



QSI International School of Dongguan

Parent and Student Handbook

2021-2022



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Welcome to OSI International School of Dongguan

OSI International School of Dongguan welcomes you to a new school year. Get ready for an adventure in education. Students will learn many new and exciting things this year.

OSI International School of Dongguan believes in a personalized approach to instruction leading to mastery within a positive and enjoyable learning environment. Our fundamental goal is to prepare students not only for a future of successful schooling, but also for the difficulties that will be encountered in the changing social, economic and political environment of this modern world.

OSI offers a challenging academic curriculum that includes a full complement of courses for students from 2 years old to high school graduation. These courses prepare students for university entrance or the world of work. Studies are tailored to meet the needs of each individual. We want students to work at a level at which they can achieve success and achieve mastery. OSI also recognizes the importance of offering a constructive, wide ranging, and structured activity program.

Introduction

This handbook is intended for both new and continuing *OSI International School of Dongguan* students and parents. We especially welcome our new families and hope this handbook will offer you adequate information about our school and our program. Although our returning students may be acquainted with much of the handbook, new information is included and we ask you to review it in preparation for the new year.

Many of you may find *OSI International School of Dongguan* to be a little different from a traditional school. If you have questions, we encourage you to ask them. It is helpful for us to hear your questions and concerns as it makes it easier for us to do our primary job: to meet the educational needs of our students.

We want to stress that communication is the most important aspect of a successful school. Please help us ensure that communication lines are open.

Communications Between Home & School

QSI Administration produces a weekly newsletter, to keep students and parents informed of the things happening at school. The newsletter is also sent to parents by email. For ages 2-10 Year Olds, Class Dojo will be used by the homeroom teacher for classroom updates and news.

Five times a year parents are emailed their child's status report. Two times a year, Personal Narratives written by the teachers are emailed home. Parents may request a printed version of the status report or narratives at any time by contacting the front office. Three times during the year face-to-face parent / teacher conferences are held. The school runs an open-door policy and teachers as well as administrators are always pleased to meet with parents. We know that when the school and home are in constant communication, the students succeed.

Lines of Communication

Teacher - Director of Instruction - Director

Class Teachers. If parents, or students, have questions about things happening in a particular classroom, please go directly to the classroom teacher. If parents, or students, have questions relating to a particular age group, please ask the class advisor/ homeroom teacher. If you have spoken with the classroom teacher/advisor and feel your concerns are still not resolved, you may schedule a meeting with the Director of Instruction.

Director of Instruction/Academic Coordinator. If parents, or students, have questions about the educational process at QSI or student placement, then please visit with the Director of Instruction.

School Director. If parents, or students, have questions about finances, policies or Quality Schools International, then the Director is the right person to approach.

School Counselor. For questions about positive living, Secondary courses, graduation, college preparation and counseling, please meet with the counselor.

Intensive English Coordinator. For questions specific to your students' placement and experience in the Intensive English program, please arrange a meeting with the IE Coordinator.

Following these procedures will mean that you are talking with the person who knows most about any particular issue.

Approved Parent School Communication One-Way	Approved Parent School Communication Two-Way
School newsletter	Director Coffee
Official school WeChat account	School email
School calendar	In person conversation/conference/meeting
Parent Orientation/Open House	Phone call
Class Dojo (Elementary)	Conferences (teacher-parent)
Office 365 / Teams (MS/Sec)	Class Dojo
School Website	

New Student Arrival

QSI staff and students want to help make your adjustment as a new student as smooth and happy

as possible. QSI students and staff accept as a routine fact of life a steady flow of newcomers from many different countries and school systems, each making a unique contribution to our multi-cultural school society. You may be new now, but in a short time you will be the one greeting the newcomer! We have set up a New Student Ambassador club who will welcome new students and introduce them to the school.

Student Placement – Learning at the Right Level

A student's homeroom class placement is determined by their age. In the elementary classes students will be with their age group for all subjects except, possibly, mathematics, reading, and language arts.

Proper Academic Placement. Placement in the mathematics and reading/language arts programs will be determined by the results of tests administered by QSI, previous school records, and teacher observation. If students are placed in an age group below their true age, an effort will be made to advance them to their age group as soon as possible. This will require extra work on the student's part as they may need to master more material than would normally be taught during a given time period. If a student's performance is far ahead of his/her age group, they will be placed in advanced studies. We want students to work at the level at which they can be challenged, yet successful.

Intensive English. Some students, whose English language skills do not allow successful mastery in an English instructional program, will be placed in an Intensive English program until ready for regular English classroom. It is our experience that such an intensive introductory preparation provides students with necessary skills to be successful. Intensive English students will be expected to work hard to reach the required performance level so they can move into the mainstream classes.

Secondary Course Placement – Some Secondary Courses, particularly AP Courses, have prerequisite requirements. Again, this is to ensure that students have the prior knowledge and skill to find success. Please speak with the counselor if you have any questions regarding Secondary course placement.

Secondary Course Enrollment While in Middle School – If a student is identified to move ahead in math or language arts, they may be in the position to take a Secondary Course while in Middle School. The family will be asked to sign off permitting this accelerated placement. It is important for students to do their best in a Secondary course as these grades will be submitted on university applications. (See Appendix)

Course Equivalencies – Students may be in the position to take a course equivalency such as AP Human Geography in place of World Geography. The school and parent will sign off acknowledging this agreement. (See Appendix)

QSI Academic Practice

QSI International School of Dongguan has a strong belief that all students can be successful.

We depart somewhat from traditional schools in that we are not as much concerned about time as the "defining" factor of your learning. At QSI we want to use time as a resource so students can master the outcomes that are designed for their age level.

In our model of learning a student either masters the outcomes in each subject, or they continue working on the topic until they can demonstrate mastery. The outcomes students will need to learn to a mastery level are clearly defined and clearly stated. No tricks! We believe in teaching what we assess and assessing what we teach. When they achieve mastery level on a unit, students immediately receive credit for the outcome. Thus, we have only mastery grades of "A" or "B," or "P" = "in progress". We recognize that not everyone will master outcomes at the same rate. Many students will be able to finish an outcome rather quickly, and they will then be allowed to work on a selective outcome and gain credit for doing so. Others will take longer to achieve mastery level and will be given more time. In other words, students have more than one chance to be successful.

At QSI, there is heavy emphasis on learning more than the "academics." We feel it equally important that the often hidden part of the curriculum, what we call Success Orientations, be a vital part of school experiences. Therefore, *QSI International School of Dongguan* has EXIT OUTCOMES which are the bases of the whole curriculum. These EXIT OUTCOMES fall into three categories: *Success Orientations, Competencies, and Knowledge.*

Although these categories are related and are in many ways interdependent, the following three verbs give definition to the Exit Outcomes:

'to be'	Success Orientations
'to do'	Competencies
'to know'	Knowledge

Success Orientations

SUCCESS FOR ALL is the motto of *QSI International School of Dongguan*. We want this to be more than just a slogan. Research indicates, and our experience confirms, that successful people have developed personal orientations that lead to success. Personal habits, the ability to interact successfully with others, reliability, responsibility, diligent work habits, promptness, keeping your word, kindness, and other factors in this realm are at least as important as the knowledge learned and the competencies gained. Responsibility for success in these orientations rests first and foremost in the home; however, they are actively encouraged and taught in virtually all areas of the school curriculum, with the view of making them a vital part of your life pattern. The role of QSI is to reinforce the efforts of the home.

Success orientations are evaluated independently. Academic evaluations are given solely on the basis of your performance in the specified outcomes in the academic areas. Evaluations of the success orientations are limited to situations within the jurisdiction of the school and are made by a consensus of the professional staff members.

- Responsibility
- Trustworthiness
- Group Interaction
- Aesthetic Appreciation
- Kindness and Politeness
- Independent Endeavor
- Concern for Others

SUCCESS IN THESE AREAS LEADS TO SUCCESS IN LIFE!

(Appendix A. Success Orientations)

Competencies

In recent times there has been a tremendous “information explosion” along with scientific and technological advances. It becomes increasingly important for students to develop competencies which will give them the tools to cope with this present time. To become productive participants in modern society you will need to gain skills related to these advances. Particularly important are the higher order thinking skills. Skills related to the arts and physical fitness are important with a view to beauty and quality of life.

QSI International School of Dongguan considers mastery in each of the seven competencies listed below as essential to your success.

- Numeracy and Mathematical Skills
- Verbal and Written Communication Skills
- Thinking and Problem-Solving Skills
- Decision-making and Judgment Skills
- Commercial Skills
- Psycho-motor Skills
- Fine Arts Skills

Knowledge

In the modern world there has been a vast increase of knowledge which continues today. It is impossible to know everything. We must choose carefully the things that are considered essential for an educated person in this modern society. We believe it is better to engage in the study of less information and gain mastery rather than cover large amounts of information superficially without mastery.

Less is More

In order for students to develop competencies, they must have a firm foundation of facts and knowledge. Certain facts must be memorized and used as tools in gaining other knowledge and in developing new competencies. Other knowledge is gained by building upon and combining fundamental facts and bits of knowledge. This happens by hearing, seeing, and experiencing in learning situations, followed by practice and repeated exposure. No one knows exactly how this happens; however, some of the ways are by dialogue, questioning, experimentation, risk-taking, and group activities.

In the realm of knowledge, QSI has identified seven areas. Mastery of these Exit Outcomes will lead to a successful school experience in *QSI International School of Dongguan*.

- Mathematics
- English/Literature
- Cultural Studies
- Science
- Creative and Applied Arts
- Languages other than English
- Personal Health and World Environmental Issues

Student Evaluation

The three basic premises of *QSI International School of Dongguan's* model of education are:

- All students can learn at a high level of achievement.**
- Success breeds success.**
- It is the school's responsibility to provide the conditions for the student's success.**

With this in mind, QSI does not accept mediocre (grade of "C") or poor (grade of "D" or "F") work. Traditionally the grades of "A" or "B" are considered to be Mastery Grades.

The evaluations given in the written status reports are defined as follows:

A	All essential parts of the outcome were mastered at an appropriately high level. The student consistently demonstrated noteworthy achievement of a high quality, particularly in the higher order thinking or performance skills.
B	All essential parts of the outcome were mastered at an appropriately high level.
P	The student is "in progress" in the outcome. (Normal)
H	The outcome is "on hold" for a legitimate reason. (The student has begun the outcome, but is currently not pursuing it.)
D	The student has not made reasonable effort and is therefore "deficient" in attaining mastery of the outcome.
E	"Exposure" - The student made a reasonable effort in the outcome and attained a level of mastery consistent with his/her capabilities. (Elementary classes only, but not applied in the areas of mathematics, reading, or language arts.)
W	The student was withdrawn from this outcome and is not expected to return to it.

Secondary students are granted one credit for mastery of each unit outcome which is credentialed "A" or "B." Thus, ten course credits correspond to one "Carnegie Unit" used by most American secondary schools.

Evaluations, called STATUS REPORTS, are issued to all students five times each year (at the end of each "Quintile"). If there is a need or reasonable request, a status report can be issued at any time. Evaluations for student progress will be entered in the computer as soon as possible after mastery is demonstrated for each unit outcome.

Secondary students are also building a document called a TRANSCRIPT. This important document gives a broad overview of the student's grades each year over their four years of Secondary. Many university will request the Secondary Transcript, rather than status reports. Families can request transcripts at any time.

QSI encourages all students to pursue a challenging academic course of studies. Students are required to learn to a level of mastery. We use only mastery grades of "A" or "B." Although students have more than one chance to achieve mastery in each outcome, we expect most students to master outcomes during their first opportunity. Students wishing to upgrade from "B" to an "A" will need to address this issue early, and make the necessary arrangements to do so with their teacher.

Course Commitment

If a student registers for a course, they commit themselves to complete it. If during the year a student believes they cannot continue in the course, they should meet with their teacher and discuss the matter. After discussion, if the student still wants to drop the course, the school will require written permission from your parents. In general, students should add/drop the course in the first week. Seldom will permission be granted after that period. It is important that care and deliberation be given while selecting courses of study.

Completions of Outcomes

An Overview of Mastery Learning and Assessment for MS/Sec at OSI Dongguan

P: the student is actively working on the unit.

B: the student has mastered the unit.

A: the student has achieved above mastery on the unit (not more B-level work).

H: a unit is put on hold so that the student can work on current units (only two units should be open at a time; there are some exceptions). We want all students to successfully complete as many units as possible; if at any point a student is capable of opening an H and earning mastery throughout the year, they should!

D: the student is Deficient in Effort. The student must put forth more effort to demonstrate their Mastery or the teacher is unable to assess their learning.

Open Units

- No more than two units should be open at a time (there are some exceptions)
- If a student hasn't completed a unit by the end of the following unit, the prior unit is put on hold.

Returning to work

- If a student has a Deficient in Effort grade and they begin actively working on the unit (returning to an acceptable work pattern), then the Deficient in Effort grade becomes a P, for in Progress. Teachers define an acceptable work pattern.
- A written plan (or "Deficient in Effort letter") between the teacher and student with completion dates will support the student finding success

Upgrading

- A student has the opportunity to upgrade from a Mastery (B) to an Above Mastery (A) and it is the teacher's responsibility to provide that opportunity. Students may upgrade a unit during the next unit. For example Unit 1 could be upgraded during the engagement of Unit 2. When Unit 2 closes, Unit 1 may no longer be able to be upgraded.
- Students are allowed more than one attempt to upgrade, but at the teacher's discretion.
- Criteria should be in place to determine if a student is ready to be reassessed.
- At the teacher's discretion, there might be only one opportunity to upgrade.
- At the DI's discretion, the student might have the opportunity for further upgrades; balance of work and time is heavily considered in this situation.

Students are expected to use their time wisely to complete the courses in which they are enrolled. Students who do not complete courses will find that they have to continue with that course the following year. Student who complete less than 7 units of a secondary course, will be required to repeat the entire course the following year. They may need to attend Safetynetting or After School Tutorial Classes in order to complete their units and may miss out on the opportunity to take other courses.

Students are expected to make their academic work a top priority and allocate their time accordingly.

If a student does not pass a unit assessment, they will be given **re-teaching** on the areas not mastered and **more practice work** to demonstrate their increased understanding. This allows him/her to prepare for a **retest**. Students are strongly encouraged to perform their best at all times, work, and study to pass units on the first attempt.

Secondary students are expected to complete the academic diploma. Their progress will be monitored throughout the year by their advisors, counselor or Director of Instruction. Formal review of their progress will be ongoing. In individual cases, a student may qualify for the general diploma.

It is not expected that secondary students will abuse the testing procedure by taking multiple versions of tests to pass the unit. This can occur when they do not study for the first test in the hope that they will find out what the test is like, and then take the second test, and sometimes a third before they pass. Students who take multiple assessment without success, could be placed in the wrong course. To discourage the practice of trying out test A, then test B, there are some guidelines:

- If a student does not pass test, the student must arrange with the teacher the work required to be able to sit for test B
- Before students are allowed to retest the teacher will require them to demonstrate that they have now mastered the material. This usually means that the student must complete an **extra assignment(s)** relating to the outcome to demonstrate their mastery and that they are ready to take test B. (This helps encourage students to take and pass the test the first time.)

Academic Honesty/Turnitin.com

At the Secondary Level, students should be well informed on plagiarism and understand that any plagiarism is unacceptable. All teachers should address this at the beginning of the year. The first case of plagiarism will result in a warning, parent contact and the student must redo the assignment. The DI and Counselor should be copied on the parent email. The teacher should have a discussion with the student. The second case of plagiarism results in the parent being called into school and a red letter will be placed in the students' permanent file; this may be reported to universities. The third time will result in immediate referral to the DI.

Turnitin.com is a tool the school purchases that allows students to submit their assignments through this platform and it scans for plagiarism. All Secondary teachers are encouraged to utilize this tool.

In Support of Students.....

A truly important part of the QSI educational program is the **Advisory System**. Each student has two teacher advisors. These advisors are student advocates throughout the school year. The Advisory System has many benefits: 1) it helps to individualize the educational experience for each student 2) it allows for teacher and student interaction on a more personal level, 3) it facilitates communication 4) Covers our Keeping Safe Curriculum

Advisors are sensitive to a student's morale and general well-being and can take appropriate action when there is a reason for concern or follow-up. Advisors work in cooperation with the administration to help students select courses, process schedule changes, meet requirements, and seek extra help. Advisors make every effort to be informed of their advisees' academic situations. Advisors review their advisees' academic and social progress and work together with classroom teachers and the administration to reach students' potentials and goals.

Each Friday, students are required to attend an Advisory time, during which announcements and programs are reviewed. Advisory time may be used for assemblies, meetings, child protection training or other academic purposes.

Green Light Teachers

QSI Dongguan strives to support students both academically and emotionally. At our school we have "Green Light Teachers". "Green Light Teachers" are staff members students can go to during break times or before and after school, to talk about things that are troubling them.

This can be anything ranging from having trouble with friends, something at home which was upsetting, feeling overwhelmed and sad, or whatever is needed to talk about with an adult.

Green Light Teachers are readily available at school to listen and help and are available during their breaks, free periods and before or after school for ALL students. Green Light Teachers wear a green QSID lanyard so they are easily recognizable. Students can go to whomever they feel most comfortable.

The goal of Green Light Teachers is to make everyone feel comfortable at school and promote open dialogue and safe play. Teachers are not only here to teach students in the classroom, but also to help students become and stay well-rounded happy young individuals.

Textbooks and School Supplies

Books are used without charge with the expectation they will be returned in a condition that reflects reasonable use. A good policy is to cover your books to minimize incidental wear. If a book is lost, damaged, or vandalized, the student will be required to pay to enable the school to replace the book. This sum is usually about twice the initial cost of the book! Due to the difficulty of bringing in supplies, school textbooks are not to be taken out of the country.

Students, ages 9-17, are expected to provide their own writing paper, pens, pencils, and erasers.

Students ages 11-17 are expected to bring their own device: laptop or tablet.

Personal Property

Students are strongly discouraged from bringing unnecessary personal property to school. The school assumes NO RESPONSIBILITY for lost or stolen property. Many of these items are

small, valuable and attractive to others. If students do bring them to school then we suggest that students keep them locked up in their lockers when not in use.

Lost and Found

A lost and found department is located in the first floor stairwell by the exit to the field/basketball court. Students are to turn in all found items to a teacher, librarian, or the office. Parents are most strongly urged to mark personal property with name and age so that found items may be returned to those to whom they belong. At least three times a year, items in the Lost and Found will be displayed, particularly during parent / teacher conferences; unclaimed items will be donated.

Health Services

In case of injury, students must notify the school nurse. The office will notify parents as soon as possible if the injury takes place at school and the nurse will complete an incident report. If a doctor is to be consulted, the office will contact the parents first, if possible. If a student has a chronic illness or some physical handicap, this information should be given to the school office or school nurse.

Students with communicable illnesses, severe colds, or fevers, should not come to school.

School Attendance

Many learning experiences occur in a classroom setting. Many of these experiences cannot be duplicated through make-up assignments. School attendance is extremely important for successful learning. Future employers and university placement officials often ask for student records of attendance as an indicator of the reliability and motivation of the individual. It is expected for students to be in school except for sickness or extenuating circumstances.

Attendance is taken at the beginning of the day. Parents are sometimes called to verify the absence. Lengthy or frequent absences are brought to the attention of the administration so that parents can be alerted to a potential problem. In the event of a lengthy illness, teachers will do everything possible to help students make up missed work. It is the student's responsibility to contact the teacher for make-up work and to set convenient times for make-up tests or quizzes.

Early Withdrawal from School

Notice of early withdrawal from school should be made by parents to the school office in writing. Credit will be granted only for work completed, turned in, evaluated, and recorded.

Unusual Departures from School

Students are usually permitted to leave early at the request of the parents, nurse, or school administrator. Parents who wish their child to leave school at a different time from normal are required to send in a written note, phone call or email to the school office. Students who have written, authorization from their parents are requested to give that note to the school office first thing in the morning, and must check out with the office prior to departure. Students wishing to go home on a different bus than normal to visit a friend that day are also required to bring in written permission from their parents and give this to the school secretary in the morning. This request may or may not be granted depending on the availability of seats on the friend's bus.

Tardiness

TO SCHOOL.... All students are expected to be in school on time for period 1 at 8:30. Teachers will be on duty for student supervision from 8-8:30 each morning. Students are expected to report to the office if they arrive after the bell at the beginning of the period 1. Parents will be informed if their children are persistently late arriving at school, and they will be expected to make the necessary changes to ensure that their children arrive to school on time.

The student will begin each quintile with zero tardies. Students are fully expected to fulfill their responsibilities by arriving to class on time. **Multiple tardies could result in an “N” for “Not there yet” on the success orientation of responsibility on the student’s status report.**

In the case that you arrive at school after the beginning of the instructional day (1st period) you will be listed on the absent list. You must report to the school office in order that you will not be counted absent the rest of the day. Teachers will not allow you to enter the class without a note from the office indicating you have spoken with the attendance secretary.

TO CLASS.....Except in the case of repeated tardiness, teachers and advisors will deal with lateness to class themselves. In all responses to tardiness, teachers will concentrate on teaching the correct habits through reward and encouragement, emphasizing the importance of such a lifestyle for future adult life patterns. In some cases, due to certain cultural dynamics, punctuality is not highly esteemed nor is tardiness considered inappropriate. At QSI we are committed to teaching otherwise.

Students who need to visit the bathroom during lesson times will be permitted to do so. However, students are expected to take advantage of recess, lunch, and class change over times for bathroom visits. Class periods are designed for learning.

Students are expected to attend all their classes. If you are not on the absence roster and are not in class you will be reported as being truant or "skipping" class. Any teacher who sees students in the locker area or lingering around bathrooms, the library, or common areas during class time will report this.

Closed Campus

QSI International School of Dongguan is a closed campus which means students may not leave the campus without permission from the office or the school nurse. The reason for this rule: Parents have entrusted us with their children’s well-being and safety. Therefore, we must know where the students are at all times. Student’s safety and security are our first consideration. A “closed campus” also means visitors and non-students must check through the front gate and school office before being allowed to visit the school. We must know who is on campus at all times.

Visitors to School

It is not unusual to have visitors in the classrooms. They may be new parents, prospective new students, former students, or friends of students. Visitors should request this approval one week prior to the intended date of visit. Students attending as guests must complete a form, available from the office, and show this to each teacher in the classes they attend. Guests are limited to a maximum of one visit per term.

QSID Alumni are able to come during lunch or at another pre-arranged time to talk with teachers and students. They must contact QSID administrators the day before the intended visit to check the date for conflicts and sign a form before the visit. Class time should not be interrupted.

Parents are encouraged to attend school sports games here on campus. Please check in at the front gate.

Due to the current epidemic situation in China, visitors may be restricted at various times as our school aligns to the local government policies and mandates. The school administration will keep the school community informed on current visitor restrictions and regulations.

We Expect Students...

- ✓ To live by the Success Orientations. (Appendix B)
- ✓ To be responsible, cooperative, polite, and supportive.
- ✓ To be respectful of all parents, teachers, office staff, paraprofessionals, bus drivers, and custodians.
- ✓ To have a good attitude toward learning.
- ✓ To give their attention to the required task.
- ✓ To be enthusiastic.
- ✓ To speak English

Student Conduct

With reference to student behavior, common sense and good manners are the guidelines. This includes responsibility and respect for others. The following are a few of the specific rules for the QSID community. Students and teachers will formulate rules of conduct for their individual classrooms.

- Plagiarism, the submitting of others' work without quoting the source, is unacceptable academic practice and is considered cheating.
- Running, rowdiness, and activities are restricted to appropriate areas.
- Students are not to use obscene, foul, vulgar, racist or inflammatory language.
- Students should not possess or share inappropriate materials that are not suitable for students of their age level.
- Students should use social media responsibly, with kindness and consideration to others.
- Habitual tardiness to school and skipping classes is unacceptable.
- Students must be respectful of the property of others, refraining from damaging or taking others' belongings.
- Students must remain on the school grounds during school hours.
- A student who is "suspended out of school" or absent during school hours may not participate in any school-sponsored function that day.
- Smoking or being in the possession of tobacco, alcohol or other drugs is not permitted.

Suspension or dismissal from QSI are potential consequences for serious infractions.

Physical Violence

The school has a very low tolerance of students who use physical violence. We understand that students are in the process of learning acceptable behaviors and do make mistakes. However, any student hitting, punching, or kicking another student will be isolated and or suspended until such a time as his/her parents can visit the school to discuss the incident. At this meeting, parents and administration will ensure that the student fully understands that physical violence is not permitted at QSI. The student, parents, and administration will all sign a contract stating that a repeat of this behavior will be grounds for dismissal from QSI.

Weapons Policy

QSI International School of Dongguan prohibits the possession of dangerous weapons by students anytime on the school's property (whether on a person or in a vehicle) or at a school function away from the school property. Details of this policy are as follows:

- Dangerous weapons include, but are not limited to, firearms, fireworks, other explosives, and knives.
- The penalty for possession of firearms is immediate expulsion from the school. The reason for this is the safety of everyone at the school. The school community will not tolerate the presence of firearms at the school in the possession of students.
- The penalty for possession of other weapons will be determined by the school administration.
- In view of the seriousness of this matter and the safety of students and faculty, the school reserves the right to search students as well as their vehicles, bags, and lockers if there is reason to believe that weapons may be on the premises.

Smoking, Alcohol, and Drug Substances

All QSI campuses are tobacco free, alcohol free, and drug free. Students found using such substances on campus can expect serious consequences including:

- suspension for the use of tobacco products or electronic cigarettes.
- suspension with possible expulsion for possession or being under the influence of alcohol or other drug substances while on campus.

Students determined or suspected to be under the influence of drugs or alcohol, or found possessing alcohol or other dangerous drugs on campus will be suspended from school until parents are present for a conference with the school administration.

Adult activities held on campus will acquire approval by school administration prior to any alcohol use by a particular adult group. Students are not authorized to consume alcohol on QSI campuses at any time.

Dress Code (11 years old and older)

QSI International School of Dongguan does not have a specific dress code. In view of the cultural diversity of our students, a few guidelines are in order. We hope these are taken in the spirit of cultural sensitivity, common sense, and respect for others. You are expected to wear appropriate clothing while attending school, on field trips, or at any other school function. You will be asked to call home and get the appropriate clothing or wear school provided clothing if you are in violation of the dress code.

- All clothing must be suitable for school: neat, clean, size appropriate (no oversized or undersized clothing) and in good repair. Any clothing that is a distraction to the learning process is prohibited. All clothing will be worn as its design was intended.
 - Short and skirt length should have a 10cm inseam and be visible at all times
 - A top is too short if the bare midriff or the small of the back is exposed when: a student raises her/his arms above the head; when the student is leaning over; or when the student is sitting down.
 - All clothing must be sufficient to conceal undergarments. Straps (on a tank top, for example) must be at least one (1) inch wide to cover any undergarments.
- Clothing and jewelry shall be free of writing, pictures, and/or any insignia that: (1) are crude, vulgar, violent, profane, prejudicial, racial, associated with any hate group, or sexually suggestive; (2) advocate or reference the use of drugs, alcohol, tobacco, or weapons
- Hats, beanies, caps, and hoods of sweatshirts are not to be worn inside classrooms or school buildings unless it is appropriate due to the weather and approved by the teacher. Wearing hats inside is a cultural sign of disrespect.
- Appropriate dress for P.E. classes will be discussed by P.E. instructors. After physical education classes or sports activities students should change back into school clothing.
- Shoes must be worn at all times.

Out of School Excursions

If students represent *QSI International School of Dongguan* in functions which take them away from the school site (such as soccer games, track and field team trips, Excursion Week, other excursions and/or field trips), they are required to meet certain standards of scholarship and behavior as outlined below:

SCHOLARSHIP: Students are expected to be diligent in your studies and show mastery of the schoolwork of which they are capable. Denial of participation in any function may be made in individual cases by the classroom teacher with the administration

BEHAVIOR: Students are expected to demonstrate behavior as outlined in the Student Handbook.

In summary, it is the goal of *QSI International School of Dongguan* to have students who represent the school with positive attitudes concerning the school, positive attitudes reflected in correct behavior, and attitudes that lead to diligence in scholarship. With this in mind, the school has the right to select those students who will benefit from out of school excursions and whose representation of the school will enhance the school's image.

Use of School Computers

Students may use school computers when under the direct supervision (a teacher present in the room) of a QSI staff member. For independent use students must demonstrate they are responsible and proficient in the care and operation of computers before being given permission to use the school computers. Computers are provided to assist students in their academic pursuits. They are not provided for the downloading of music, videos, etc. Food and drinks are not permitted around the computers. A QSI acceptable use form must be signed by both parent and student before students are allowed computer usage. (**Appendix A - ACCEPTABLE USE POLICY FOR COMPUTERS**)

Bring Your Own Device

Students in the 11YO – Secondary ages will need to have their own device (tablet, laptop) for academic work at school. Students are responsible for their devices at school.

Homework Policy

PHILOSOPHY

The purpose of homework is to practice the skills taught that day in school or to prepare you for future work. There are three acceptable categories of homework: practice (reinforcement), preparation, and extension activities. Homework may be a prerequisite to taking a test for evaluation. Homework itself is not part of the evaluation.

HOMEWORK SHOULD:

- Be well-planned and complement classroom learning.
- Have immediate, timely feedback.
- Have proper resources available, if research is assigned.
- Be meaningful and challenging.
- Have clear procedures for accomplishment and clear and enforced due dates.
- Be written as well as assigned verbally.
- Class Dojo or Edmodo will be used to share important messages and resources.

SPECIFIC CONSIDERATIONS:

- If you as a student are continually overburdened with homework assignments, a meeting with the teachers and an administrator may be needed to determine the best course of action for you.
- Where several teachers are involved, as in the secondary school program, it is imperative that close coordination be maintained between teachers so that excessive homework assignments are not given on a particular day.
- Homework assignments are used to qualify a student for preparation of a mastery/summative examination.
- Parents are to be notified in writing (copy to the student folder) whenever it appears that assignments are not being consistently completed.

Intensive English

The Intensive English program is for students in *QSI International School of Dongguan* who are in need of special attention in verbal and written English, particularly those for whom English is not a first language. For students entering with little or no English there is an initial emphasis on providing survival skills in spoken English. The content of Intensive English parallels that of the Elementary English courses while building a foundation for academic success.

The principal goal of Intensive English is to bring students to a level of academic English, including oral competency, which allows them to transfer to regular classes as rapidly as possible. Students of different ages, maturities, linguistic backgrounds, and previous exposure to English will progress at different rates. Students are assigned to the appropriate level to best meet individual needs. Special instruction is designed to bring elementary students to age-level equivalency in Reading and Language Arts, with the skills needed to experience success as they transfer into regular classes. Students of secondary school age will enter the Secondary English courses when they have the skills to experience success. Secondary students do not receive secondary credits for units mastered in Intensive English. For this reason, students must have a proficient level of English to enter the Secondary program at QSI Dongguan.

Transition Requirements for Graduating into Mainstream Reading and Language Arts from Intensive English Classes

Elementary Classes

The student must meet **3 of 5** of the primary requirements and **ALL** supporting requirements to be considered for a trial in the Mainstream Literacy classroom:

Primary Requirements

- Scores independently on the Fountas and Pinnell Benchmark Assessment System within the range of the grade level into which the student will be mainstreamed.

6 year old	7 year old	8 year old
C-I	J-L	L or above
9 year old	10 year old	
M-Q	O-Q	

- MAP Scores are within the range of norm for mainstream students
- Scores at or near grade level on an age-appropriate writing prompt*
- STAR test scores are “on watch” for grade level (in the blue).
- IDEAS Proficiency Test (IPT Oral)-students at the ELES or FLES could be considered for transitioning. (Only completed as needed).

Supporting Requirements

- Masters current Intensive English curriculum independently (no more than one P open in addition to the foundational units)
- Consistently shows good school habits as evidenced by:
 - Actively participating in all class activities without prompting
 - Completing assignments on time and with consistent effort
 - Keeping up with expectations for homework

- Taking notes in class and maintaining a neat folder of work
- Going through the writing process on writing assignments, including independent revision of work and conscientious proofreading
- Students consistently use English in the Intensive English classroom
- Student can achieve B or A level mastery in Science and Cultural Studies classes

Once a student has achieved the first two of the primary benchmarks, then the teacher can request the writing prompt. This writing prompt will be read by the Intensive English Coordinator and will be scored based on a rubric.

Middle School and Secondary Transition Requirements

To transition into the middle school program or secondary program, students must independently reach an appropriate level of reading and writing. Students who are not at the correct level in secondary will not be successfully prepared to earn credits towards graduation.

The student must meet 3 of 5 of the primary requirements and ALL the supporting requirements to be considered for a trial in the Mainstream Literacy classroom:

Primary Requirements:

- Score independently on the Fountas and Pinnell Benchmark Assessment System according to the table below.**

11 Year Olds	12 Year Olds	13 Year Olds
Ind. R-S	Ind. T-V	Ind. W-Z

- MAP Scores are within the range of norm for mainstream students
- A minimum Reading MAP score of 220 is required for entering Secondary.
- Score within one grade level on an age appropriate writing prompt.
- STAR test scores are “on watch” for grade level (in the blue).
- IDEAS Proficiency Test (IPT Oral)-students at the ELES or FLES could be considered for transitioning. (Only completed as needed).

Supporting Requirements

- Masters current Intensive English curriculum independently (no more than one P open with exception of the Foundations Units)
- Consistently shows good school habits as evidenced by:
 - Actively participating in all class activities without prompting
 - Completing assignments on time and with consistent effort
 - Keeping up with expectations for homework
 - Taking notes in class and maintaining a neat folder of work
 - Going through the writing process on writing assignments, including independent revision of work and conscientious proofreading
- Student consistently uses English in the Intensive English classroom.
- Student can achieve B or A level mastery in Science and Cultural Studies classes

Library Policy

BORROWING - You are allowed to take up to three books at a time. Books are to be checked out for one week and may be returned and/or exchanged at any time. Older students may make arrangements with the librarian to check out additional books as needed for reference/project work.

OVERNIGHT - Reference materials may be checked out overnight and returned at 8:30 a.m. the following school morning.

RENEWAL - If you desire to keep a book more than one week, it must be renewed after the first week.

OVERDUE BOOKS - If books are not returned on the due date, a written reminder (1st notice) will be given to you. If the books are not returned with this reminder, a 2nd notice will be given.

LOST OR DAMAGED BOOKS - You are required to pay for lost or damaged books. If you pay for a book and it is later found, you will be reimbursed the amount paid. Any book damaged due to negligence will be charged in accordance with the degree to which the book was damaged or double the original value of the book plus \$1(one dollar)

OTHER CONSIDERATIONS - If you have outstanding book charges, your library privileges may be withheld until paid. If at the end of the school year, library fines remain outstanding, your status report, diploma, letters of recommendation, etc. will be withheld until the payment is made.

ALL BOOKS TAKEN FROM THE LIBRARY MUST BE CHECKED OUT!!!

Students' **Accelerated Reader Program** (AR). AR's advanced technology helps students:

- Make essential reading practice more effective for every student.
- Personalize reading practice to each student's current level.
- Manage all reading activities including *read to*, *read with*, and *read independently*.
- Assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes.
- Build a lifelong love of reading and learning.

School Bus Safety and Responsibility Statement

Dear Students and Parents,

QSI International School of Dongguan is pleased to provide school bus service. We ask you to please read through the following rules. Our bus monitors provide assistance and maintain safety. Their role is to enforce the following rules for safety. When one student doesn't adhere to these rules, it may place others in jeopardy. It is the bus monitor's duty to immediately report problems on the bus to the administration. Please familiarize your child with this document and support us in a constant effort for absolute safety.

Our contracted bus company adheres to official government school bus standards and practices. If a parent is planning to pick up a student after school, please inform Ms. Ivy in the office immediately so that the bus monitor will be informed. PLEASE DO NOT CALL BUS MONITORS during their school working hours.

Bus Rules for Safety

- * Students must be at the arranged pick up point at the appointed times.
- * Students will be under the authority of the chaperon who may assign them a seat.
- * Students should seat themselves as quickly as possible and remain seated until the bus has come to a complete stop before exiting.
- * If the bus must stop in such a position that a student must cross a street, the chaperon may accompany the student unless special arrangements are made with the parents. (This may not apply to older students.)
- * Students will not be permitted to be unduly noisy or unruly at any time. The loud noises and movement may distract the driver and cause an accident.
- * Students are not allowed to eat or drink on the bus.
- * Teasing one another while on the bus will not be tolerated.
- * Profane, obscene, or otherwise unacceptable language is not permitted.
- * Students are not to lean out of windows, shout, or throw things from the bus.
- * Students are expected to keep the bus tidy and not dispose of garbage on the bus.
- * A note from your parents must be sent to the office should you want to get off the bus at any stop other than your own. This may or may not be approved.
- * Young students who normally have a person waiting for them at the bus stop will be returned to the school if no one is there to meet them. The parents will be notified.
- * If a student becomes uncooperative or does not abide by these rules, the student may be prohibited from riding the bus for a period of time determined by administration.

The following suggestions are in the interest of making the bus ride as pleasant as possible:

- Greet the bus driver in a pleasant way
- Be courteous
- Be pleasant to other children

Student's Name: _____ Class: _____ Bus No. _____

Parent/Guardian's Name: _____ Date: _____

Elementary Student Activities - 5 to 10 year olds

School activities are provided for elementary students Monday and Friday of each school week. Most elementary teachers normally sponsor after school activities. This may vary somewhat depending on the teaching load of the teacher. Both teacher and student interests are taken into account when the activity schedule is made each term. Students who elect to take an activity are expected to meet each time the activity is held.

The purposes of the activity program are:

- To promote an interest in, and an opportunity to explore, new and/or varied interests not usually available in the curriculum.
- To provide an opportunity for students to voluntarily pursue interests in a non-academic and ungraded situation.
- To encourage learning and physical fitness as an acceptable leisure time activity.
- To allow students to develop academic and motor skills in addition to that which is available in the regular curriculum.
- To provide students with opportunities to engage in extra-curricular activities of interest that would not otherwise be available in the community.
- To give students additional opportunities to share their own experiences and interests with others.
- To provide an opportunity to see the relationship of knowledge between one area of learning and another and to transfer learning between areas.

Parents and members of the community who have skills that can be shared with students are encouraged to become involved in the activity program.

Middle School and Secondary Extracurricular Activities

Education has two sides, the curricular and the extracurricular. Both are important. Young adults need a wide range of interests and activities *QSI International School of Dongguan* encourages Middle School and Secondary students to become involved in extracurricular activities. Multiple days each week the school runs a "late bus" for students who are involved in extracurricular sports activities. This bus leaves the school around 5:30 pm. Soccer, track, and basketball are examples of extracurricular activities. Other activities may be organized by students or teachers who have special interests. If students are interested in participating in some special activity, talk it over with other students and your class advisor.

Secondary School Graduation Requirements

QSI International School of Dongguan offers a Secondary Program which leads to a Secondary School Diploma. Most graduates attend a college or university upon completion of their studies. Previous graduates have been very successful in obtaining admittance to colleges or universities of their choice.

THREE DIPLOMAS ARE OFFERED BY *QSI International School of Dongguan*:

- Secondary General Diploma**
- Academic Diploma**
- Academic Diploma with Honors**

THE SECONDARY GENERAL DIPLOMA

Is available to students who experience English language difficulties, time restraints, or other challenges 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 studies, or who will turn 18 years old no later than 30 October following their graduation. In general, this diploma is suitable for students requiring a sound general Secondary Education.

A TOTAL OF 220 CREDITS (INCLUDING ELECTIVES) IS REQUIRED FOR THIS DIPLOMA. BELOW ARE LISTED THE MINIMUM REQUIREMENTS IN EACH DEPARTMENT.

English (50 credits)

- 20 - Literature (Literature I & II)
- 20 - Writing (I & II) or demonstrated competency
- 10 - Technology

Mathematics (20 credits)

- 10 – Algebra
- 10 - Mathematics elective

Cultural Studies (30 credits)

- 10 - World Geography
- 10 - Modern World History
- 10 - Cultural studies electives

Science (20 credits)

- 10 - Biology **OR** Environmental Science
- 10 - Physical Science **OR** Science Applications
- 10- *elective credits* (art, music, drama)

Personal Health (20 credits)

- 10 – Wellness
- 10 - Physical education elective

Creative Arts (10 credits)

Languages Other than English (20 credits)

- 20 in **ONE** language **OR** demonstrated competencies in a second language

THE ACADEMIC DIPLOMA

Is a college or university preparatory course of study. Students who satisfactorily complete this program should expect admittance into an American college or university, or in some cases, universities in other countries.

A TOTAL OF 240 CREDITS (INCLUDING ELECTIVES) IS REQUIRED FOR THIS DIPLOMA. BELOW ARE LISTED THE MINIMUM REQUIREMENTS IN EACH DEPARTMENT.

English (80 credits)

20 - Literature (Literature I & II)
20 - Writing (I & II) or demonstrated competency
10 - American Literature
10 - British Literature
10 - Research Project
10 - Technology

Mathematics (30 credits)

10 - Algebra
10 - Geometry
10 - *Mathematics elective*

Science (30 credits)

10 - Biology
10 - Physical Science
10 - *Science elective*

Cultural Studies (40 credits)

10 - World Geography
10 - Modern World History
10 - US-History
5 - World Governments
5 - Economics

Personal Health (25 credits)

10 - Wellness
10 - *Physical education elective*

Languages Other than English (20 credits)

20 - in **ONE** language, **or** verified competencies in a second language

Creative Arts (10 credits)

10- *elective credits* (art, music, drama)

THE ACADEMIC DIPLOMA WITH HONORS

Is the most advanced diploma offered by QSI International School of Dongguan. Requirements are the same as The Academic Diploma but with the condition that the credits include at least two Advanced Placement (AP) courses (of ten credits each).

A total of 240 credits are required for this diploma.

Letters of Recommendation for Colleges and Universities

The prompt collection of letters of recommendation is an important part of the college application process. Students are given guidance in the college application process but need to be respectful and realistic when making requests to teachers and administrators for letters of recommendation. Students need to request letters of recommendation two weeks in advance of the date when they need to be submitted.

S3 students need to be mindful that some teaching and administrative staff might leave the school at the end of the academic year. If S3 students want a letter of recommendation from a departing member of staff, they need to put in this request well in advance of the end of the academic year. S3 students should allow at least two clear weeks before the end of the academic year for the letters of recommendation to be written by the departing members of staff.

The Advanced Placement (AP) Program

Advanced Placement (AP) courses challenge our Secondary students to think with the sophistication of college students. Depending on the enrollment, interest, and student capability, QSI will offer an Advanced Placement course or courses. These courses provide rigorous preparation for the AP exams credentialed by the Educational Testing Service in the United States. Many colleges and universities in the USA give university credit for test scores of 3 and better (on a scale of 1 to 5). Students need to be well aware that AP courses are demanding. Students wishing to take AP courses need the recommendation of the course teacher, plus another teacher, and an administrator. The cost of the exam is borne by the student.

PSAT, SAT, ACT Testing

The school will offer the PSAT, SAT and ACT exams on site throughout the year. The Counselor will regularly update the community through the school newsletter on testing dates, registration details and costs for taking these exams.

All S3 students will be invoiced for the PSAT as it is a test recommended by the College Board for all S3's students in preparation for the SAT exams.

The Governance of QSI International School of Dongguan

Governance

QSI International School of Dongguan is a private, nonprofit educational organization. It is governed by Quality Schools International (QSI). QSI is a private, nonprofit educational organization that operates almost forty international schools in over twenty different countries around the world.

The Director

QSI appoints the school's director, who is responsible for administering QSI. The Director's responsibilities comprise of two main areas. The first is overseeing that the day to day operation of the school and the implementation of its educational program and operating procedures are in compliance with the articles and bylaws of both Dongguan International and QSI. The second is the existence and functioning of the school in China, and the associated legal and government interactions.

The primary responsibility for the implementation of the school's educational program is the hands of the Directors of Instruction.

The QSI head office staff assists the school with such things as strategic planning, financial planning and budgeting, policy development, accreditation, health insurance, retirement, technological support, publications and publicity, crisis management, curriculum development, recruitment, and staff development.

Advisory Board

To help with the functioning of the school in Dongguan, the school's Director is assisted by an Advisory Board. The Advisory Board gives valuable advice and assistance concerning the school's relations with the China's Government and its various ministries.

The Advisory Board is also responsible for the school's scholarship program. This includes revisions to, and implementation of, the scholarship policy and the selection of candidates.

The Advisory Board also reviews the annual budget and the expenditures during the school year, helps maintain a positive image of QSI in the community, and is actively involved in Advisory Board approved fundraising efforts.

Members of the Advisory Board are jointly appointed by The Director of Dongguan International School and the President of QSI. The Director of Dongguan International School recommends to the President of QSI members from the school's community whom s/he believes will provide political weight in dealing with the Chinese Government, and/or constructive advice in supporting the school in achieving its mission.

The Advisory Board members are usually in close contact with various constituents of the school's community and can also communicate ideas, or concerns, of parents and the community to the Director of the school.

Parent Support Group

Parents who are interested in supporting the school's efforts towards achieving its goals are warmly invited to contribute. Parents who wish to become involved in the school are invited to

join the Parent Support Group. This group meets to discuss ways they can become involved and can support the school. Please let the school office know if you would like to become involved.

Recently parents have helped the school by giving time to fundraise, support school wide activities and organize community building events.

Parents who wish to visit with the Director or Director of Instruction will find there is an open-door policy at the school and that they are free to drop in during the day. Alternatively, an appointment can be made through the school office.

Booster Club

Booster club is a group of parents that work together with the Athletic Director to support the athletics program at QSID. Any parent is welcome to join. Recent activities include fundraising, organizing attendance and spirit at athletic events, and hosting a QSID family sports day.

Parent – Teacher Conferences

Parent-Teacher Conferences will be held once each term. The office will schedule conferences with times as convenient as possible. School is usually dismissed for one to accommodate these conferences. A second day is shortened for this purpose.

Athletic Participation Guidelines

We are happy you have expressed a desire to participate in athletics at QSI International School of Dongguan. As a member of our sports team, you will have an incredible opportunity to build leadership skills, athletic ability, and teamwork as you compete against teams from other schools. Both the administration and teachers are proud supporters of QSI Dongguan athletics and understand the important contributions made by student-athletes to our school.

It is QSI Dongguan's expectation that all student-athletes will embrace the qualities of sportsmanship by playing fairly and responsibly. Please remember that participating in sports is a privilege that can be lost if certain standards cannot be met. These include following the QSI Success Orientations and maintaining high academic standing in all classes. In order for a student to remain an athlete in good standing, he or she must fulfill the requirements for 1) Academic Eligibility, and 2) Code of Conduct. Failure to meet these requirements could result in loss of a student's athletic participation at

Academic Eligibility

The academic performance of each student-athlete will be evaluated on a weekly basis during the sport season. Teachers with student-athletes will provide the athletic director with evaluations each week to determine which students are able to participate. Any undesirable reports will be given to the School Director and Director of Instruction for review.

Code of Conduct

- Student-athletes must attend school on game days. If a student does not complete all periods, but has a valid excuse for missing class, then the administration will determine eligibility.
- All student-athletes are expected to obtain all homework assignments and make up any tests they might miss due to participation in an athletic event.
- Student athletes must understand that falling behind in class units or performing poorly on tests may result in suspension or removal from a team.

- If a student athlete is suspended from school, he or she will not be allowed to practice or participate in games.
- Lastly, any student-athlete that exhibits serious unsportsmanlike behavior risks losing sports participation privileges.

Appendix A

Success Orientations

Quality Schools International considers these success orientations to be primary indicators of future success in advanced education, employment, and life in general. Recognition for success in these seven orientations will be given five times during the school 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. Thus, the 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 jurisdiction of the school and will be made by a group of 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/she will be awarded with one success orientation credit which will be noted on the written evaluation. A student who demonstrates noteworthy or exemplary positive behavior in a success orientation will also receive one success orientation credit, which will be noted on the written evaluation with the letter 'E' which denotes 'exemplary'. A student who is unsuccessful in a success orientation will not receive the due credit for that period. The awards given for each student will be reached by a consensus of the appropriate group of professional staff members.

Each of the following seven success orientations is listed with specific related behaviors. These behaviors are to be used as guides to define the meanings of the orientations and to assist the professional staff in issuing awards in the broad categories. The written evaluations will only include the seven broad categories.

It is not intended that a student must demonstrate all of the specific behaviors of a particular success orientation in a positive way in order to receive a credit in it. Rather, they are used as guides in defining acceptable behavior and in providing consistency in issuing awards. Some are used to identify exemplary success while others are helpful in identifying when a success credit is to be withheld. A success credit is not withheld for some minor discrepancy. A student must habitually display negative behaviors or have a major behavioral problem in order to have a success credit withheld, and this must be agreed upon by consensus in the appropriate group of professional staff members.

A. Trustworthiness

1. The Student Will demonstrate honesty by
 - a) habitually telling the truth and avoiding deception.
 - b) telling the truth when negative consequences may follow.**
 - c) bringing lost items or money to the teacher or the office.
 - d) being a person who does not cheat on tests.
 - e) being a person who is not involved in theft.

2. TSW demonstrate trustworthiness by

- a) following a commitment with the appropriate action.
- b) promptly accomplishing an errand when requested by a teacher.
- c) **displaying acceptable behavior when not under teacher supervision.**
- d) being a person who is not involved in vandalism.

B. Responsibility

1. TSW demonstrate responsibility by

- a) coming to school and to each class on time except when ill or otherwise excused.
- b) bringing appropriate books and materials to class.
- c) consistently completing assigned schoolwork in a timely manner.
- d) showing organization and cooperation in completing assigned schoolwork in the prescribed manner (such as name, date, and layout included as directed).
- e) contributing ideas, reports, research, materials, and/or out-of class involvement which are not assigned.
- f) taking proper care of materials and equipment.
- g) taking appropriate action to avoid accidents, to avoid misdeeds, or to aid in a situation of need.
- h) being careful in making commitments.

C. Concern for Others.

1. TSW demonstrate tolerance for those of other nationalities, races, religions, cultures, ages, and mental and physical abilities by

- a) being a person who does not make disparaging remarks concerning those different from themselves.
- b) joining in group activities with those different from themselves.
- c) having friendly associations with those different from themselves.

2. TSW demonstrate acceptance of others, particularly newcomers, by

- a) including them in informal social groups.
- b) being a person who does not actively exclude individuals from group activities.
- c) approaching newcomers with a view to making them feel welcome.

3. TSW demonstrate concern for others by

- a) avoiding actions or words which hurt another person.
- b) actions and/or words of support and/or sympathy for those who are unhappy or sad.
- c) helping others to be successful in their schoolwork, activities, and play.
- d) displaying unselfish behavior.

D. Kindness/Politeness

1. TSW demonstrate kindness by

- a) being a person who does not make remarks which put down another.
- b) being a person who does not physically abuse others.
- c) displaying acts of kindness (sympathy, encouragement, helpfulness, patience, etc) toward others, particularly fellow students.
- d) giving time and resources to help another in need.

2. TSW demonstrate politeness by

- a) being a person who does not exhibit rudeness.
- b) using socially acceptable language.
- c) displaying acts of courtesy toward others.

E. Group Interaction

1. TSW demonstrate group involvement by actively participating in activities.

2. TSW demonstrate support of leadership by

- a) displaying words and actions which encourage responsible behavior by others.
- b) displaying words and actions which promote learning in a classroom by others.
- c) being a person who does not discourage responsible behavior or learning by others.
- d) assisting the leadership of others by cooperating and being good followers.

3. TSW demonstrate support of group activities by

- a) contributing ideas which are related to the goals of the group.
- b) being a person who does not make negative comments which are not constructive.
- c) controlling emotions when discussing different points of view.
- d) displaying kindness when expressing an opinion.
- e) displaying a cooperative attitude.

F. Aesthetic Appreciation

1. TSW demonstrate an appreciation of nature by

- a) not damaging trees and flowers.
- b) making positive comments which show appreciation for the beauty of wildlife, mountains, trees, flowers, stars, etc.
- c) creating artwork which illustrates nature.

2. TSW demonstrate an appreciation of orderly surroundings by

- a) voluntarily picking up unsightly litter.
- b) putting litter in proper receptacles rather than throwing it on the ground.
- c) keeping areas of work and play reasonably neat.

3. TSW demonstrate an appreciation of the beauty of ideas; musical, artistic, and theatrical creations; mathematical and scientific concepts; and literary works by

- a) making positive comments or written reports.
- b) being a person who does not display negative remarks or actions which show a disrespect for such beauty.

G. Independent Endeavor

1. TSW show initiative in engaging in tasks other than those assigned with a view to 'in-depth' study or activity.

2. TSW consistently set goals which include more than the minimum effort needed to complete a task.

3. TSW have the opportunity to pursue a particular interest in an area not in the curriculum or to pursue a curricular area in depth, having a unit outcome created, evaluated, and credentialed.

4. TSW show initiative in using the library and other resources in assignments, projects, and homework.

5. TSW show reasonable self-sufficiency in completing assignments, projects, and homework.

Addendum 1

Computer and Internet Acceptable Use Policy

QSI-Dongguan is pleased to offer students access to the school's computer network for class work and Internet use. To obtain Internet access, all students must obtain parental permission and must sign and return this form to the school office.

Access to the Internet enables students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive. While our intent is to make Internet access available only for educational purposes, students may find ways to access other materials as well.

We believe the benefits of Internet access, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, QSI-Dongguan will support and respect each family's right to decide whether or not to apply for access.

Student Rights and Responsibilities

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others.

Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required and students who do not have such permission are responsible for not accessing the Internet at school. Access is a privilege, not a right. Access entails responsibility.

Individual users of the school's computer network are responsible for their behavior and communications over this network. We expect users to comply with the school's standards and honor the agreements they have signed. Network storage areas are treated like school lockers. The network administrator may review files and communications to maintain system integrity and insure that users are using the system responsibly. Within reason, freedom of speech and access to information will be honored; however, users should not expect that files stored on the school's server will always be private.

The following are not permitted when using the QSI-Dongguan computer network:

- Sending or displaying offensive messages or pictures
- Using obscene language that will be offensive to anyone
- Harassing, insulting, or attacking others
- Violating copyright laws
- Using another person's password or misrepresenting identity
- Trespassing in another's folders, work or files
- Deliberate damage to hardware or software
- Employing the network for commercial purposes
- Use of school computers for illegal activities

Violations may result in loss of access, as well as other disciplinary action.

User Agreement and Parent Permission Form

This agreement will be kept on file for the duration of the student's enrollment at QSI-Dongguan. Violations will be noted and recorded on this form, if necessary.

As a user of the QSI-Dongguan computer network, I hereby agree to comply with the above stated rules, communicating over the network in a reliable fashion while honoring all relevant laws and restrictions.

Student Name: _____ Class: _____
(Please print)

Student Signature: _____ Date: _____

As the parent or legal guardian of the minor student signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I recognize it is impossible for the school to restrict access to all controversial materials. I hereby give permission for my child to access the Internet and computer network at QSI-Dongguan and certify that the information contained on this form is correct. This permission shall be in effect as long as this student is enrolled at QSI-Dongguan. I may at any time revoke this permission by notifying the school in writing.

Parent/Guardian Name: _____
(Please print)

Parent Signature: _____ Date: _____

Addendum 2

Peer-on-Peer Abuse Policy

Introduction

At Quality Schools International (QSI), we continue to ensure that any form of abuse or harmful behavior is dealt with immediately and consistently to reduce the extent of harm to the child, with full consideration of the impact on that individual child's emotional and mental health and well-being.

Purpose and Aim

Students report that they want a school environment where they are encouraged to report hurtful incidents that they experience or observe because they feel that more reports, especially of behavior by the same student, will result in ending hurtful behavior.

Children and young people may be harmful to one another in multiple ways which might be classified as peer-on-peer abuse. The purpose of this policy is to explore the many forms of peer-on-peer abuse and include a planned and supportive response to the issues so that student concerns are addressed effectively.

At Quality Schools International, we have the following policies in place that should be read in conjunction with this policy:

- Child Protection Handbook
- Staff Code of Conduct
- Technology Acceptable Use Policy

Theoretical Framework

The United Nations Convention on the Rights of the Child states that, among other tenets, children have the right to be free from abuse or exploitation. It is the intent of QSI to respect and uphold the dignity of each child as they interact with peers and adults. This is clearly echoed by the Keeping Safe: Child Protection Curriculum Program. This program clarifies that procedures are in place in schools and other settings to ensure we hear the voice of the child. The curriculum is an integral part of the advisory time of all QSI schools as students learn of their rights as individuals, gain knowledge and skills on self-care, and advocate for others. The four curricular components are:

- The right to be safe;
- Relationships;
- Recognizing and reporting abuse;
- Protective strategies.

As an organization, QSI is dedicated to the following beliefs about our responsibilities as adults in schools:

- All children have equal rights to be protected from harm and abuse;
- Everybody has a responsibility to support the protection of children;
- All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school;
- All actions on child protection are taken with the best interests of the child as the paramount consideration.

Introduction to Abuse and Harmful Behavior

There is no excuse or justification for peer-on-peer abuse. It is the role of the school to address abusive behavior whether it happens in the school or in other settings as it can affect school relationships, academic performance, and behavior.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or bullying behavior is described in detail followed by advice and support on actions to be

taken.

Physical Abuse

Physical abuse may include, hitting, kicking, pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. Since there are various reasons that a child might harm another, it is important to understand the reasons a child engaged in such behavior before deciding on a course of action.

Emotional/Verbal Abuse

Emotional and verbal abuse may include threats, blackmail, manipulation, name calling, gaslighting (manipulating by psychological means to the point that a person doubts their own perception or memories), or causing fear, isolation, or humiliation.

Sexually Harmful Behavior or Sexual Abuse

Sexually harmful behavior includes inappropriate sexual language, inappropriate role play, sexual touching of another child, forcing a child to witness sexual acts, forcing a child to view pornographic images or media, and sexual assault. When assessing sexually harmful behavior by children, it may be helpful to consider the behavior along Hackett’s Sexual Behaviors Continuum Model below (<https://www.icmec.org/wp-content/uploads/2019/07/Hackett-Continuum-of-Harmful-Behavior-Excerpted.pdf>).

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behavior	Problematic and concerning behavior	Victimizing intent or outcome	Physically violent sexual abuse
Socially acceptable	Socially acceptable behavior within peer group (that is not appropriate in the wider community)	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal		No overt elements of victimization	Coercion and force to ensure compliance	Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behavior
Shared decision making	Context for behavior may be inappropriate	Consent issues may be unclear	Intrusive	Sadism
	Generally consensual and reciprocal	May lack reciprocity or equal power	Informed consent lacking or not able to be freely given	
		May include levels of compulsivity	May include elements of expressive violence	

Bullying

Bullying includes: making threats; spreading rumors; attacking someone physically or verbally; attacking someone for a particular reason like size, hair color, gender, sexual orientation; and deliberately excluding someone from a group. Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

Prejudice-Related Bullying

The term prejudice-related bullying refers to a range of physically and emotionally hurtful behaviors which cause someone to feel powerless, worthless, excluded, or marginalized, and which relate to prejudices around belonging, identity, and equality in wider society. Prejudice-related bullying includes hurtful behavior towards others based on: disabilities; special educational needs; ethnic, cultural and religious backgrounds; gender; home life (including issues of care, parental occupation, income level, and social class); and sexual identity.

Cyberbullying

Cyberbullying is the use of devices, messaging services, email, apps, or any social media to harass, threaten, or intimidate someone.

Important Note: Cyber bullying may be deemed criminal. If the behavior involves taking or distributing sexual images of young people under the age of 18, then this is also a criminal offence under most national and international laws. The school may have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image, or video. This includes sending nude pictures. There are no characteristics of a relationship that make sexting more or less likely; pressure to send nude photos can happen in any relationship at any time.

Important Note: Having or distributing sexual images of a person under 18 may be deemed criminal. The school may have no choice but to involve the police to investigate these situations.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organization such as a private school, sports team, or other exclusive group. There are a number of different forms of hazing, from relatively mild rituals to severe and sometimes violent ceremonies. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Relationship Abuse

Relationship abuse among students is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by a child against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats, or acts of physical or sexual abuse. The student doing harm uses this pattern of violent and coercive behavior in order to gain power and maintain control over his or her partner.

Expected Action

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved harming others.

It is important to gather information as soon as possible to figure out, as well as possible, what occurred. It is equally important to deal with the situation sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example, using the word “perpetrator” can quickly create a blame culture by labelling a child.

All staff should be trained to receive disclosures of all types of abuse, including peer-on-peer abuse, and bring reports to the attention of the Director as quickly as possible. The following are guidelines from [MANAGING ALLEGATIONS OF CHILD ABUSE BY EDUCATORS AND OTHER ADULTS: Protocol for international schools, September 2018, by the International Task Force on Child Protection \(ITFCP\)](#)

DO:

- Stay calm and show no signs of shock;
- Listen and respond with empathy in a non-judgmental and open way;
- Consider the disclosure seriously;
- Remain calm, supportive, and reassuring;
- Validate the child's feelings;
- Mirror the child's language when appropriate (use and clarify the vocabulary that the child uses);
- Explain what you need to do (report to the director/counselor) and why;
- Allow the child control when feasible;
- Ask open-ended questions to gather information and detail;
- Consider the child's language needs and whether support in another language is necessary;
- Reassure the child that they have done the right thing in coming forward and that they are currently safe; and
- As soon as possible following the disclosure, make a written report and write notes from the conversation.

DO NOT:

- View images of children (rather ask for a brief description and secure a device as possible evidence for law enforcement);
- Take photos (if the child shares an injury, seek medical attention);
- Interview the child, ask leading or unnecessary questions, or provide language for the child;
- Take notes during the disclosure;
- Make promises that may not be able to be honored (such as promising you won't tell anyone or that this will never happen again);
- Suggest that the child may be to blame in any way for what happened; or
- Ask the child to wait until another person can be present to witness the disclosure.

Once a disclosure has been made, the Director should work with members of the Child Protection Team to:

1. Gather the Facts

- Speak to all the children involved separately, gain a statement of facts from them, and use consistent language and open questions for each account
- Ask the children to tell you what happened.
- Interrupt only to gain clarity with open questions using where, when, why, who.
 - What happened?
 - Who observed the incident?
 - What was seen?
 - What was heard?
 - Did anyone intervene?

2. Consider the Intent (Risk Assessment)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

3. Consult with Team

Bring together the child protection team and discuss how to address the situation. Consider whether to involve the Regional Supervisor and QSI Crisis Management Team.

4. Decide on the Course of Action

If from the information that you gather you believe any young person to be at risk of significant harm, make a safeguarding referral to local social services, law enforcement, or relevant embassies immediately. Depending on the case, once local authorities have been contacted, you may be informed of your next steps.

If local authorities intend to follow up on the report, they may ask to interview the children in school or they may ask for parents to come to school for an interview. It is important to be prepared for every situation and the potential time it may take.

5. Inform Parents

In all circumstances where the risk of harm to the child is evident, encourage the young person to tell their parents or caregivers about the situation with the understanding that you will have a follow-up conversation with the parents. If the student is unwilling to talk to the parents or caregivers, contact the parents or caregivers to inform them of the harm or potential harm. The school should document concerns, reports, and any other evidence that they are acting in the best interests of the young person.

Informing parents includes those of the child causing the harm. When talking to parents of the child causing harm, maintain the confidentiality and privacy of the child being harmed.

When informing parents, disclose only information pertinent to their own child. Be mindful of the language you use and how you share necessary information. Some details may not be necessary or appropriate. The goal is to avoid causing more harm or escalation of the situation.

The best way to inform parents, of both the child causing harm and the child being harmed, is face-to-face. The nature of the incident and the type of harm or abuse a young person may be suffering can cause fear and anxiety to parents.

Points to consider

- **What is the age of the children involved?** How old are the young people involved in the incident and is there any age difference between those involved? If the student doing harm is aged 18 or older, then that student may face legal prosecution as an adult.
- **Where did the incident or incidents take place?** Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this particular area?
- **What was the explanation by all children involved of what occurred?** Can each of the young people give the same explanation of the incident and what is the effect on the young people involved? Is the version of one young person different from another and why?
- **What is each of the children's own understanding of what occurred?** Do the young people know and understand what they are doing? Does the young person's explanation relate to something they heard or learned about that prompted the behavior? Is the behavior deliberate? Does the young person who is causing the harm have an understanding of the impact of their behavior on the other person? In dealing with an incident of this nature the answers are not always clear. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from local authorities, the Regional Supervisor, or the Crisis Management Team.
- **Is there repetition?** Has the behavior been repeated on more than one occasion? Has the behavior persisted after the issue was previously discussed?

If you are unsure of how to proceed at any time, please talk to your Regional Supervisor about involving the QSI Child Protection Lead and the QSI Crisis Management Team.

Next Steps

- For the young person who has been harmed:
 - Work with the student and their family to figure out what support they require. Options include:
 - Counseling;
 - Restorative justice;
 - Expert speakers on bullying and abuse;
 - Risk assessment;
 - Safety planning
 - Daily check-ins with identified safe adults;
 - Any other responses agreed upon by the child, the child’s family, and the child protection team.
- For the young person who has displayed harmful behavior, responses include:
 - Therapy with a treatment provider who specializes in children’s sexual behavior—this may be mandatory depending on the severity of the behavior;
 - Restorative justice;
 - Referrals to appropriate local resources;
 - Participation in courses that educate about the effects of harmful behavior;
 - Risk assessment for future behavior;
 - Strategies for behavior management;
 - Suspension, either in-house or at home, as time alone to consider behavior;
 - If approved by QSI CP Team, sharing information about harmful behavior as part of transfer or university application process;
 - If all else has been tried and the child still displays harmful behavior or the behavior is extremely severe so that other children are not safe at school, the case may be brought to the Advisory Board for possible expulsion.

*Please note: if the child who was harmed does not feel safe around the child who acted in a harmful manner, it should be the child who harmed who experiences any disruption. Meaning, the child who displayed harmful behavior may have to change his or her class schedule and have supervised break times to avoid the child who suffered harm. The child who acted in a harmful manner should undergo a risk assessment before re-engaging with peers.

After Care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behavior either towards someone else or to themselves as a way of coping (e.g. self-harm). Regular reviews with the young people following the incident(s) are imperative.

Preventative Strategies for Schools and Settings

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer-on-peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly, schools must recognize that peer-on-peer abuse will occur at any school, even with the most stringent of policies and supports in place. Thus, risk management is a priority. Strategies include:

- Teaching the child protection curriculum so students know how to get help if they are in an unsafe or unhealthy situation;
- Mapping your school at a staff meeting to identify areas that are not adequately supervised, and taking steps to ensure adequate supervision;
- Sharing information with all staff about receiving disclosures and supporting students when students need help from a trusted adult;

- Discussing how to create safe spaces with all staff;
- Training staff to take all student concerns seriously and listen to students without dismissing;
- Providing a display of resources that students might choose to access on their own;
- Bringing in experts on abuse, mental health, and other social-emotional topics to share information with students;
- Providing students with a way to contribute to policies and procedures that affect them;
- Ensuring that student voice is valued by asking students to develop Rules of Acceptable Behavior to be adopted by the school.

Addendum 3

Guidelines for Excursions, School Events, and Student Travel

The following guidelines are adapted from the *Central and Eastern European Schools Association (CEESA) Athletics Activities Handbook September 2016 (revised 2019)*.

Clear communication by all participants, including students, staff, parents, and volunteers, is important to ensure that child protection and risk management protocols are in place at all school events. Please ensure these guidelines are kept intact when distributed to participants.

Host schools should ensure that host families understand their role and what is expected of them and the visiting students, especially concerning curfews and a controlled environment.

The following will apply to all school-sponsored events:

- The school will develop student-teacher ratio practices to ensure safety for all students based on student ages and the activities/trip.
- Mixed-gender student groups must be accompanied by mixed-gender chaperone groups.
- Chaperones will not use alcohol, tobacco, or controlled substances of any kind during the duration of the school trip.
- Students are prohibited from using alcohol, tobacco, or drugs at any school-sponsored event.
- Students of all ages may visit restaurants, shopping centers, or other places of interest with an adult from their own school or the host school. It is strongly recommended that on the day students arrive at the host site, host families and visiting students not go out so that student participants can rest and prepare for the event.
- Students are not allowed to be unsupervised. They should be under the direct supervision of their respective coaches, chaperones, or host parents throughout the trip.
 - Exception: In a confined space (such as a shopping mall) or in an outdoor space with defined barriers (such as a small city walking street), students 12-years-old and older may explore in small, chaperone-approved, student-only groups and meet back at a specified time and place. Students must arrive at and depart from the defined space with a chaperone, and the chaperone must be present within the space at all times (i.e. they are not just dropping students off).
- During social time, student activities should be observable and interruptible. This means that hotel doors should be open when students are playing games or hanging out inside hotel rooms, or games should be played in social spaces like common rooms or lobbies.
- On overnight trips, a curfew is set by the leading chaperone. It is recommended curfew is set before 22:00 hours if possible. Any changes to curfew should be communicated to parents and administration as early as possible.
- On overnight trips, the school requires the chaperone to do a room check or call the respective students' host families at curfew time on each night of an event and speak with the parents and students. Students are not to exit their room following the room check. If parents do not receive a call by 22:30, they are instructed to call the event organizer and inform him/her.
- Students in violation of the student code of behavior will have their parents contacted immediately. The teacher will work in conjunction with the school administrator to determine next steps. The safety of all students is paramount. The student may be required to return home at the earliest possible time at the parent's expense; if a chaperone cannot be arranged by the school, the parent may be required to pick up the child.
- Chaperones are never to share the same sleeping space as a student, unless the student is the chaperone's family member.

Avoiding Behaviors that Lead to Allegations

Chaperones should avoid any behaviors that could lead to allegations of misconduct by adhering to the Child Protection Code of Conduct.

The following are not rules but best practices that can aid in the protection of our students participating in events:

- Students should be seated in groups when traveling by train, bus or plane.
- Students should be supervised on transportation (buses, mini vans, taxis, etc.) while visiting a host city.
- When host schools receive dietary/medical information from visiting schools they should involve their nurse with any noted students.
- A pre-travel chaperones' meeting should be scheduled as it is an important way to share information and guidelines.
- A pre-travel parent and student meeting should be scheduled as it is a good way to share the guidelines, expectations, and collect travel documents.
- Schools should consider making it mandatory for coaches to have first aid training and concussion protocol training. (Free online concussion protocol training: <https://nfhslearn.com/courses/61151/concussion-in-sports>.)
- Chaperones, coaches, and the host school should have each other's phone numbers programmed in their phones in case of emergency.
- Upon arrival at a school, chaperones should be shown the school's emergency protocols.
- Host schools should consider using their school security guards, or hiring outside guards, when tournaments are located off-campus. Sites do not need to be locked down (as some campuses are) but there should be a security presence circulating the event location, looking for possible non-community members.
- A nurse should be present on site for tournaments hosted by the school.

Regulations for Host Parents

The following rules are intended for the use of all parents who host students as part of a school-sponsored event. In addition to these regulations, host parents should also adhere to the expectations set forth for chaperones.

For the duration of the event you stand in place of the visiting student's parents. Please familiarize yourself with the school rules below and speak with the school if you are unclear on any of your responsibilities as a host parent.

- Please see the regulations for student behavior (below). The student(s) you are hosting has/have already agreed to observe these regulations.
- Please report immediately any violation of these regulations by the student(s) you host to the responsible official designated by your school (Event Director, Athletic Director, Activity Coordinator, etc.).
- Neither host families nor students may make changes to the regulations for students with respect to housing arrangements, the use of tobacco, alcohol, or drugs, or any other rules set forth by the host school.
- Students must be supervised by a coach, chaperone, or host parent at all times.
 - Exception: In a confined space (such as a shopping mall) or in an outdoor space with defined barriers (such as a small city walking street), students 12-years-old and older may explore in small, chaperone-approved, student-only groups and meet back at a specified time and place. Students must arrive at and depart from the defined space with a chaperone, and the chaperone must be present within the space at all times (i.e. they are not just dropping students off).
- Please contact the student(s) you are hosting at the time designated by the host school.
- Suitable transportation must be arranged as needed for the student(s).
- Please provide the student(s) with a suitable meal at whatever times may be necessary because of the scheduling of the event.
- Schools and families may set earlier curfew times. Families MAY NOT extend curfew times.
- The school requires that coaches/chaperones call their respective students' host family at curfew time on each night of an event. They are required to speak with both a host parent and the

student(s). If the coach/chaperone has not contacted the host parent by 22:30, the host parent should call the event organizer and inform him/her.

Regulations for Students

These regulations shall be followed by students participating in all events (whether athletic, academic, cultural, etc.) organized and sponsored by the school. Any student who participates in a school event agrees, by signing below, to obey all regulations.

- Students shall follow all instructions given them by their chaperones, coaches, or host parents. This applies to all activities, irrespective of location, undertaken during the period of the school-sponsored event.
- Students should be responsible for maintaining their sleeping space and other facilities in an orderly and organized condition. This applies to making beds, organizing clothes and toiletries, and putting away trash. No cleaning services will be available during the stay.
- Any use of tobacco, alcohol, or drugs is not permitted. Students involved with school activities may not go to bars or nightclubs.
- Housing and roommate assignments made by the chaperones or responsible officials of the home or host school may not be changed unless approved by the event organizer.
- Student curfew for all school-sponsored events is 22:00, unless the chaperone allows an exception. Students must be in their rooms by this time; students are not to leave their room after curfew.
- Schools and families may set earlier curfew times. Families MAY NOT extend curfew times.
- Students are not allowed out of a chaperone's supervision. Students, including secondary students, should never be unsupervised by an adult.
 - Exception: In a confined space (such as a shopping mall) or in an outdoor space with defined barriers (such as a small city walking street), 12-year-old and older students may explore in small, chaperone-approved, student-only groups and meet back at a specified time and place. Students must arrive at and depart from the defined space with a chaperone, and the chaperone must be present within the space at all times (i.e. they are not just dropping students off).
- Neither host families nor students may negotiate changes to the regulations for students with respect to housing arrangements, the use of tobacco, alcohol or drugs, or any other rules or provisions set forth by the host school.
- During social time, student activities should be observable and interruptible. This means that hotel doors should be open when students are playing games or hanging out inside hotel rooms, or games should be played in social spaces like common rooms or lobbies.
- These regulations apply to all students throughout the event's duration including the journey to and from the site of the event.
- Students must display appropriate, respectful behavior at all times to their peers, event officials, event sponsors, chaperones, coaches, and all members of the school and host community. The use of the Success Orientations is the best way to gauge responsible behavior.

Violation of these regulations will be reported to the student's chaperone or coach, and to the responsible school official.

Name of Student _____

Signature of Student _____ Date _____

Signature of Parent/Guardian _____

Addendum 4

12/13 YEAR-OLD SECONDARY CREDIT APPROVAL FORM

The following course(s) will be taken for Secondary credit. It is agreed and understood by the student, parent, and school administration that said course(s) is/are for Secondary credit and will have an impact on the student's Secondary Grade Point Average (GPA). The student is also aware that any upgrades from a 'B' to an 'A' must be completed during the current school year (year the course units are taken).

Student's Name: _____ D.O.B. (mm/dd/yy): _____

AGE LEVEL CLASS	COURSE/S	NO. OF UNITS	SCHOOL YEAR

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

School Administrator's Signature: _____

Date: _____

Addendum 5

AP Human Geography Substitution Letter of Consent

Your child is being considered by the school administration for an opportunity to substitute AP Human Geography for the graduation requirement course QSI World Geography. In order to be placed in this advanced course your consent is required.

QSI recognizes that some Secondary I students are sufficiently prepared academically to succeed in AP Human Geography. On an exceptional basis, these students may substitute AP Human Geography for the QSI World Geography course and fulfill that Cultural Studies graduation requirement. The placement would be conditional. The student would need to complete the first unit according to the pacing set by the teacher. If not, the enrollment would be cancelled, and the student would be placed in World Geography.

Please be advised that the College Board does not recommend offering this course to students before Secondary III, as outlined in their online publication, [Appropriate Grade Levels for AP Courses](#). The course is designed for students operating on a college level. The stated prerequisites are reading at a college level and writing grammatically correct sentences. The course is designed for students operating on a college level. The stated prerequisites are reading at a college level and writing grammatically correct sentences.

To take advantage of this substitution a student should have completed the 13-year-old Literature and Writing courses with a minimum of 7 A's. The student should also have completed the 12/13 Cultural Studies courses with 7 A's in their 13-year-old year. And the student should receive a RIT score of at least 220 on the MAP Growth tests for Reading and Language Usage. These three indicators show a readiness to be successful in this AP course. Other requirements may be imposed possibly including, but not limited to, letters of recommendation from teachers, a minimum number of E's for Success Orientations, and demonstrated maturity, both academic and personal.

In order to count toward the graduation requirement, the student would need to finish the entire course with mastery grades of A's or B's which will be incorporated their GPA. The student will also complete a selective unit comparing two countries of which they are not citizens. The student would also need to score a 3 or higher on the AP Human Geography exam for it to be counted toward the AP Capstone Diploma. A score of 3 may qualify for the student to receive college credit, depending on the institution, but this is not guaranteed by QSI.

By signing this letter, the guardians of the student accept the risks outlined above and grant the student the opportunity to take the AP Human Geography instead of the QSI World Geography to fulfill the graduation requirement.

Guardian's Signature

Student's Signature

Director's Signature

Date

Points to Remember

You are special. You are unique.
In the whole history of the world there has been nobody like you.
No one else can make the contribution you can make.

You are designed for accomplishment, engineered for success,
and endowed with the seeds of greatness.

You are what you are and where you are because of what has gone
into your mind. You can change what you are and where
you are by changing what goes into your mind.

You can have everything you want in life if you just
help enough other people get what they want.

Dream big dreams. Shoot for the moon.
Even if you miss you will end up amongst the stars.

Greater freedom comes with greater responsibilities.

The secret of living is loving and giving.

As you imagine yourself to be, so in time you will become.

What you get by reaching your goals is not nearly as important
as what you become by reaching them.

True success in life is being able to look in the mirror each day
and be proud of the person you have become.

Success is never ending, failure is never final.

Successful people turn stumbling blocks into stepping stones.

The aim of education is not to learn facts, but rather to acquire values.

The desire of QSI teachers is not to teach you **what** to think,
but to teach you **how** to think.