which make it impractical to pursue a more advanced course of study. It is only available to students who are in their fourth year of secondary or who turn 18 before October of the intended year of graduation. A Minimum of 220 credits is required, including required courses and electives.

SUCCESS ORIENTATIONS

At QSI Chengdu, students are evaluated on Success Orientations five times during the school year. Each Success Orientation is briefly described below. Students demonstrate

RESPONSIBILITY by

- being prepared;
- coming to class on time;
- meeting deadlines.

CONCERN FOR OTHERS by

- using inside voices;
- walking safely in the halls;
- showing respect to all people.

KINDNESS AND POLITENESS by

- using polite language;
- helping others when in need;
- using good manners.

AESTHETIC APPRECIATION by

- keeping instructional areas clean;
- keeping personal things in order;
- making observations about the beauty around us;
- picking up trash.

TRUSTWORTHINESS by

- being honest;
- always telling the truth;
- never cheating or using other people's work.

GROUP INTERACTION by

- keeping hands, feet, and objects to yourself;
- including others in your group;
- cooperating with others.

INDEPENDENT ENDEAVOR by

- always doing your best;
- getting your work done on time;
- keeping track of assignments.

Why Focus On Success Orientations?

QSI CHENGDU believes the Success Orientations to be primary indicators of future success in advanced education, employment, and life in general. Recognition for success in these seven orientations is given five times during the year. Teachers, students, and parents will be constantly aware that these are important components of a student's development.

Responsibility for success in these orientations rests first and foremost in the home; however, they will be actively encouraged and taught in virtually all areas of the school curriculum, with a view to making these Success Orientations a vital part of the students' life patterns. The school's role is to reinforce the parents' efforts. Thus, the home and school, working together, can enhance progress in these universally accepted characteristics of success.

In an attempt to separate academic evaluations from behavioral evaluations, the success orientations will be evaluated independently. Academic outcomes will be evaluated solely on the basis of student performance on the specified outcomes of the academic areas.

Evaluations of the Success Orientations will be limited to situations in which the student is under the care and supervision of the school and will be made by the professional staff for each student. If there is no evidence that a student is unsuccessful in a particular success orientation for an evaluation period, he will be awarded with one Success Orientation credit which will appear on the status report as an 'S', which denotes 'success'. A student who demonstrates noteworthy or exemplary positive behavior in a Success Orientation will also receive one success orientation credit, which will appear on the status report with the letter 'E' which denotes 'exemplary'. A student who is not yet successful in a Success Orientation will not receive the credit for that period. This will appear on the status report as an 'N', which denotes 'not yet'. The awards given

for each student will be reached by a consensus of the appropriate group of professional staff members.

The Process for Receiving an ‘N’

Ns are not awarded lightly, and teachers view giving Ns as a serious matter. The process of receiving an N is initiated when a student begins to demonstrate behaviors that are inconsistent with one or more of the Success Orientations. The teacher informs the student and parent that s/he is considering a RECOMMENDATION for an N in a specific Success Orientation. The parent is given the opportunity to aid the student/teacher in adjusting the behavior.

Before the end of the quintile, recommendations are examined by ALL TEACHERS WHO INTERACT WITH THE STUDENT. The student receives an N based on the consistency of the behavior throughout other classes. (Example: all teachers who know the student agree that the student has not yet fulfilled the expectations according to a particular Success Orientation). The student only receives an N if there is a consensus among teachers. In extreme circumstances, a student will be assigned an N without following the above steps. These cases may include: cheating, fighting, stealing, etc. The Director of Instruction will assign this N and contact the parent.

A recommendation for an E follows a similar process when a student consistently demonstrates exemplary behavior in a Success Orientation.

Before the end of the quintile, recommendations are examined by ALL TEACHERS WHO INTERACT WITH THE STUDENT. The student receives an E based on the consistency of the behavior throughout other classes. (Other teachers agree that the student has exceeded the expectations according to the TSWs in a particular Success Orientation.)



Questions About QSI Status Reports

The Student Status Reports are distributed to parents five times per year (at the end of each quintile), but can be printed at any time of need. The reports keep a continuous record of a child's progress during the school year in each of his/her courses. The following are answers to questions parents may have regarding the reports.

Q: How are Status Reports different from traditional reports?

A: Traditional report cards give parents a general idea how their child is performing in class. When a student receives a 'B' in mathematics, it means s/he is doing well in mathematics; however, it gives no information as to what the student has specifically learned.

QSI Status Reports provide grades on specific learning outcomes of the curriculum known as "essential & selective units". Teachers evaluate students for mastery of each unit and this becomes part of the report. Therefore, parents not only have a better idea of what their child has learned, but they know what their child has actually mastered. This ensures that the child does not miss learning important concepts.

Q: What is Mastery Learning?

A: Each class is broken down into units, and each unit is further divided into specific learning outcomes. Teachers provide a program of instruction for each of these units and the learning outcomes within. Teachers evaluate each student for mastery of concepts and skills. A variety of evaluation tools are used including written tests, projects, direct observation, and student activities. Students who do not completely master a unit are given additional instruction

directed at a variety of learning styles to affect students' progress toward mastery.

Q: What is the difference between an 'A' and a 'B' at QSI?

A: We believe all children can and do learn. The grade of 'B' denotes mastery of the material at a basic level. The grade of 'A' not only indicates that the student has mastered the material well, but is also able to consistently demonstrate higher order thinking and performance skills such as problem solving, analysis, creativity, etc. This also implies in depth applications of the content of the essential unit.

Q: What do the other letter grades at QSI stand for (P, H, W, D)?

A: 'P' denotes that the unit is "in progress". When the student demonstrates mastery of the unit, the 'P' is changed to either a 'B' or an 'A'. 'H' means the unit has been placed "on hold". The teacher may determine it is best for the student not to pursue this outcome at the current time. It may be that the student needs other background knowledge or skills before s/he continues to work on this unit, or it is interfering with the progress the student is making with another unit. At the right time the teacher will have the student re-engage in the outcome. 'W' stands for "withdrawn" and means that the student has dropped the course/unit. A 'D' stands for "deficient" and is given when the student *has not made a reasonable effort* and is thus not attaining mastery of the unit.

Q: What does the bar graph below the Competencies and Knowledge section on the Status Report mean?

A: This area of the report lists information with reference to the three skill areas of instruction found in the elementary program: Reading, Language Arts, and Mathematics. Our computerized data bank compiles mastery of these core area

outcomes and expresses them as a bar graph and as a percentage of outcomes that are mastered through the nine years of elementary school.

Q: Does this reporting system cause problems when children return to a school that uses a traditional report card?

A: No! Even though many schools use traditional types of report cards, there are many differences in the reports from one school to the next. Many schools no longer use the traditional A, B, C, D method of grading. When our students transfer to a new school, we send copies of the status reports and a brief school profile that describes the curriculum. Students who transfer while they are in our secondary program receive an official transcript that is standardized to meet the needs of other secondary schools and universities.

The Process for Receiving a ‘D’

A ‘D’ is given to a student who has not made a reasonable effort and is therefore “deficient” in attaining mastery of the outcome.

A ‘D’ can be given for the following reasons: (Please note that this list is not inclusive of all reasons.)

- A student refuses to work towards mastery.
- A student consistently turns in work late.
- A student consistently misses scheduled evaluations.
- A student consistently turns in poor quality work.
- A student does not meet with the teacher during scheduled meetings (during school or after school).
- A student accumulates numerous ‘P’s without mastering units.
- A student does not work in class productively.

- A student cheats on a test or homework or plagiarizes a paper.

Step 1 - The teacher meets with the student and informs them that a 'D' is being considered. The teacher may offer the student extra help during school or after school. The teacher may also assign the student to a supervised tutorial for time to study or extra help. The teacher contacts the parents and administration and informs them that a 'D' is being considered and asks for their help in this situation. A conference may be scheduled at this time.

Step 2 – If the student does not complete the work in a timely fashion, usually about 4 school days, or according to the teacher, or pass the unit test (this must be a different form of the first test) at a mastery level, the student will receive a 'D' for the unit and it will appear on their Status Report.

Step 3 – The parent will be informed that the student is receiving a 'D' and that the student will be recommended for an 'N' in the Success Orientation category of Responsibility. The teacher will schedule an appointment with the student and parent to discuss a plan to remove the 'D' from the status report.

A student receiving their second 'D' on their status report will be placed on Academic Probation. A meeting will be called with teachers, parents, student and an administrator. During the meeting a contract is written with all deciding parties. This contract will clarify to everyone what steps will be taken to ensure the student does not obtain another 'D' Parents and student are informed that the student is now on Academic Probation and what the next steps would be should the pattern of 'D's continue. Students on Academic Probation lose the opportunity to play or practice with teams, participate in any extra-curricular activities, or go on field trips or excursions until they have removed all 'D's from their Status Report.

A student receiving three ‘D’s in the same course will immediately be removed from the course. The student will be assigned to some other supervised area at this time.

Guidance And Counseling

Guidance and Counseling services are built on a team approach that appreciates the value of communication among students, parents, staff, and administration. QSI International School of Chengdu has a school counselor on staff who will meet with individual students and families when specific issues arise. The school counselor is also actively involved in students’ college application processes and acts as a resource to families.



Textbooks, Supplies & Online Learning

Textbooks are loaned to students. It is important that the school keep a complete record of all texts given to each child. Therefore, each child will be assigned a numbered text in his/her school subjects. This record will be kept by the teacher. Please discuss with your child that it is his/her responsibility to maintain each text in good condition. Books that are lost, stolen, or damaged should be reported to the classroom teacher immediately. The replacement of lost or damaged texts is the responsibility of the parents.

Parents and students are responsible for consumable items such as paper, notebooks, pencils, pens, etc.

QSI Chengdu uses **Microsoft TEAMS** and Seewas as platforms for online and blended learning. Each student has an account, and parents have access to classroom Teams/ Seesaw as a means to stay informed.

Our Library

The QSI Libraries are designed to serve 3 Year Olds through Secondary students, teachers, and parents.

The collection currently contains over 18,000 volumes of fiction and non-fiction books as well as a reference collection. Teachers have access to an audiovisual collection and professional materials. A new Chinese collection is housed in the library, and we also have a French library with access to all community members. There is an automated library system.

Elementary classes have a scheduled time for checking out and returning books during the week. This is the same time each week so the student should know their “library day”. Parents are encouraged to read with their children each day and have a special place where the student keeps his/her library book in the home. Library skills are taught during the weekly class.

Books may be borrowed for one week. Borrowed material may be renewed unless there is a request for that particular title. The library collection is available to all students. Reference materials are not circulated to students.

Our library does not charge overdue fees. However, when a book has not been returned for a period of several weeks, an overdue letter is sent home. If the book does not return after parent notification, a replacement charge is assessed which reflects purchasing, processing, and shipping expenses.

Health Services & Dispensing of Medication

QSI Chengdu has a qualified nurse on duty during school hours and sporting activities. In case of injury, teachers and students should notify the school nurse. The nurse will notify parents as soon as possible if an injury occurs at school. If a student has a chronic illness or some physical handicap, all pertinent information should be given to the school office. Students who come to school with contagious illnesses, severe colds, or fevers will be sent to the nurse. Parents will be notified and requested to come and collect their child to prevent infections from spreading.

It is essential that we have the following information on file in case of an illness or emergency:

- telephone/cell phone numbers where parents can be reached;
- names and (local) telephone numbers of relatives or friends who should be contacted when parents are not available;
- immunization information, recommended doctor or medical services.

If your child is sick, please keep him/her at home. A child with symptoms of an illness will potential cause classmates to be kept in isolation until a diagnosis is made. Please check students in and out of school through the main office.

QSI Chengdu does not permit school employees to dispense prescription or non-prescription medication including: Tylenol, cough syrup, throat spray, throat lozenges, cough drops, etc., without directions and written consent from the parents. Prescription medication require that a copy of the Md prescription is kept in the nurse's office. If medication must be given during school hours, a signed consent letter **MUST** be on file in the school's clinic. Medications must be brought to school by the parent - ***not sent to school with your child.***

Medication needs to be in the original prescription or non-prescription bottle/container. If medications need to be taken home, they need to be picked up by the parent. Medications will not be released to your child to take home.

Head Lice

Head lice are a nuisance, but not a health risk. Disease cannot be transferred through head lice. Information and thorough treatment are necessary for the control of head lice. QSI shall make head lice information available to all parents. Maintaining the privacy of families treating a case of head lice is important to QSI.

At QSI, a case of head lice is defined by the presence of active lice. Parents and staff should notify school immediately if a family member or student shows indications of head lice. Once a child is identified by the school nurse to have an active case of lice, the parents will be contacted and treatment information will be made available. Families will have the option of arranging pick up for the child or allowing the child to remain under supervision through the conclusion of that school day. The identified child shall remain home from school for at least the following school day for treatment. The school nurse will also check any siblings for signs of active lice. Upon a child's return from a lice treatment absence, s/he will be checked by the school nurse for active lice before going to classes. If clear of active lice, the child may return to classes. If active lice remain, s/he will return home for additional treatment.

School nurses will wash hands or use hand sanitizer before and after each lice check. In circumstances where multiple cases of head lice have been identified

among a particular age group, QSI may choose to check an entire class. For severe or reoccurring cases of head lice, QSI may check individuals or classes weekly for a period up to six weeks.

Air Quality Policy

At QSI International School of Chengdu, we are concerned for the well-being of all students and staff while at school or on special trips. In our ongoing effort to ensure that our schools are clean and healthy and with a concerted effort to institute safety measures in case of earthquake, fire, and other emergencies, we consider poor air quality to be an additional safety concern.

Below is the air quality matrix that specifies actions. QSI Chengdu will use the air quality index that is reported locally.

We will use hourly AQI readings to determine how we will proceed on any given day. Special attention will be given at 10 AM before recess, at 12 PM before lunch recess, and at 3 PM before school sports.

Air Quality Index	Action Taken	
0-200 $\mu\text{m } 2.5$ 0-150	No action taken by school; students may choose inside recess	Student recess and outdoor play will go on as usual; indoor options always exist in the library or computer lab.
201-250 $\mu\text{m } 2.5$ 150-200	Action taken by teachers	<p>Student recess and outdoor play will go on as usual; indoor options always exist in the library or computer lab; masks are available in each classroom.</p> <p>PE classes are limited in scope with less exertion; PE teacher's choice if class will be inside. After school sports may be inside in fitness room or limited in scope outside with no heavy exertion.</p>
250+ $\mu\text{m } 2.5$ 200+	Action taken by administration	All outdoor PE classes, outdoor recess, and outdoor CISA sports events cancelled. Students stay indoors as much as possible. Students wear masks on field trips.
300+ $\mu\text{m } 2.5$ 250+	No outdoor activities of any kind	

General Behavior Guidelines & Rules

1. Students are expected to solve their disagreements through peaceful dialogue.
2. Students should always contact an adult when they observe inappropriate behavior.
3. Students should walk quietly at all times when in the building.
4. The care of all textbooks and library books issued to the student are his/her responsibility as are all the parts of the building and other equipment. Students are encouraged to have a book bag or back pack to carry materials to and from school.
5. There are hooks or lockers in designated areas to hang up clothing.
6. Skateboards and rollerblades are not permitted at school.
7. Any student staying after school should do so only when involved in supervised activities and with parental permission. Students staying after school for any reason must be under the supervision of an adult. Students found staying after school without permission will be escorted to the main office, parents will be called, and the students will be escorted to the tutorial or connection room where they will remain until a parent or driver picks them up.

Our behavior rules and expectations apply throughout the school day and during all school activities, including field trips, sports, events, and other outings.

Discipline Policy

The primary goal of the QSI Chengdu's Discipline Policy is to help students understand acceptable behavior at school. The responsibility rests first and foremost with the home. The school is responsible for working with the parents in achieving this goal. In cases in which consequences must be issued by the school, it is not intended to be punitive, but to allow the student the opportunity to correct the behavior. Violations of rules may lead to parent notification, conferences, counseling, detentions, suspensions, expulsion from school, or other appropriate consequences. Any student whose actions violate the school rules or bring dishonor to the school, whether on or off campus during a school function, will be disciplined. An environment where students feel safe and secure helps students excel academically, socially, and emotionally. There are instances where disciplinary actions are required to maintain a healthy school atmosphere. Students will be held to high expectations of behavior in a respectable and trustworthy manner, and show concern for others at all times during school, extra-curricular activities, field trips, and any type of school activities.

Detention

Generally, if you receive a detention as a consequence for a misbehavior, it will be served at school. In some cases, individual teachers may detain a student in their classroom with proper notice. If a student has multiple detentions, teachers will contact parents and establish a meeting with the parents and an administrator to develop a plan of action.

If a student has trouble making it to school or class on time s/he must make up the time during a detention. Parents will be notified by the teacher. If tardiness continues, additional consequences may be earned.

If a student is required to attend a detention, receives an N, or will be suspended, parents will be contacted and the parent will be responsible for arranging transportation for the student.

Detention Procedures:

When a teacher assigns students a detention s/he will need to submit the names to the Director of Instruction by Thursday 12 pm. The teacher assigning the detention is responsible for contacting parents. A list will be compiled and printed for the staff member who is assigned detention supervision duty. Each teacher will occasionally be assigned detention supervision during the school year.

Suspension

Suspension is an action determined by the school administration. More precisely, a suspension is an action determined by the Director or Director of Instruction when necessary. No student will be suspended without parent notification. Before a student may attend classes following an incident of in-school or out-of-school suspension, the parents and student shall meet with the Director of Instruction to be informed of conditions for resumption of attendance. Suspension may be assigned at home under the supervision of parents, or in-school in an isolated location under the supervision of the Director of Instruction or designee.

Expulsion

Expulsion is a serious action taken by the school. A student who is expelled from school cannot return.

LEVEL 1 Misbehaviors	LEVEL 2 Misbehaviors	LEVEL 3 Misbehaviors
These misbehaviors distract from student learning. Examples include, but are not limited to:	These misbehaviors contradict the Success Orientations and make the school feel unsafe. Examples include, but are not limited to:	These misbehaviors put others in immediate physical and emotional danger. Examples include, but are not limited to:
<ul style="list-style-type: none"> • Electronic device violations • Dress code violations • Tardiness • Disruptive behavior in classroom and at school • Profanity • Public displays of affection 	<ul style="list-style-type: none"> • Insubordination • Harassment (any form) • Forgery • Cheating/Plagiarism • Bullying, intimidation, physical aggression, threatening • Theft • Vandalism • Lying/Dishonesty 	<ul style="list-style-type: none"> • Fighting • Sexual harassment • Use or possession of alcohol, drugs, tobacco • Bribery ❖ Use of a weapon at school (knife or gun) ❖ Making a bomb threat ❖ Arson
<u>Consequences may include:</u> <ul style="list-style-type: none"> • “N” on Status Report • Warning from teacher or administrator • Conference with teacher, administrator, counselor and/or parent • Detention: lunchtime or after school • Parent notification • Removal from ASA • Other appropriate consequence 	<u>Consequences may include:</u> <ul style="list-style-type: none"> • “N” on Status Report • Parent notification & conference • Detentions • Suspension: in-school or out-of-school • Counseling as needed • Removal from ASA • Other appropriate consequence 	<u>Consequences may include:</u> <ul style="list-style-type: none"> • “N” on Status Report • Suspension • Expulsion • Notifying local police • Other appropriate consequence ❖ NOTE: Immediate expulsion from QSI Chengdu



Harassment & Intimidation



The school is committed to providing a safe, positive, productive, and nurturing environment for all its students. The school encourages the promotion of positive interpersonal relationships between members of the school community. Aggressive behavior, bullying, and online and sexual harassment are strictly prohibited and will not be tolerated. This includes physical, verbal, electronically transmitted (cyber or high tech), and psychological abuse. The school will not tolerate any gestures, comments, threats, or actions which cause or threaten bodily harm or personal degradation. This applies to all school functions, on or off campus.

Any student found harassing another student may be recommended for long term (up to 10 days) suspension from attendance at school. **BULLYING IS NOT TOLERATED** and all reported incidents will be investigated. Parents will be contacted immediately, and an N will be assigned on the student's Status Report for Concern for Others.

We reserve the right to apply this policy to actions that take place off-campus, IF the action interferes with the operation of the school or an individual student's ability to receive an education.



Cyberbullying & Online Harassment

Cyberbullying is the use of information and communication technologies such as email messages, cell phones, text messages, personal web sites, online chat and social media sites that are intended to threaten or harm others, or which cause emotional distress to an individual or an individual's ability to receive an education.

Cyberbullies usually hide behind the anonymity that the Internet provides and do not fear being punished for their actions. Cyberbullies spread hurtful messages to a wide audience with remarkable speed. Cyberbullying includes, but is not limited to, the following:

- posting slurs or rumors;
- sending email or text messages that are mean;
- threatening or sexually explicit actions such as using a camera or camera phone to take and send embarrassing photos, posting fake or misleading photographs of students on web sites.

Any student who believes that they or another student have been the victim of cyberbullying should immediately report the situation to a teacher, school administrator, or school counselor. Reports can be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. The school will investigate all reports of cyberbullying.

Outdoor Recess



Recess is a scheduled part of the regular elementary school day. This time serves as a break for students and provides a few moments to expend some energy and stretch after classroom activities. This is also a good time for socialization and learning to get along with other children. Elementary children typically go outside to play during morning and lunch recess but may be asked to stay indoors on poor air quality days. All children should come to school properly clothed for outside conditions.

Playground Policy

1. Safety, fair play, common sense, and appropriate language are the major considerations on the playground. Students may not cause problems for any person or damage equipment.
2. The playground supervisor is always in charge and may stop any activity that s/he feels may be dangerous or inappropriate.
3. When the whistle blows at the end of recess, students are to stop what they are doing immediately and line up.
4. Students should stay alert and pay attention to any games going on and not go near games in which they are not engaged.
5. No fighting. No games involving pushing, shoving, tackling, or tripping.
6. Throwing any items such as toys, rocks, or dirt is strictly prohibited.
7. Students at recess are not to go back into the building or outside of recess boundaries without permission from the playground supervisor.

Lunch & Water



Children may elect to participate in the hot lunch program or carry lunches from home. Monthly menus will be posted in the newsletter and on WeChat. The school provides water from dispensers. Students should not drink water from the tap at school. We suggest children bring a bottle or cup for drinking, or if desired, they may bring bottled water from home.

Lockers



Upper elementary, middle school, and secondary students may choose to use a school locker. The locker is considered the private domain of the student, and no other student has the right to access another student's locker. **Lockers are school property and may be searched at any time by school administration.** If it is determined that a locker must be searched and the locker has an individual lock on it, the lock will be cut off of the locker if administration is unable to locate the student.

Lost And Found

Please help us by clearly labeling items of clothing such as mittens, caps, hats, jackets, coats, sweaters, and boots. It is also very helpful to have the child's name on his/her lunch box and back pack. Many mix-ups occur during the year and an unbelievable amount of lost clothing remains unclaimed. The lost and found is located near the Main Office. As the lost and found becomes full, we will make an announcement to students to check in the lost and found. Whatever

is not taken will be donated to charity at the end of the year. Remember, the school is not responsible for lost or stolen items.

Bus Services

QSI Chengdu provides a bus service to all families who are interested. Each bus/van will have a monitor to ensure safety and order. Students will wear seatbelts at all times. Parents will be given the phone number for the bus/van and the approximate departure and arrival times. To avoid late arrival at school, the bus/van will wait no longer than 2 minutes for a child to arrive at the bus stop. Students are expected to follow the monitor's instructions. Students who are reported for minor infractions will meet with an administrator to discuss the behavior. If the behavior continues, parents will be notified and the student may be suspended from riding the bus for a period of time. Parents will be notified immediately regarding behaviors that seriously affect the safe operation of the school bus. Removal from the bus may be necessary for serious incidents, even for a first time offense. **To ensure safe pick up and drop off, it is imperative that parents provide the school with written confirmation of any changes to the bus routine. Please send these communications to your child's teacher, the elementary Director of Instruction, and the bus coordinator.**

Bus Policy – Students:

- You must be at the arranged pick up point at the appointed time. The bus will wait for 2 minutes, then the monitor will contact the parents. The bus cannot wait for latecomers.
- You will be under the authority of the bus monitor who may assign you a seat.

- You should seat yourself as quickly as possible and remain seated while the bus is in motion with your seatbelt tightly in place.
- If the bus is in such a position that you must cross the street, the bus monitor will accompany you unless special arrangements are made with parents. This may not apply to older students.
- If you are 8 years old or younger, your parents must pick you up at the bus stop. Special arrangements can be made upon requests by the parents (waiver).
- You will not be allowed to create disturbances on the bus. The monitor will inform the administration if this becomes necessary.
- You are not allowed to drink or eat on the bus.
- Improper language or behavior will not be tolerated.
- You may not lean out or place hands or arms out of windows or throw items from the bus.
- Everybody is expected to help keep the bus clean.
- Any student-caused damage to the bus will be the responsibility of the student, and price for replacement or repair will be charged to that student's family account.
- Only students who have paid for bus service may ride the after-school late bus.

All students riding the bus will pay an extra fee, not attached to tuition, and may pay by term or year. Companies will be invoiced along with the tuition if the parent so desires.

Special Requests

Special requests for primary students to ride a different or late **bus must be communicated to the school (the bus communicator and the homeroom**

teacher) in writing no later than 13:00. Notes and verbal communications are not sufficient. Parents must know that our late buses **do not** have specific schedules or routes. Younger students are generally discouraged from taking the late bus.

Driver Drop Off & Pick Up Responsibility

The delivering and collecting of students is a hectic time, but one that can be free of danger if diligence, adherence to, and support for established safety procedures are followed. Remember that the safety of children is our main concern. Any minor inconvenience this may cause is regrettable.

Drivers picking students up will need to park their cars along the sidewalk to the west of the school entrance and walk children to the entrance of the school, as well as to collect them. No student will be allowed to leave the walkway without a driver. All students riding buses will be walked to the buses by a teacher or teaching assistant.

National Honor Society

The National Honor Society (NHS) is one of the oldest and largest recognition programs for high school students in grades 10-12 in the United States of America. The National Honor Society was founded in 1921 and honors those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character. NHS is also present in several other

countries, and QSI International School of Chengdu is pleased to be a recognized chapter of NHS. It is estimated that over one million students participate in the National Honor Society every year.

Once selected, a student is awarded membership in the local chapter at a special induction ceremony. With induction, each member assumes certain obligations as outlined by the chapter and the national constitution. The chapter must conduct a service project for the school or community and see to the development of an individual service project for each member. Chapters may choose to sponsor fundraising projects or otherwise involve themselves with the school to reach the chapter's goals. In addition, regular meetings of the chapter can be held to conduct chapter business.

The Faculty Council, in compliance with the rules and regulations of the National Honor Society, shall determine the procedure for dismissal. A written description of the dismissal procedure shall be available to interested parties. Members who fall below the standards that were the basis for their selection shall be promptly warned in writing by the chapter adviser and given a reasonable amount of time to correct the deficiency, except that in the case of flagrant violation of school rules or the law, a member does not have to be warned. The Faculty Council shall determine when an individual has exceeded a reasonable number of warnings. In all cases of pending dismissal, a member shall have a right to a hearing before the Faculty Council. *(Note: This hearing is required and is considered "due process" for all members.)*



End-of-Year Awards

QSI Chengdu will recognize students at the end of the year for outstanding work.

- Academic Honors Award – This award goes to any middle school or secondary student who has achieved an “A” in each unit completed (minimum 10 units) and has successfully completed an extra project in that subject area.
- Outstanding Athlete of the Year – This award is given to a Middle School and Secondary student athlete (male and female) who meets all of the award’s requirements: participated in three seasons during the year, displayed good sportsmanship during practices and games, worked hard to improve, was punctual, communicated well, and displayed excellent skills.
- Citizenship Award- This award honors a secondary student who distinguishes themselves from others by having a strong scholastic record, dynamic participation in school-wide events, service, leadership, and character. This student continually models the Success Orientations and faithfully attends school.

Electronic Devices & Telephones

The school understands that we live in the technological era. Cellphones, digital cameras, iPads, laptops, and other devices are common. The school encourages teachers to find ways to utilize technology in the classroom. Students in the 11yo class and older are expected to bring a device of their choice to be used during class (laptop or tablet).

The school does not allow students to use electronic devices for non-educational purposes during school hours. If students are using electronic devices (mobile phone) during class, the teacher will give a verbal warning and/or take the device away. Students may pick up the device after school. Further offenses will be considered insubordination and be dealt with as a second level behavior infraction (see chart).

- Students should keep their devices in their bags or lockers until break, lunch, or after school. We strongly recommend that these electronic devices be left at home as the school accepts no responsibility for missing, broken, or stolen devices.
- Cellular phones should not to be used during the day without permission.



Dress Code

QSI International School of Chengdu believes that a certain amount of freedom of choice in dress is appropriate. However, our school is a multi-cultural environment, and students should always be mindful of giving the best possible

impression. Clothing should be neat, clean, and appropriately worn. **In case of doubt, we recommend erring on the side of propriety and modesty.**

- Clothing should be modest and, well fitting, and cover all areas of the body that are generally not expected to be seen in public.
- Shorts and skirts should allow the wearer to move and sit freely without showing undergarments or private areas of the body.
- no undergarment should be visible.
- no inappropriate messages on clothing (inappropriate language, suggestive messages or symbols, any symbols which are drug, alcohol, or tobacco related, etc.);
- clothing displaying graphics, whether pictorial or in words, must be consistent with the school's mission statement, not disruptive to the school's program, and not offensive to others.

Public Displays Of Affection



Because so many cultures coexist at QSI Chengdu, it is important that students demonstrate an attitude and behavior regarding interpersonal relationships that would be acceptable to people of various cultural, ethnic, and social backgrounds. QSI Chengdu recognizes that genuine feelings of affection may exist between students. However, public physical displays of affection on campus are not acceptable.

QSI International School of Chengdu's Policy for Public Display of Affection stands as:

- Students are expected to conduct themselves in a manner that is appropriate for a school setting.
- Holding hands is an acceptable behavior, but kissing, groping, fondling, and embracing are not appropriate.
- Students who violate this policy may face disciplinary action which could include a parent conference, after-school detention, or possible school suspension for repeat offenders.