



QSI International
School of Dushanbe

Parent-Student Handbook

2020-2021



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Introduction

The following policies apply whenever children are on school grounds, school buses, study trips, after-school activities in any location, and evening school activities. They are intended to benefit the children, parents, and teachers.

The QSI Program

Accreditation

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

U.S. State Department

QSI Dushanbe is a U.S. State Department assisted school. The school 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, staff training as well as a variety of identified needs.

Expectations

We expect our administrators

- To place teaching and learning first.
- To be flexible, helpful, and provide support when meeting with parents.
- To be available, willing and able to provide support to all faculty members.
- To provide support in the classrooms, giving helpful feedback and providing help.
- To support and facilitate teaching and learning.
- To follow the proper channels when communicating

We expect our teachers

- To be dedicated professionals who have planned and are prepared to teach.
- To cooperate and be willing to work toward a common goal.
- To positively and cooperatively take on responsibilities beyond the classroom in support of extracurricular and school-wide initiatives
- To be flexible, responsible, cooperative, and supportive.
- To be aware of their own talents/abilities/resources and to share them by assisting other teachers in a collegial manner.
- To respect colleagues and children.
- To follow the proper channels when communicating.
- To be helpful and kind.

We expect our students

- To be respectful of teachers, all school staff, and each other.
- To have a positive attitude toward learning.
- To be responsible for their own behavior.
- To be responsible, cooperative, and supportive.
- To be ready to learn.
- To give their attention to the required task.
- To work toward mastering all the Units and Success Orientations.

We expect our parents

- To be responsible, cooperative, and supportive.
- To become educated about QSI mastery learning program and Success Orientations
- To follow the proper channels when communicating.
- To update the school when contact information changes.
- To make sure that their children are in school every day and on time.
- To make sure that their children come dressed properly.
- To help their children come prepared for school with all materials needed.
- To follow the school's procedures as outlined in the Student-Parent Handbook.

Character Development - Success Orientations

Students are evaluated on Success Orientations five times during the school year. Following this paragraph, each Success Orientation will be described.

Responsibility

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

Concern for others

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

Kindness and politeness

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

Aesthetic appreciation

- keeping one's instructional area clean
- keeping personal things in order
- making observations about the beauty around us
- picking up trash . . .

Trustworthiness

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

Group interaction

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

Independent endeavor

- always doing your best
- deeply exploring areas of interest independently
- getting your work done
- keeping track of assignments . . .

Why Focus on Success Orientations?

QSI Dushanbe believes the Success Orientations to be primary indicators of future success in advanced education, employment, and life in general. Recent research confirms our beliefs. 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 are evaluated independently. Thus, the academic outcomes will be evaluated solely based on 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 jurisdiction of the school and will be made by the professional staff familiar with each student. If there is no evidence that a student is unsuccessful in a particular success orientation for an evaluation period, he/she will be awarded with an 'S', which denotes 'success' in that success orientation behavior. A student who demonstrates noteworthy or exemplary positive behavior in a success orientation will receive an 'E' which denotes 'exemplary'. A student who is not yet successful in a success orientation will receive an 'N', which denotes 'not yet'. The awards given for each student will be reached by a consensus of the professional staff members who interact with the student.

FAQs about 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. Status reports provide 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 these reports.

Q: How are Status Reports different from traditional grade 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 he/she is doing well in mathematics; however, it gives no information as to what the student has specifically learned.

The Status Report provides grades in mathematics and it also separates the course into "essential units" (outcomes). Teachers evaluate students for mastery of each essential unit and this becomes part of the report. Therefore, the parents not only have a better idea of what their child has learned, but they know what skills and concepts their child has actually mastered.

Q: What is Mastery Learning?

A: Each subject is broken up into essential units. Teachers provide a program of instruction for each of these essential units. Teachers evaluate each student for mastery of the 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 an essential unit are given additional instruction directed at a variety of learning styles to support students' progress toward mastery. The process of re-teaching and evaluation continues until the essential unit is mastered by the student.

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

A: We believe all children can and do learn. Our teachers teach and provide corrective teaching until the essential unit is mastered. Therefore, a 'B' denotes the student has mastered the material and knows it well. 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 does a 'P' mean?

A: A 'P' means that the student is *in progress* of mastering a unit. At the start of each unit, the instructor opens a unit by entering 'P' for that unit of study. A 'P' indicates that the student is receiving instruction on that unit. In some classes, one unit will be open for an extended period of time or more than one unit will be open in a subject.

Q: What is the difference between a 'D' and an 'H'?

A: An 'H' means the essential unit has been placed "on hold". The teacher has determined that 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 he/she continues to work on this unit or it may be 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.

A 'D' is given when the student *has not made a reasonable effort* and is thus not attaining mastery of the unit through lack of effort. After receiving a D, it is still possible for a student to eventually demonstrate mastery and earn a B in that particular unit of study. *Note: A student receiving a D may not receive a mark higher than a B.* See "Academic Effort Policy" in the "Absences/Tardies and Effort Policy" section.

Q: What is the process related to a "D"? Examples of when Ds are entered as a grade include, but are not limited to, when students do not complete work due to lack of effort, failing to attend re-teach sessions, and not completing work within an agreed upon time frame. A D-warning letter is the first step in the D-grade process. See "Academic Effort Policy" in the "Absences/Tardies and Effort Policy" section.

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

A: This area of the report lists information regarding 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 could be mastered at the completion of the full nine years of elementary school (5 year old through 13 year old)

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 grade reports from one school to the next. Many schools no longer use the 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 and the mastery learning approach. Students who transfer while they are in our secondary program receive an official transcript that is standardized to meet the needs and expectations of other secondary schools and universities.

Q: What do the letters stand for in the Success Orientations?

A: An "S" stands for satisfactory which is the minimal expectation for each of the Success Orientations.

An "E" in a Success Orientation is for Exemplary. A recommendation for an E follows a nomination process when a student consistently demonstrates Exemplary.

During a staff meeting before the end of the quintile, recommendations are examined by all teachers who interact with the students. A student receives an E if the behavior is consistent throughout other classes (i.e. other teachers agree that the student has exceeded the expectations according to the TSWs in a Success Orientation).

Ns are also related to our Success Orientations. Ns are taken seriously. To get an N mark on a Status Report, a specific intervention process must be followed. The process 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 he/she 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 and the student is given the opportunity to show improvement.

If the student does not show improvement in the area, a second parent contact is made to indicate that an N is continued to be recommended. Thus, two home contacts must be made before a student can be given an N on their Status Report. At the time of the second parent contact, the director or academic coordinator is informed of the N recommendation. It is highly likely a more significant intervention will be put into place to help the child reach success in the area of the potential N.

During a staff meeting before the end of the quintile, all recommendations are examined by all teachers who interact with the students. The student receives an N if there is a consensus among teachers. The teacher who recommended the N must follow up with the student by meeting with him/her, setting goals, and monitoring progress in collaboration with the director or academic coordinator.

In extreme circumstances, a student will be assigned an N without following the above steps. These cases may include: cheating, fighting, stealing, and other extreme behaviors. The Director will assign this N and contact the parent.

Intensive English Program

QSI Dushanbe has an Intensive English program that is designed to bring students to a proficiency level in English which will allow the student to be successful in the mainstream classroom. When a student is accepted to QSI Dushanbe, s/he is required to go through testing as part of the admissions process. If the student's English level is below the student's age level, s/he most likely will be enrolled into the Intensive English program. Students ages 6 and older are pulled out from regular Reading and Language Arts to be taught in a small group at their current level (10 periods per week).

All Intensive English students receive additional Intensive English Support during World Languages class. If an elementary student exits from the Intensive English program in the middle of the year, s/he will stay in the Intensive English Support for the rest of that academic year. Students, ages 12 through 16, are required to take an Intensive English Support class for a full academic year after exiting the program.

Students may exit the Intensive English program at any time of the year. They must be reading and writing at their age appropriate level to be able to transition into the mainstream classes.

Measure of Academic Progress (MAP®) Testing

QSI Dushanbe administers MAP® tests in the fall and spring of each academic year to students 5 years old through Secondary II. A winter MAP test is also available for those teachers who are using MAP data to guide in goal setting. These computerized adaptive tests measure academic progress in the areas of reading, writing, and math. The information provided by these tests allows teachers and parents to monitor the growth and progress of basic academic skills. More information about MAP® testing can be found on-line at: https://www.nwea.org/content/uploads/2014/07/ParentToolkit_0.pdf.

Narratives:

Narratives are distributed twice a year, once at the end of the first term in December and again at the end of the school year. These are different from the status reports as they describe how a student is performing within the class, not only with the curriculum. Generally, *Literacy, Mathematics, Science, Cultural Studies, and Success Orientations* are included in the report. Specialist teachers such as *World Languages, Physical Education, Art, and Music* may also write narratives, but this is not required. Online classes for secondary students are not included in the narratives.

Placements/Assessments:

Quality School International of Dushanbe places children by their age. However, for *Reading, Writing, and Mathematics* there is a possibility of children moving to a different level based on their academic achievement level as evaluated through multiple measures. This means that after registration, the student will need to complete the appropriate assessments and the teachers involved will meet to discuss the student's placement. The final decision for movement of academic placement is made by the director.

Placement in AP Courses:

Many Secondary students wish to enroll in AP (Advanced Placement) courses, which are offered in online format. In order to take an AP course, students must meet the following criteria:

- ❖ Must be Secondary II or higher.
- ❖ Must complete any prerequisite academic courses – a student would need to have taken Chemistry before enrolling in AP Chemistry.
- ❖ Have no pending or incomplete units from the previous academic year.
- ❖ Have a proven history of being able to work independently and complete work on time.
- ❖ Be recommended by the Director.

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 are, 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 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;
- Cutting 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 extreme, including the possibility of redoing all outcomes of that course.

Safety Netting:

The term *safety netting* refers to a time of tutoring, re-teaching, and/or academic catch-up. If a teacher feels a child is in need of additional instructional time, they will contact the parent(s) to set up a schedule for safety netting. Most teachers will schedule this time for 3:30 – 5:00 p.m. If a child needs to attend safety netting and regularly rides the school bus, appropriate bus arrangements will be made for 5 p.m.

Study Sessions:

The secondary staff provide afterschool study sessions for middle school and secondary students four afternoons a week (Monday, Tuesday, Thursday and Friday). Teachers will review student progress and determine weekly which students need to attend the study sessions. The office will notify parents if their student(s) need to attend. Any student may attend, but priority will be given to students who are requested to attend by a teacher. Primary teachers will contact parents directly to arrange afterschool support sessions, if needed.

Tajik Languages and History Studies

Students who are Tajik citizens are enrolled in Tajik language and history classes after school. The school is licensed with the Ministry of Education and this is a requirement of all Tajik citizens who attend QSI Dushanbe.

Student Arrival and Dismissal

After School Pick Up of Non-Bus Riding Children (Preschool Included):

At QSI Dushanbe, children go home at three possible times during the day. Preschool children attending the half-day program are picked up at 12:00 p.m. At 3:30 p.m., all other children can go home. Middle School and Secondary students may participate in after-school activities from 3:30 to 5:00 p.m. and there is a late bus at 5:00 p.m.

For a person to pick up a child, s/he must be included on the after school pick up form. When picking up a child after school, parents/guardians should wait for teachers to bring the children out to building's courtyard area. There are two buildings where children are picked up - the Primary Building and the Library Building. However, children are picked up from the building in which their homerooms are located. Parents/guardians should not go up to their child's classroom to pick him/her up.

Change of Pick up Person:

If the parents/guardians intend for their child/children to be picked up from school by someone other than those on the approved pick up form, they need to inform the school receptionist before 12:30 p.m. the day of pick up (224-8737). Children will not be released to adults who are not listed on their pick-up form.

Midday Checkout:

If your child needs to leave school during the day (unless it is an emergency) parents/guardians should inform the school (i.e.; teacher, receptionist, or director) 24 hours in advance of the time the child will be checked out.

In the past, parents have come to the office to sign out their students. However, due to the Covid-19 pandemic, we ask that parents wait at the entrance gate. The guard will contact the office, and the office will notify the teacher to send the student down. The exception to this will be if a parent wants to come onto the campus to pick up a sick child from the doctor's office. When the child has returned to school, the guard will sign him/her in.

If a Secondary student needs to leave during the day (and will be unaccompanied), a representative from the school must contact their parents/guardians and then sign the student out.

Student Arrival and Morning Recess:

The school gates in all three buildings will be open to children at 7:40 a.m. If parents/guardians need to drop off their children earlier than 7:40 a.m., the school must be informed in advance.

Due to the pandemic, before school mixed age use of the playgrounds is not possible. As students arrive (from 7:40-7:55 a.m.) they should go directly to their first period class.

Absences and Tardies

Absence Policy:

Absences may be unavoidable and will surely happen throughout the year. Illness, emergencies, and sometimes just random situations will happen that keep your child from school. We ask that if your child will be absent, you inform the school in some way, be it email, phone, or other communication tool such as Class Dojo. Whether the absence is excused or unexcused, the student is still responsible for maintaining progress in unit mastery by completing the tasks and

assignments as provided by the teacher via the SeeSaw or TEAMS platform, depending on the age of the student.

Excused absences

- Illness (absences exceeding three days in a row may require a physician statement).
- Medical/Dental appointments (we highly encourage you to make these appointments outside of school hours such as our long Wednesday afternoon).
- Driver's license test
- Serious family emergency
- Dangerous road conditions
- Governmental business (i.e. visas, passports, etc.)

All other absences will be evaluated on a case-by-case basis to determine if they are excused or not. If your child is absent, and no contact is made with the school, it will be considered an automatic unexcused absence. Excessive unexcused absences may result in lack of student progress and an evaluation by the school of the effectiveness of the school program for the child.

Long Term Absences:

- Examples of a long-term absence include: 3 or more scheduled missed days or added onto a pre-scheduled vacation such as Spring Break.
- Many vacations are planned throughout the school year during the most common holidays. However, we know that not everyone has the same schedule and that some holidays may be overlooked. If you are planning on taking an extended leave for vacations, the school and each teacher need to be informed preferably at least two weeks in advance.
- Informing the teachers allows them to prepare for your child's absence, and in turn, prepare your child. Work can be given ahead of time, things can be worked out online, work can be prepared for when they return, etc.
- If the school is not informed with reasonable notice of a week, teachers are placed in a difficult position. Lessons are planned ahead of time with the assumption that all students will be present, and last-minute absences can affect the entire class.

Absence Issues:

Missing more than 18 days of school is the same as missing 10% of the school year. All students are negatively impacted by extreme absenteeism. Secondary students run the risk of not graduating in the standard time frame due to incomplete units.

Participation in After-School Activities/ School Sponsored Evening Events:

If students are absent during the school day due to an unexcused absence or illness, they may not attend any after-school activities or evening programs that day. A doctor's appointment during the day does not prevent the student from attending after-school activities.

Tardy Policy:

Children should be in class and ready for instruction by 8:00 a.m. This allows teachers to begin instruction at a predictable time and to establish a rigorous learning environment. Teachers take attendance electronically. If your child arrives on campus after 8:00 a.m., he/she will be considered tardy. Students whose 1st period class is in the Library Building or the Admin Building should report to reception to receive a tardy slip. The tardy slip must be signed by the receptionist before they can enter the classroom. Students arriving late who have their 1st period class in the Primary Building or the World Languages Building will be given a tardy slip by the guard at the primary gate.

Teachers for the upper grades (12 years-old and older) will also keep track of student tardiness between classes. Students are given 3 to 6 minutes for transition times throughout the day to allow them enough time to move between buildings for their classes.

Consequences for Excessive Tardies:

When a student arrives late, whether for the first period of the day or throughout the day, this disrupts the classroom. These disruptions have the potential to negatively impact student academic and social growth. It is recognized that tardies do occur and sometimes cannot be avoided. However, regular tardies demonstrate a pattern of behavior and can create negative effects on both the student and the class.

All families of students ages 5 through 11 years old are asked to get their children to school at the starting time. We recognize that sometimes buses are late and bus riders are tardy due to those circumstances. Students are not counted as tardy when this occurs.

Students ages 12 through Secondary are deemed mature enough to be aware of time and to develop the habits to be at school and to class on time. All of the minutes of the school day are considered important. Therefore, there will be consequences for this age group for excessive tardies, as determined by the Director.

How to Avoid “Failure by Choice” – An Academic Effort Policy Ages 12 year old through Secondary IV

While mastery learning allows students to submit their highest level of understanding and work for unit assessment outside of the normal time constraints of more traditional models, we acknowledge that encouraging students to make reasonable progress within the given time frames is vital to their future success.

We expect students to always work toward the A-level mastery of a unit of study. The A-level represents a synthesis of learning and higher-order thinking skills, all of which are important in future learning and success.

There are times, however, when students fall behind in their work completion and mastery of a concept. We believe that helpful structures should be in place to catch students back up and

communicate the severity of the problem before they are overwhelmed by the workload and unable to complete their units in the time remaining in the school year. We differentiate between ability and effort. To this end, we have the following policies:

When a student falls behind in unit completion:

1. At the completion of a unit by the class, if a student has not yet demonstrated mastery of the unit, the student has two weeks to do so.
2. During those two weeks, the student must:
 - a. Sign up for after-school sessions with the teacher and/or attend study sessions
 - b. Maintain regular communication with the teacher on course progress
 - c. Complete any in-class assignments/assessments at the time discretion of the teacher
3. **Lack of Effort:** At the end of the two weeks, if a student has chosen to not actively work on completion of the unit, as determined by evidence obtained by the teacher, a D-warning letter will be issued to the student and sent to the parent. The student will also be required to attend study sessions until the unit is mastered.
4. A student has one week from the issuance of the D-warning to demonstrate effort toward that unit. If effort is not demonstrated, as evaluated by the teacher, a D grade will be issued. The D grade will appear on the student's Status Report until it is replaced by a B for demonstration of mastery of the unit. A student who receives a D for a unit, may upgrade the D to a B through demonstration of mastery, but may not upgrade to an A.
5. Students who receive a D grade:
 - a. Will be required to attend study sessions until mastery is demonstrated.
 - b. May not participate in after-school activities such as sports or academic activities until the unit is completed at mastery.
 - c. May not participate in extracurricular activities such as Student Council events.
 - d. Are responsible for contacting the teacher and working within the teacher's schedule to demonstrate mastery of the unit. The contact must be made by the student.
 - e. Will also receive an N grade in the Success Orientation *Responsibility*.
6. Students who continue to work on a unit by actively engaging with the teacher and showing strong effort toward unit mastery, will not receive a D warning or a D grade. If the teacher and student agree to place the unit on hold to be worked on at a later time, the teacher will change the grade to an H for hold. This not punitive and is used as a tool to afford a student time to obtain needed skills.

Definition of "effort": Effort is defined as demonstrating actively engaged work towards the mastery of a concept. This includes being prepared for class, completing all in-class work and homework, attentiveness and active participation in class, and attending safety netting sessions as needed. It is the student's responsibility to demonstrate *effort*. It is the teacher's responsibility to provide instruction and activities to match the content expectations as well as to be available at an established time after school for safety-netting.

A-level Specific Requirement

"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.”*

To attain an A-level, **independent effort** towards the A-level needs to be displayed throughout the unit, and A-level TSWs need to be **expressly and genuinely attempted**. *Independent effort* is defined as the active and independent engagement toward the higher-order thinking and performance skills as well as application of the skills toward the TSWs in the unit of study. *Independent* means without teacher-directed instruction. In addition, if students are attempting A-level work and encounter issues with time in class, they need to use the safety-netting periods (a minimum of one a week) for assistance. If these requirements **have** been met and yet they still fall short of an A-level at the close of the unit, they will then be awarded two additional weeks' grace period to attain their A-level. If these requirements have **not** been met, then they no longer qualify to attempt an A-level after the close of the unit.

All A-levels need to be achieved before or within two weeks following the close of the unit and only with ongoing effort throughout the unit. No A-level attempts will be allowed following that two-week time frame or without ongoing effort.

Grade Level Movement

A D grade at the end of the year in any unit will affect the following year's admission or scheduling. Ds that are found in a secondary student's Status Report are not reflected on the transcript. The mastery of the ten essential (and some selective) units in all academic classes is required for movement to the next grade level. Should any units remain opened either with a P, H, or D at the end of the academic year, it is at the discretion of the Director to allow a student to progress to the next grade level. If this occurs, it will still be necessary for the student to demonstrate mastery of all open units. Students in this situation will attend study sessions, weekly after-school safety netting immediately upon the opening of the school year and will be assigned one period a day (usually in lieu of World Languages or an elective) for Unit Recovery.

After-School Activities

NOTE – DUE TO THE COVID-19 PANDEMIC, QSI DUSHANBE IS NOT OFFERING AFTER SCHOOL ACTIVITIES AT THIS TIME. AS THE SITUATION IS DETERMINED TO BE SAFE, ACTIVITIES WILL BE OPENED UP FOR ENROLLMENT.

Activities for Students 12 years old and Older

Organized after-School Activities at QSI Dushanbe are for students ages 12 and older. These may include Cross Country, Badminton, Basketball, Model United Nations, Track and Field, Music, Volleyball, etc. These students may also participate in the other programs that may be available on campus.

Activities for Students 11 years old and Younger

Throughout the year various classes, clubs, and activities are offered by both staff and outside providers for this age group. Pay attention to newsletter announcements about different activities. Teachers also offer after-school academic support at least one day per week.

Absence from After-School Activities:

If a student will not attend their after-school activities, parents/guardians need to inform the school prior to the end of the school day.

After-School Activities and Effort Warnings:

If a student age 12 and older has received a D-warning or D-letter, the student will not be allowed to participate in after-school activities until the issue is resolved.

Times of After-School Activities:

All after-school activities will begin at 3:35 pm and end at 5:00 pm during the school year.

Late Bus

A late bus at 5:00 p.m. is available for all bus riders. Students must inform the office that they will be riding the 5:00 p.m. bus.

Electronic Devices

Acceptable Use Policy:

Children will not be allowed to use school internet, computers, or electronic devices until the Acceptable Use Policy is signed and returned to school.

Electronic Devices:

Technology is a part of our lives, and, as educators, we recognize the positive and negative aspects that come with it. At QSI Dushanbe we feel it is our responsibility to teach children how to safely and effectively use their technology devices. We feel that it is imperative that children learn to use their devices in appropriate and meaningful ways and understand the proper time for usage. For all age groups the QSI Dushanbe Acceptable Use Policy must be signed by both student and parent.

Generally, **children 8 years old and under** have yet to gain the responsibility necessary to care for devices and should refrain from bringing them to school. Emergency cell phones may be left in the child's backpack during the day. Please inform the classroom teacher if your child has a device to use for this purpose. The school will not be responsible for lost or damaged devices. Children in this age bracket engage with technology in the classroom through the use of iPads or computers. Technology use is closely monitored by teachers and limited based on age and best practices.

For **children 9 to 11 years old**, devices brought to school are to be used for learning purposes in the classroom only. Students in this age bracket may not have their electronic devices in their possession during any other time of the school day and may use them in class only at the request of the teacher. During these times students may not use devices for inappropriate activities, such as viewing distasteful content, cyber-bullying, etc. Mobile devices are to be kept in backpacks. The school will not be responsible for lost or damaged devices. Children in this age bracket have regular access to iPads, laptops, and desktop computers provided by the school. Teachers monitor the use of these devices which are to be used for learning experiences only.

During school hours, **students in the 12-13 year old age group** are allowed to have electronic devices on campus for use in the classroom only. Phones, laptops, and iPads may be used in the classroom during class time as allowed and requested by the teacher. The school also has laptops and iPads available for student use. Classroom use is for learning purposes only. At no time are electronic devices allowed to be in use during recess or other free time, to encourage social interaction; this is not intended to be punitive. Devices may be used after school ends at 3:30 as long as it does not interfere with any after-school activity.

Students in the secondary program are assumed to be maturing toward being responsible users of social media. They may carry a mobile device with them at all times of the day but should refrain from their use during times of social interaction such as recess and lunch. If a staff member or other student notices a withdrawal from face-to-face human communication during any time of the day, a request will be made for the student to put the device away. Teaching staff and other staff are held to the same electronic device standards as secondary students. Electronic devices may be carried with them at all times, but social interaction is encouraged over interaction with technology.

For any age group, if a device becomes a recurring problem, a teacher may confiscate the device, meet with parents/guardians to discuss possible solutions, and/or involve administration for further solutions.

Other

Air Quality Policy and Guidelines

To monitor air quality, we use the Air Quality Index (AQI) standards as established by the EPA in the US. AIRNOW describes the AQI as *“an index for reporting daily air quality. It tells you how clean or polluted your air is..... EPA calculates the AQI for five major air pollutants regulated by the Clean Air Act: ground-level ozone, particle pollution (also known as particulate matter), carbon monoxide, sulfur dioxide, and nitrogen dioxide.”* QSI has policy guidelines in place to safeguard our students from the dangers of engaging in physical activities outdoors on days when air quality is poor. These rules also apply to field trips.

QSI Dushanbe closely monitors outdoor air quality, using the AQI as recorded by school handheld monitor and supported by air quality readings from the US Embassy. Soon QSI Dushanbe will receive its own high-quality air monitoring device as part of a QSI regional program. Information

on readings from the available sources will be updated periodically throughout the day. Based on these measurements, QSI Dushanbe may take necessary precautions to protect students from the dangers of air pollution using the Air Quality Guidelines Chart.

AQI Index	Recommended Actions				
	School in Session?	Recess / Lunch	Physical Education	Athletic Practice & Training	Scheduled Sporting Events
GOOD (0-50)	Yes	No Restrictions	No Restrictions	No Restrictions	No Restrictions
MODERATE (51-100) Unusually sensitive people should consider reducing prolonged or heavy outdoor exertion.	Yes	Ensure unusually sensitive individuals are medically managing their condition.	Ensure unusually sensitive individuals are medically managing their condition.	Ensure unusually sensitive individuals are medically managing their condition.	Ensure unusually sensitive individuals are medically managing their condition.
UNHEALTHY FOR SENSITIVE GROUPS (101-150)¹ Everyone should limit prolonged or heavy outdoor activities, especially children, older adults, and people with heart or lung disease. All doors and windows must remain closed throughout the day.	Yes	On campus/indoor lunch strongly recommended for all high school students; Mandatory for Elem/Middle.	Reduce vigorous exercise to 30 min per hour. May move indoors or modify activity as necessary.	Reduce vigorous exercise to 30 min per hour of practice time with increased rest breaks and substitutions. May move indoors or modify activity as necessary.	Increase rest breaks and substitutions per CIF guidelines for extreme heat. May move indoors or modify activity as necessary.
UNHEALTHY (151-200) The following groups should avoid all physical outdoor activity: People with heart or lung disease, children and older adults. Everyone else should avoid prolonged or heavy exertion.	Yes	All activities should be moved indoors as much as reasonably possible.	All activities should be moved indoors as much as reasonably possible.	All activities should be moved indoors as much as reasonably possible.	Event should be rescheduled or relocated.
VERY UNHEALTHY (201-300) Everyone should avoid any outdoor exertion; people with respiratory or heart disease, the elderly and children should remain indoors.	Yes (< 275)	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	Event must be rescheduled or relocated.
	No (> 275) Classes cancelled at district's discretion				
HAZARDOUS (300-500) Everyone should avoid any outdoor exertion; people with respiratory or heart disease, the elderly and children should remain indoors.	No	No outdoor activity. Avoid any prolonged, moderate, or vigorous indoor activity.	No outdoor activity. Avoid any prolonged, moderate, or vigorous indoor activity.	No outdoor activity. Avoid any prolonged, moderate, or vigorous indoor activity.	No outdoor activity. Avoid any prolonged, moderate, or vigorous indoor activity.

1) Sensitive Groups include all children under age 18 and adults with asthma or other heart/lung conditions.

Bringing Items for Children during the Day:

Items for children such as folders, backpacks, lunches, etc., should be left with office personnel who will give it to the classroom teacher when appropriate. Lunches may be left on a table at the guard station. Clearly label the lunch with the student name.

Bullying:

It is the policy of QSI Dushanbe, to maintain a learning and working environment that is free from assault/bullying/harassment. Bullying is a conscious, willful, and deliberately hostile activity intended to harm or to induce fear through the threat of further aggression. Children who believe they have been bullied should report the situation in a timely manner to a teacher or administration. Appropriate disciplinary action will be taken if the accusations are verified. Parents/guardians will be notified.

Bus Policy:

STUDENT RULES:

- Children must be at the arranged pick up point at the appointed times. The driver will wait 3 minutes for latecomers.
- Children will be under the authority of the Bus Monitor, who may assign seats.
- Children must wear seatbelts at all times on the bus.
- Children should be seated as quickly as possible, and buckle seat belts. Children must remain seated until the bus has come to a complete stop before unbuckling their seat belts.

- At no time is a child allowed to open the bus doors before the bus has come to a complete halt.
- Children are not permitted to be noisy or unruly at any time in the bus. The loud noises and movement may distract the driver and cause an accident.
- Children are not allowed to eat on the bus but can drink (water only).
- Profane, obscene, or otherwise unacceptable language is not permitted.
- Children are not to lean out of windows, shout, or throw things from the bus.
- Children must not interact with drivers in other vehicles.
- Children are expected to keep the bus tidy.

All bus riders are clearly instructed in the expectations of riding the bus. Bus expectations are clearly posted in all buses and bus monitors carry the bus expectations with them. Bus monitors are trained and are expected to hold all students accountable for all expectations at all times. All rules are made for the safety of all passengers and the driver.

CONSEQUENCES:

At any point in the bus travel, the bus monitor can request the bus driver pull the vehicle to the side of the road so that she can talk with a student. At any point, a bus driver can choose to pull the vehicle over if a child is not following an expectation. The progress of consequences is as follows:

1st incident: Verbal warning. The child is reminded to follow a specific rule. This interaction is noted on a daily bus log that is carried by the monitor. Parents will be notified of this verbal warning.

2nd incident: The student is not allowed to ride the bus for a full day (including the afternoon if the incident occurs in the morning). Parents are notified. A plan for improved behavior is put into place. No refunds.

3rd incident: The student loses bus privileges for a full week (five days). No refunds. Parents are notified and a meeting is arranged to discuss a continued plan for improved behavior.

4th incident: The student loses bus privileges for the term. No refunds. Parents are notified and the student and parents are required to meet prior to student being allowed to return to the bus.

At any point in the year, if a student makes any action that puts himself or herself or others at grave risk for injury while riding the bus, including entry and exit of the bus, the student will lose all bus privileges and will not be allowed to ride for the remainder of the year.

PARENTS

- Parents/guardians must notify the school office if their child will not be riding the bus to school or home after school.
- Parents/guardians must keep the school informed of changes in communication methods or numbers, or any other related information.

SCHOOL

- An established emergency and security communication chain will be activated when warranted.
- The school, after consultation with the parent/guardian, will determine the pick-up and drop off location.
- The school will determine the boundaries for providing bus services. Children living outside the boundary will be charged a supplemental fee for bus services.

Celebrations and Birthdays:

- Parties are encouraged during the lunch hour, between 11:30 a.m. and 12:10 p.m., and should be scheduled with the classroom teacher in advance.
- All snacks should be ready to serve.
- Please keep decorations simple.
- All serving supplies (i.e. utensils, plates, foods, drinks, and cups) should be provided by parents/guardians,
- Due to fire safety regulations, open flames are not permitted on campus, such as candles or sparklers.

Communication:

Communication is vitally important to the success of our students. Clear paths of communication make the school community cohesive and effective. Email is a common form of communication between staff and families. A weekly newsletter is sent from the school, and classroom teachers send out weekly or biweekly newsletters. The school office is accessible by phone Monday through Friday 7:45 a.m. to 5:00 p.m. at +992-37-224-8737.

QSI Dushanbe has a website with valuable information including links to our weekly newsletter, general school information, our school calendar and lunch menu, and any important messages that are sent to our school families. The QSI Dushanbe website is part of the larger QSI worldwide website found at www.qsi.org where you can find information about all of our schools.

QSI Dushanbe maintains a Facebook Page where information is shared about upcoming events. This is a public page.

Further, teachers may use an online educational platform such as SeeSaw or Class Dojo to communicate classroom information. Students 12 years old and older engage with their TEAMS course through class assignments and resources assigned by the teacher.

Dress Code:

QSI Dushanbe does not have uniforms for students. In view of the cultural diversity of our children, however, a few guidelines are expected to promote cultural sensitivity, respect for others, and respect for oneself.

All children are expected to wear appropriate clothing while attending school, on field trips, or at any other school function. Clothing which is inappropriate for the school environment includes, for boys and girls:

- Low-cut tops and spaghetti straps
- Shirts that expose stomachs or midriffs
- Shorts or skirts that are shorter than mid-thigh
- For children 9-years old and under, skirts or dresses without shorts underneath
- Leggings without a dress, skirt, or shirt that is at least mid-thigh length
- Clothing advertising tobacco products or alcohol, featuring inappropriate language, or content that is otherwise offensive to others

Appropriate dress for Physical Education classes includes clothing that is comfortable during exercise, and sports shoes. PE clothing should still follow the general dress code rules outlined above.

Homework

The purpose of homework is to practice skills taught in school or to prepare for future skills. Homework is sent home in three different forms: practice as reinforcement, preparation, and/or enrichment. The amount of homework increases as students get older. Homework is not assigned every day. Homework must have a purpose and is not to be busy work. All children receive homework in verbal and written form, although older children are provided a homework assignment notebook for which they are responsible. Homework should not require extensive parent or teacher help. It should not limit children's social or family activities. Homework is not given as a punishment.

Houses - DUE TO THE COVID-19 PANDEMIC, HOUSE ACTIVITIES HAVE BEEN CANCELED.

All members of the QSI Dushanbe community belong to a House. Members are randomly placed in Houses, named after a falcon type. Each group is made up of members from all age groups. The purpose of the Houses is to provide opportunities for multi-age social interaction as a way to promote, teach, and model Success Orientations. House activities occur throughout the year. House T-shirts are available for purchase. Houses are awarded points based on member participation and demonstration of Success Orientations.

Illness:

All students should have the immunizations that are necessary for this region. Please communicate with the school doctor if you need to know what those are.

DUE TO COVID-19

Procedures for Temperature on Arrival

- Any student or staff member with a temperature of 37.3 C° or higher arriving at the gate will not be admitted to classes
 - Parents or drivers bringing their students to campus are encouraged to wait until the student is admitted, in case the student has a fever and needs to return home

- Students who walk to school will go to the isolation room and wait to be picked up by their parent/driver
- Students who ride the bus to school will be driven home by the bus driver

Procedures for Temperature during the day

- If a student develops a fever during the day, they will go to the isolation room: the school doctor will contact the family to arrange for the student to be picked up
- That student's teacher and classmates will relocate temporarily to the Library while their classroom is disinfected

Returning to School

- Reflecting the updated CDC guidelines, students and staff considered to have had level-one exposure will need to move to distance learning for a period of 10 days without a test if the person has reported no symptoms or 7 days with a negative test result if the person has reported no symptoms
- Students with a fever or other possible Covid-19 symptoms should not return to school until either they have a negative Covid test or they have been fever-free for at least 7 days
- A child who has vomited within the last 24 hours must stay at home. A child who becomes sick and vomits during the day will be sent home.
- A child with uncontrollable diarrhea, (3-4 stools per hour) needs to stay at home.
- A child diagnosed with Strep Throat must have been treated with antibiotics for 24 hours before returning to school.
- A child diagnosed with bacterial conjunctivitis (pink eye) must have been treated with medication for 24 hours before returning to school.
- Children with viral conjunctivitis must have a doctor's release/report before returning to school.
- For a child diagnosed with chickenpox to return to school, the lesions must be crusted over, fading and or disappearing 24 hours prior to return to school. The child must be free of fever for at least 24 hours without the use of medication.
- A child diagnosed with ringworm must be treated for 24 hours before returning to school and the affected area kept covered until healed.
- A child with impetigo must be free of weeping lesions. The lesions must be covered and medically treated for 24 hours before returning to school.
- A child with head lice must have been treated with a medicated shampoo and be seen by the school doctor before returning to class.
- A child must feel well enough to participate in school. A sick child will remain in the doctor's office until he or she is picked up by a parent or guardian when he or she has a condition that may be considered contagious and easily passed from child to child. The decision is left up to the discretion of the doctor.

Medical:

QSI Dushanbe does not permit school employees to dispense prescription or nonprescription medication including: Tylenol, cough syrup, throat spray, throat lozenges, cough drops, etc.,

without directions and written/verbal consent from the parents/guardians. If medication must be given during school hours, a signed consent letter **MUST** be on file in the school's medical office. Medications must be brought to school by the parent/guardian - *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/guardian. Medications cannot be released to your child to take home.

Library Books:

Children are encouraged to take home 1 or 2 books a week and keep the books for up to 2 weeks. Children can renew the books they have checked out up to 3 times. If the student does not return the books by the due date, they will not be allowed to check out more books the following week. If a student has any books that have not been returned at the end of the year, a price determined by the school will be added to the tuition bill (generally twice the book cost plus \$1). Children will not receive their last status report until either the book(s) are returned or the money due is paid.

Lunch & Snacks:

Children have time to eat a snack during the morning recess. It is requested that the snack is not something that needs to be refrigerated and if utensils are needed, parents/guardians need to provide them. Snacks should be healthy and not include candy, soda, or gum.

HOT LUNCH SERVICE NOT AVAILABLE DUE TO THE PANDEMIC.

Parent Workshops:

The school offers workshops throughout year to meet the needs of our community. New parents must attend an initial workshop on Mastery Learning within the first few weeks of school. Parents can request workshops on other topics as needed.

Personal Property:

The school is not responsible for personal property the children bring to school. If your child brings a toy, a piece of technology, or some other object, it is not the school's responsibility to replace it if it is lost or stolen. It is strongly suggested that if something is valuable or fragile that it not be brought to school.

Photo Use Policy:

The school will provide every family with the opportunity to indicate a preference for the use of photos with their child's image. It is the responsibility of each family to submit this photo use policy back to the classroom teacher or the school office. If the policy is not returned to the school, the school will assume it is acceptable to use a child's image in newsletters and other school-related publications.

Respectful Language Policy:

QSI Dushanbe does not tolerate the use of obscene, foul, vulgar, or inflammatory language.

Study Sessions

Study Sessions are held from 3:30 to 5:00 p.m. every Monday, Tuesday, Thursday and Friday. Teachers monitor the students during this time while they work on units of study. Students who have excessive tardies, have received a D-warning or have a D-grade are required to attend Study Sessions. Parents are always notified ahead of time of this requirement.

School Expectations of Behavior

At QSI Dushanbe, we teach students to be responsible global citizens. Through the Success Orientations, we encourage students to make the right choices towards good behavior. To reinforce our Success Orientations, our school staff have established expectations for our shared spaces and classroom spaces. We clearly communicate these expectations to all students and staff. Students who are not meeting these expectations are always provided the opportunity to review and practice the expectation. If a student continues to not meet expectations, specific incidents are documented and consequences are put into place. Parents are contacted if the behavior continues. Consequences for behavior can include removing the student from a situation, contacting parents, establishing a behavior plan, or other responses that are intended to help the student work towards success.

Shoes:

Primary students need to have a set of indoor shoes on campus if their outdoor shoes get muddy or too dirty to be worn indoors.

If your child has shoes such as flip flops, crocs or unstable sandals, and no pair of sturdy shoes to change into, they will not be allowed to run during recess or during P.E. for safety reasons.

Teacher Appointments:

QSI Dushanbe values home to school communication. The on-line platforms used allow for regular electronic communication. If a parent/guardian would like to meet with a teacher please contact the teacher and/or the office to schedule a time.

Vandalism:

Children are expected to respect school property and the property of others. If your child is caught either in the act of vandalism or has been found to be a part of an act of vandalism, a meeting with the student, parents/guardians, their teacher and the administration will be held to determine appropriate consequences. Vandalism is a serious offense and is subject to strict disciplinary action.

Volunteer Opportunities:

There are many opportunities for parents to volunteer at the school. These include:

- ❖ Parent Support Group (PSG): this group supports the school through events and activities for students, teachers, and the school community.

- ❖ Room Parent: this position helps the teacher in a specific class with classroom events and communication with classroom families.
- ❖ Committees: parents are encouraged to participate in school committees for school improvement and planning.

Other opportunities may come up throughout the year such as in the library, for specific events, and at teacher request. Watch for information from the school on all volunteering opportunities.

Parents are always welcome on campus! Please do remember to get a visitor pass from the guard when you enter.

Water Bottle Policy:

Our school provides bottled water in large containers. It is recommended that children bring an individual water bottle to school that can be refilled using one of our water dispensers.

The staff at QSI Dushanbe appreciates our community and wishes everyone a fabulous school year!