



QSI International School of Atyrau

Parent/Student
Handbook
2022-2023

QSI School of Atyrau



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Parent- Student Handbook

Director: DR. LAURA HAYWARD

Dear QSI International School of Atyrau Families,

A warm welcome to QSI International School of Atyrau!

Our school is a special place where children from all over the world come together to learn, grow, and become amazing people. Our student-centered and student-focused approach to education provides children with a supportive learning environment built to both enrich and assist in all subject areas. Our qualified faculty is dedicated to helping each child reach their potential. All teachers at our school are licensed educators with years of experience caring for and educating children from all over the world.

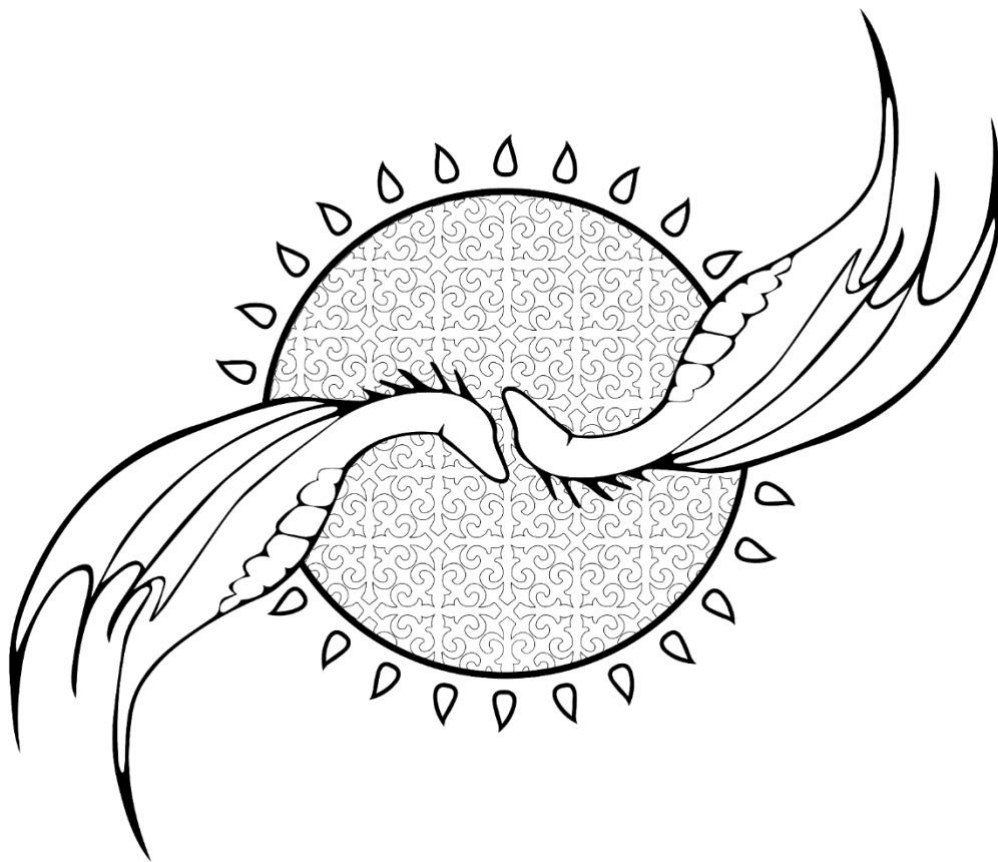
Beyond our rigorous educational curriculum, the Success Orientations of Trustworthiness, Responsibility, Kindness & Politeness, Independent Endeavor, Aesthetic Appreciation, Group Interaction, and Concern for Others keep our school focused on positive character development throughout the year. These traits are taught and integrated into all aspects of QSI life.

Please use this handbook as a guide to life in our school.

We welcome you to another outstanding year of learning and growing!

Sincerely,

Dr. Laura Hayward
Director



COVID- 19/SARS-CoV-2 STATEMENT

COVID- 19/SARS-COV-2 guidelines issued by the government of Kazakhstan will take precedence over policies and procedures issued in this handbook, where applicable. The safety of our students and school community is paramount. As COVID- 19/SARS-COV-2 guidelines are fluid, please refer to the school's guidelines where necessary.

EXPECTATIONS

We Expect Our Administrators

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

We Expect Our Teachers

- To be dedicated professionals who plan ahead and are prepared to teach.
- To cooperate and be willing to work towards common goals.
- To positively and cooperatively take on responsibilities beyond the classroom in support of extra- curricular and school-wide initiatives, considering them as integral to the success of students and the school.
- To be flexible, responsible, cooperative and supportive.
- To be aware of individual faculty member's talents/abilities/resources and to share those talents/abilities/resources by assisting other teachers in appropriate units.
- To respect colleagues and children.
- To follow the proper channels when communicating.
- To be helpful and kind.

We Expect Our Students

- To be respectful of teachers and each other.
- To have a good attitude toward learning.
- To be cooperative with others and responsible for their own behavior.
- To be responsible, cooperative and supportive.
- To have a readiness to learn.
- To give their attention to the required tasks.

We Expect Our Parents

- To be responsible, cooperative, and supportive.
- To follow the proper channels when communicating.
- To help their children come prepared for school.
- To bring their children to school on time.
- To collect their children on time when school ends.
- Actively participate in school events.

School Statement of Purpose

The purpose of International School of Atyrau is to create a community of empowered and successful learners while providing a safe and nurturing community where diversity is celebrated, mutual respect among adults and children is practiced, and where parents and caregivers are valued partners in the foundation of life-long learning. Our single-minded purpose is **SUCCESS FOR ALL**.

BELIEF STATEMENTS

A Caring Environment

1. A safe and physically comfortable environment promotes student learning.
2. A student's education is enhanced by positive relationships, extra- curricular activities and a system of academic and emotional support.
3. Parent participation and support is essential in successful academic and extra-curricular programs.

Focus On Learning

4. Student learning needs should be the primary focus of all decisions impacting the work of the school.
5. Literacy is the gateway skill. Success in literacy leads to success in all subjects. Our initial academic focus is literacy.
6. Student learning should be differentiated to accommodate varying levels of ability and learning styles through a variety of instructional approaches.
7. Students need to be given the opportunity to participate in extra-curricular activities in order to develop leadership and teamwork skills outside the classroom.

Commitment To Quality

Our commitment to continuous improvement is imperative if our school is to enable students to become confident, self-directed, and successful lifelong learners. Students need not only demonstrate their understanding of essential knowledge and skills, but also be actively involved in self-evaluation and producing quality work.

Admission Policy

Ainagul Sarshalova ainagul.sarshalova@atr.qsi.org is our Administrative Assistant. She manages the admission process and can answer questions about it. She can provide electronic copies of our application, information booklet, and other forms.

Requirements for admissions:

- New Student Application
- A copy of passport or birth certificate
- Health History Form - The information must be provided by the parents for each child attending QSI Atyrau. These records must be kept current, and any changes should be reported to the school immediately.
- Emergency Information Form
- Previous school records including testing (if applicable)
- A one-time, 300 USD non-refundable registration fee

Student Placement

Following official admission procedures, a placement examination may be given to determine the appropriate level of instruction. The test involves reading, writing, and mathematics. Typically, students are placed according to age, with November 1 being the cut off for a particular age group. For example, a student who turns 8 before the first of November would be placed in the 8-year-old class. Occasionally, a student may be placed in a higher or lower class, based upon other circumstances.

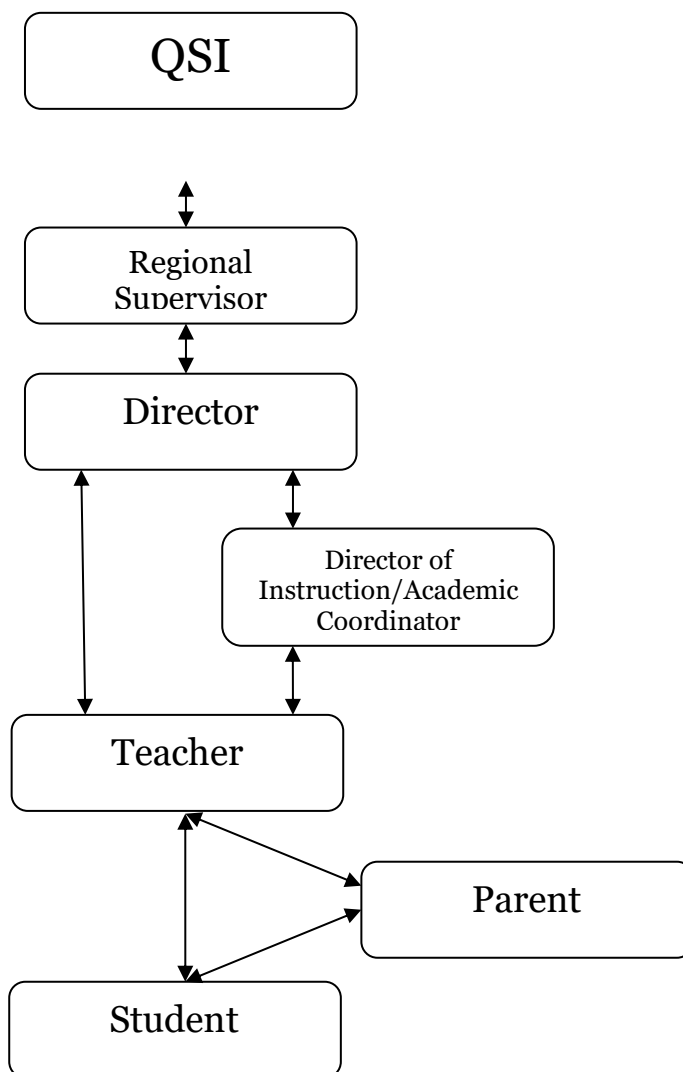
Intensive English and Placement

QSI Atyrau welcomes students with little or no English language skills enrolling at the pre-school, elementary, and middle school level. Students in need of Intensive English from 6 to 13 years old will be pulled out of the first two morning classes (Reading and Language Arts) to receive special tutoring. Our school's Intensive English program follows a specially developed Intensive English program of study. When the students' academic performance indicates that they are ready to move out of Intensive English, they will be mainstreamed back into the Reading and Language Arts classes.

COMMUNICATIONS

School spirit is enhanced when disagreements or misunderstandings are cleared up by the persons involved in the problem. Please follow the *chain of communication* when you are trying to address the issue.

In a small community such as ours, it is imperative that all members of the professional faculty observe the proper channels of communication. Concerns should ***first*** be discussed ***directly*** with the individual(s) involved **during school hours**.



POLICIES & PROVISIONS

Books and Supplies

Textbooks are loaned to students. Each child will be assigned a numbered text in his school subjects. This record will be kept by the teacher. Please discuss with your child that it is his/her responsibility to maintain each text in the same condition as when it was received. Books that are lost, stolen or damaged should be reported to the classroom teacher immediately. The replacement of lost or damaged texts is the responsibility of the parents.

The QSI Atyrau policy regarding lost or damaged books is as follows:

If a book is lost or damaged, the family will be charged twice amount of the book to cover shipping and import fees.

Closed Campus

QSI Atyrau is a closed campus, which means that students may not leave the campus without permission from the office. A closed campus also means visitors and non-students must check in through the school office before being allowed to visit the school. For safety reasons, we must know who is on the campus at all times.

Personal security guards are not permitted to remain in the building during the course of the day unless specific arrangements have been made with the school Director.

English

English is the language spoken in the classroom. Students are encouraged to speak in English at all times – in the hallways, at recess, and at lunch. It is the language of inclusion.

Field Trips

Field trips are mainly used to aid in the instruction of the classroom. Thus it is important that students attend these trips as part of their educational experiences. At the same time, it is expected that students will conduct themselves in an appropriate and civil manner. If it becomes evident that a student's behavior on a field trip may become disruptive, they can be excluded from such a trip. Parents and/or guardians will always be notified in advance if this is to occur.

Fire / Bomb Threat / Natural Disaster Information

In the case of such an event, we may need to evacuate the building. The decision to send students home is made by the Director. Students are to always ask an adult for specific directions on where to go and what to do. The school has an Emergency Procedure that is updated regularly.

General Guidelines

1. All teachers, paraprofessionals, and other staff members are to be treated courteously by students and vice versa.
2. Students are expected to solve their disagreements in ways through peaceful dialogue.
3. Students should walk quietly at all times when in the building.

4. The care of all textbooks and library books issued to the child are his/her responsibility as are all the parts of the building and other equipment. Students are encouraged to have a book bag or backpack to carry materials to and from school.
5. Coats and hats are not to be worn in the building under normal conditions. There are cubbies or lockers in designated areas to hang up clothing.
6. Students are encouraged to bring only those items directly related to activities of his/her class.
 - Chewing gum is not allowed because of the problems with improper usage and disposal.
 - Guns, knives, and/or any weapon are forbidden.
 - Electronic devices not related to classroom instruction are prohibited in the hallways and classrooms until the last bell of the school day. The school takes NO responsibility for lost or stolen items.
 - Alcohol, drugs and tobacco in any form are prohibited at school and at off-campus, school-sponsored activities.
 - Skateboards, roller skates or any motorized vehicles are not permitted, unless permission is granted by the Director.
7. Students are expected to remain on the school premises after arriving at school.
8. Any student staying after school should do so only when involved in supervised activities and with parental permission.
9. Any student who brings a weapon of any type to school will face an immediate suspension and an expulsion hearing before the school's administrative team and the Advisory Board.

Lockers and Cubbies

The lockers are school property and must be treated responsibly. These lockers provide adequate space for students to store their books and other allowable items. There are also coat hooks provided for clothing and hats. Lockers may be inspected or searched by school personnel when misuse or other cause warrants the search. A lost or damaged key or lock will be at the student's expense. Students are expected to supply their own locks and must provide the office with an extra copy of the key.

Lost And Found

Please help us by clearly labeling, with your child's name, all the items of clothing such as mittens, caps, hats, jackets, coats, sweaters, and boots. It is also very helpful to have the child's name on his/her lunch box and back pack. Many mix-ups can occur during the year and we want belongings returned to the correct owner. The lost and found is located near the Main Office. As the lost and found becomes full, we will make an announcement to students to check in the lost and found. Whatever is not claimed will be donated to a local charity.

Lunch, Snack and Drinking Water

Students should bring a morning snack, and a lunch school each day. Lunches may be heated in school microwaves. School lunch and morning snack are available for purchase at school. There is bottled water that is available at the school. We **strongly** suggest children bring a reusable bottle to fill at school.

Personal Property

Students are strongly discouraged from bringing large sums of money and valuable personal property to school. The school assumes no responsibility for lost or stolen property. Books and other items should be stored in lockers, or in the case of elementary students in their classrooms or cubbies.

Permission to Leave School

During the school day: if a student needs to be excused from school during the day, for any reason, the following procedures are to be used:

1. A signed request by the parent should be sent to the student's teacher and the reception which will include the name of the person who is picking up the child.
2. Parents or drivers are to come to the office to pick their child up. This is a request based on the safety of your child. You are to report to the Main Office where you sign your child out. Your child will then be called from their classroom.
3. No child will be released to anyone other than parent, guardian, or authorized personnel delegated with legal authority over the child.
4. Students may not go home with anyone else unless the school has written or verbal permission from their parent/guardian and the parent/guardian of the other student.

Student Records

No information will be released by the school without written (verbal in limited cases) permission from the Parents/Guardians of a student. Requests to examine records should be made by appointment at least 24 hours in advance to allow proper and complete gathering of all materials. Appointments may be made by calling the school office.

Student Withdrawal Procedure

When a family learns that they will withdraw their child from QSI Atyrau, we request that they inform the school office at least two weeks in advance, if possible.

Notice of early withdrawal from school should be made at the school office by written notification from parents. If withdrawal is expected close to the end of a quintile, parents are asked to notify the school office as soon as possible so that the school can work with the teachers in getting work accomplished and evaluations entered on the permanent record. Credit will be only granted for work completed, turned in, evaluated, and recorded.

Any student who withdraws will be given a withdrawal form, which is given to all teachers, the librarian and Director. This form is then taken to the accounting office to verify that there are no outstanding financial obligations. Once the accountant has cleared the student, the form is presented to Director in the main office and the student's records will be issued.

Telephone Use

The school telephone is a business phone; therefore, student use is limited to business matters. We cannot accommodate large numbers of students calling home at dismissal time for instructions on what to do. Students are encouraged to make prior arrangements with parents to stay for an after school activity. Students may not call home to make impromptu arrangements or homework requests.

Electronic Devices

Students are expected to become proficient 21st century learners, in part, through the use of a range of computers that includes a variety of electronic devices.

We kindly ask that all students keep their electronic devices in their backpacks unless it is being used to support or augment learning. If electronics are brought to school the following policy must be followed:

- **Electronic devices are to be used during school hours to support student academic learning. Students should limit use during break and at lunch/recess time.**
- iPods and cell phones should not be used in class or be a disruption to school order.

- Students may keep cell phones in their bags or lockers until AFTER school.
- We strongly recommend that cell phones be left at home, as the school accepts no responsibility for missing or stolen devices.

If a QSI staff member observes a student using their electronic device during the day for other than an academic reason:

- Upon the first occurrence, the QSI Staff member will ask the student to put it away.
- Upon the second occurrence, the QSI Staff member will collect the electronic device and give it to the Director. At the end of the day, the student may visit with the Director to discuss the QSI School Electronic Device Policy.
- Upon a third occurrence, the electronic device will be given to the Director and parents will be asked to pick up the item from the Administration Office.

Visitors

Parents and visitors need to report to reception and receive a guest pass before entering any classroom. This will let our teaching staff know that you have checked in with the office first.

All visitors must enter through the main gate and sign in at the main office. Visitors and volunteers will be given an identification badge at the main gate security check. Anyone who is in the building without this badge will be asked to return to the office. Students are not allowed to bring other school-age visitors to school without permission from the Director of Instruction. We encourage parents to visit and volunteer. However, we do ask that extended visits be scheduled with the Director or Administration in advance.

Visitors conducting classroom observations must sign a confidentiality agreement to protect the rights and privacy of our students.

Air Quality Index (AQI) Policy (QSI Central Asian Region Schools)

At all Quality School International schools, the health and wellbeing of our students and staff is a top priority. In order to accomplish this important goal all affected parties are involved in the decision-making process to help make each school the best learning environment possible.

One of the key foci of this effort is to ensure that we understand our physical school environment and especially air quality. In order to effectively monitor air quality, we use the Air Quality Index (AQI) standards as established by the Environmental Protection Agency (EPA) in the US. AIRNOW describes the AQI as “an index for reporting daily air quality. It tells you how clean or polluted your air is. The EPA calculates the AQI for five major air pollutants regulated by the Clean Air Act: ground-level ozone, particle pollution (also known as particulate matter), carbon monoxide, sulfur dioxide, and nitrogen dioxide.”

QSI International School of Atyrau will be equipped with Airveda Air Quality Monitors in October 2019. Airveda outdoor monitors measure PM2.5 and PM10 using High quality laser sensors.

Additionally, QSI International School of Atyrau has established a communications system and strict protocols in order to safeguard our students and staff from the potential dangers of engaging in inappropriate levels of physical exertion outdoors on days when air quality is poor. These policy guidelines and protocols also apply to field trips and trips to other international locations for athletic and cultural events.

All new construction and or renovations will require a revisiting of the most current technology to ensure the maximum protection for our school community.

Indoor Air Quality Protocols

QSI International School of Atyrau closely monitors indoor air quality using Airveda Commercial Indoor Air Quality Monitors which are calibrated to international standards. They measure PM2.5, PM10, CO2, TVOC, Temperature & Humidity.

Outdoor Air Quality Protocols

QSI International School of Atyrau closely monitors outdoor air quality using Airveda monitors which are calibrated to international standards.

Readings are updated every hour and our website and mobile applications are updated accordingly. Based on these measurements, QSI International School of Atyrau will take necessary precautions to protect students from the dangers of air pollution using the QSI Central Asia Air Quality Guidelines chart. (See chart below)

As per our enrolment process, any specific student health issues that may become aggravated by poor air quality should be included in the student file and reviewed with the school medical provider, classroom and homeroom teacher annually. AQI related incidents/concerns will be reported to the school administration on a timely basis and documented for further monitoring and or action.

Policy review

Our school AQI policy is reviewed annually.

Instructional strategies

Should AQI levels necessitate the cancelling of regularly scheduled outdoor activities, each teacher is responsible to ensure a meaningful learning opportunity in an indoor space or through classroom instruction as per the QSI curriculum.

HEALTH CARE

In Case of Injury or Illness

In case of injury, students should immediately notify a teacher or the office, who in turn notifies the school nurse. If the injury or illness is severe someone from the office will contact the parents. If a student has a chronic illness or some physical handicap, this information should be given to the school office and the doctor. Students should not come to school with communicable illnesses, severe colds, or fevers. If this occurs, parents will be notified and requested to come and collect their child for the child's health and to prevent infections from spreading.

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

1. Telephone/cell phone numbers where parents can be reached
2. Names and (local) telephone numbers of relatives or friends who should be contacted when parents are not available.
3. Immunization information, recommended Doctor or medical services.
4. Information about life threatening allergies and how to treat them (epi pens etc.).

Illness At Home

If your child is not feeling well before he/she leaves for school, it is advisable to keep him/her home. If your child improves during the day, bring him/her to school. Please check students in and out of school through the main office.

Dispensing Of Medication

QSI Atyrau does not permit school employees to dispense prescription or non-prescription medication including but not limited to Tylenol, cough syrup, throat spray, throat lozenges, cough

drops, etc., without directions and written/verbal consent from the parents. If medication must be given during school hours, a signed consent letter **MUST** be on file in the Director's office. Medications must be brought to school by the parent - not sent to school with your child. Medication needs to be in the original prescription or non-prescription bottle/container. If medications need to be taken home, they need to be picked up by the parent. Medications cannot be released to your child to take home.

BUS SERVICES/Transportation

To and From Home

Transportation to and from home are provided by parents or their respective employer.

To And From School Events

Bus services to and from school events that originate at the school and take place during scheduled school hours are normally provided by individual families' companies. This includes but is not limited to sports events and field trips.

Bus Monitors

Riders are expected to follow monitors' instructions. Students that are reported to the administration for minor infractions will meet with the Director to discuss the behavior. If the behavior continues, the parents will be notified and the student may be suspended from riding the bus for a period of time. Parents will be notified immediately regarding behaviors that seriously affect the safe operation of the school bus. Removal from the bus may be necessary for serious incidents, even for a first time offense. Transportation to and from school is a privilege.

Bus Policy

- You must be at the arranged pick up point at the appointed times. The driver will not wait for latecomers.
- You will be under the authority of the bus monitor and driver who may assign you a seat.
- You should seat yourself as quickly as possible, fasten your seat belt, and remain seated while the bus is in motion.
- If the bus is in such a position that you must cross the street, the bus monitor will accompany you unless special arrangements are made with parents. This may not apply to older students.
- You will not be allowed to be unruly or create disturbances on the bus. Only in extreme situations will the monitor use physical restraint if deemed necessary for the safety of other students or the operation of the bus. The monitor will inform the Director, if this becomes necessary.
- You are not allowed to drink or eat on the bus unless given permission by **the monitor**.
- Improper language or behavior will not be tolerated. You may not lean out of windows or throw items from the bus.
- Everybody is expected to help keep the bus clean.
- Any damages to the bus will be the responsibility of the student and price for replacement or repair will be charged to that student's parents.

Driving on Campus

In order to maintain a safe environment for our students, the following policy will be in effect for all drivers on campus:

- Drivers will follow the no smoking policy of the school.
- Drivers will follow the 10 kph speed limit.
- Drivers will not touch or discipline students who are not under their care.

- Drivers who do not follow the above guidelines will be reported to their employers.

Continued abuse of these guidelines will result in denial of access to the campus.

Traffic and Pedestrian Safety

Please use extreme caution when bringing children to school and picking them up afterwards. Parents should discuss safety factors with their children about what they should do while waiting for their ride.

OUTDOOR RECESS & PLAYGROUND POLICY

Outdoor Recess

Recess is a scheduled part of the regular school day. This time serves as a break for students and provides a few moments to expend some energy and stretch after classroom activities. Children will go out to play during break and lunch recess. This is a good time for socialization and learning to get along with other children. All children should come to school properly clothed for outside conditions. This includes snow pants, mittens or gloves, boots, hats, etc. in winter. Occasionally, teachers may request students to stay in during break or recess to finish homework or for special projects.

On occasion, children may have indoor recess because of severe weather. The general guideline our school follows for indoor recess is rain, extreme poor air quality, or temperatures below -17C “RealFeel” according to www.accuweather.com.

Playground Policy

1. Safety, fair play, common sense and appropriate language are the major considerations on the playground. Student’s actions may not cause a problem for any person or damage any equipment.
2. If children have questions, or if some situation is not covered by the rules, the QSI staff members are always in charge and may stop any activity that he/she feels may be dangerous.
3. When recess ends, students are to stop what they are doing immediately and lineup.
4. Hard balls are not allowed. Tennis balls, soccer balls and certain other soft balls may be used.
5. Students are not to climb any trees or fences, may not stand on top of, or jump from any piece of equipment.
6. Students should stay alert and pay attention to any games going on and not go near games in which they are not engaged.
7. No fighting. No games involving pushing, shoving, tackling, or tripping.
8. Throwing any items, such as rocks, snowballs, or dirt, is strictly prohibited.
9. Students at recess are not to go back into the building or outside of recess boundaries without permission from a QSI staff member.
10. Elementary students may use the Climbing Wall only when supervised.

ATTENDANCE & REPORTING

Regular attendance at school is one of the most important factors for a student’s academic success and social development. Daily continuity in instruction for students of all ages is an important factor for achievement. While we understand there may be some emergencies or illnesses, we encourage parent support and student effort to come to school every day on time and stay until school is dismissed for the day.

Unless there is an emergency, we ask that parents refrain from picking up students until school is dismissed in the afternoon. Early dismissal can be disruptive to the learning process.

Notify the school office as soon as possible on any day children will be absent. This prevents us from contacting you at work or interrupting your activities at home. The phone number to the Main Office is +7 7122 51 83 97/98.

Tardies and absences limit school achievement. Excessive absences and/or tardies may result in children not completing required work.

We expect every child at QSI International School of Atyrau to attend school regularly. Ample time is given throughout the year for family vacations, doctor visits, etc. We ask that families plan their vacations according to our school's calendar. The school can not take responsibility for the academic growth of a student who is absent for more than 10 days in a school year.

SUCCESS ORIENTATIONS

Indicators of Future Success

The staff at QSI Atyrau believes the Success Orientations to be primary indicators of future success in advanced education, employment, and life in general. Recent research confirms our beliefs. Recognition for success in these seven orientations (Concern for Others, Kindness and Politeness, Group Interaction, Trustworthiness, Responsibility, Aesthetic Appreciation, and Independent Endeavor) is given five times during the school year on the Status Reports. 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.

- **Responsibility**
- **Concern for others**
- **Kindness and Politeness**
- **Aesthetic Appreciation**
- **Trustworthiness**
- **Group interaction**
- **Independent Endeavor**

Success Orientation Criteria

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

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.

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.

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.

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.

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.

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 disrespect for such beauty.

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.

Evaluating Success Orientations

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 will be awarded with one success orientation credit which will appear on the status report as an 'S', which denotes 'success'. A student who demonstrates noteworthy or exemplary positive behavior in a success orientation will also receive one success orientation credit, which will appear on the status report with the letter 'E' which denotes 'exemplary'. A student who is not yet successful in a success orientation will not receive the due credit for that period. This will appear on the status report as an 'N', which denotes 'not yet'. The success orientations awards given for each student will be reached by a consensus of the appropriate group of professional staff members.

How a Student Earns a Success Orientation Credit

During a staff meeting before the end of each quintile, recommendations are examined by all lead teaching staff members.

A student receives a success orientation credit based on the consistency of their behavior throughout all their classes as well as their behavior when in school but not in class.

Students are automatically awarded a grade of 'S' unless they have done something to indicate otherwise.

The student only receives a 'N' or an 'E' if there is a consensus among teachers. All teachers who know the student must agree that a 'N' or an 'E' is appropriate given the expectations as laid out by the TSW's in a particular Success Orientation.

Remediation for a Student Who Has Earned a 'N'

N's are not given automatically, nor awarded lightly. Teachers view giving N's as very serious. The following process is initiated when a student begins to demonstrate behaviors that are inconsistent with one or more of the success orientations. When a student is recommended an award of 'N' a teacher is assigned to follow up with student by meeting with him/her, setting goals, and monitoring progress.

The following process is intended to help the student to change their behavior.

1. Teacher intervenes and encourages the student to change his/her behavior.
Ex: positive reinforcement, giving consequences for his/her actions, reminding him/her how to manage and change behavior.
2. Teacher contacts home to inform parents about the *unchanged* behavior.

Teacher informs the parents that he/she is considering a recommendation for an N in a specific Success Orientation. Parent is given the opportunity to aid the student/teacher in adjusting the behavior.

- 3.** A second parent contact **MUST** be made to indicate that an N is being recommended. *Thus, two home contacts must be made before a student can be recommended for an N. That form goes to the Director of Instruction and a copy is added to the student's files.*
- 4.** In extreme circumstances, a faculty member may recommend an N after notifying the parent only once. *These cases may include but are not limited to cheating, fighting, stealing, etc.*

STATUS REPORTS

The "Student Status Report" is distributed to parents five times per year (at the end of each quintile). The report provides a continuous record of a child's progress during the school year in each of his/her courses.

The bar graph

The bar graph below the Competencies and Knowledge section on the Status Report lists information with reference to the three skill areas of instruction found in the academic program: Reading, Language Arts, and Mathematics. Our computerized data bank compiles mastery of these core area outcomes and expresses them as a bar graph and as a percentage of outcomes that are mastered through the nine years of elementary school. These are the foundation competences upon which all else depends.

STUDENT ASSESSMENT and Evaluation

Program

A Mastery Learning Curriculum

Each learning area or subject is divided into essential units or outcomes. Each essential unit or outcome is in turn divided into a number of specific sets of knowledge and skills that the student is expected to master. These sets of knowledge and skills are called "TSW's" after the expression "The Student will..." Teachers provide a program of instruction for each of these essential units guided by this curriculum.

Teachers evaluate each student for mastery of the concepts and skills taught. A variety of evaluation tools are used that are appropriate to the student's age and the subject area taught. These include but are not limited to written tests, projects, direct observation, and student activities.

Students who do not completely master an essential unit are given additional instruction directed at a variety of learning styles to affect students' progress toward mastery. The process of re-teaching and evaluation continues until the essential unit is mastered by the student.

Grades Awarded

QSI status reports may include the following grades. Here is what they mean:

- 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 in which the student successfully engaged in higher order thinking or performance skills.
- P** The student is "In progress" in the outcome (normal status).

- H This outcome is "on hold" for a legitimate reason. (The student has begun the outcome but is not currently pursuing it.)
- D The student has not made a 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 in mathematics, reading, or language arts.)
- W The student has withdrawn from this outcome.

The Difference Between an 'A' and a 'B'

We believe all children can and do learn. Our teachers teach and re-teach until the essential unit is mastered. Therefore, a 'B' denotes the student has mastered the material and knows it well. The grade of 'A' indicates that the student has mastered the material well and is also able to consistently demonstrate higher order thinking and performance skills, such as problem solving, analysis, creativity, etc. This also implies in-depth applications of the content of the essential unit (outcome).

The Difference Between a 'D' and an 'H'

An 'H' means the essential unit (outcome) has been placed on hold. The teacher may determine it is best for the student not to pursue this outcome at the current time. It may be that the student needs other background knowledge or skills before he/she continues to work on this unit, or it is interfering with the progress the student is making with another unit. At the right time, the teacher will have the student re-engage in the outcome.

A 'D' is given when the student *has not made a reasonable effort* and when the student refuses to work toward mastery. This grade is temporary and is changed to a 'P' (in progress) when the student returns to an acceptable work pattern or to an 'A' or a 'B' when the student demonstrates mastery of the unit.

Completion of Units

The following policies are mainly for middle school and secondary school students, although they also apply to upper elementary students, if needed. Students are always treated on a case by case basis and all actions are reviewed and approved by the administration, whose decisions are final.

1. If a student has not turned in all the required assignments by the time an assessment is given, the teacher will assign a D to that outcome **and** the student will not be allowed to take that unit assessment. The teacher will call home indicating the grade given and why, and discuss what the student needs to finish in order to take the assessment.
2. The student needs to make arrangements with the teacher on when to take the assessment.
3. If a student misses an exam for any reason, he/she has 5 academic days to make arrangements with the teacher to take the exam. If arrangements are not made, the teacher assigns a D to that outcome.
4. Students take make-up assessments during times that are convenient for teachers, including study periods and after school.
5. While a student is preparing for the make-up assessment, the teacher may assign additional work to the student.
6. Once a student earns a D, he/she is not allowed to participate in any after school activity until the D is changed to a B; a D cannot be changed to an A at this time. Once the test is taken or project handed in, the teacher has one week to grade the assessment before the student is eligible to participate again.
7. Students wishing to upgrade, are normally only allowed one chance at an upgrade. However, students need to make arrangements to take the upgrade assessment within 5 academic days. If no arrangements are made within that time period, the student forfeits his/her chance to upgrade for that outcome. If the student wants additional opportunities to

upgrade to an A, it is up to teacher discretion. Opportunities to upgrade to an A are not normally permitted during the last 3 weeks of the school year.

8. Students are allowed to take at most two make-up tests to pass a unit. If the student does not pass the second assessment, he/she must file a petition, signed by the parent and the student, and it must be approved by the Director of Instruction in order to take a 3rd make up assessment.

ACADEMIC INTEGRITY

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

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

- Discussing (in detail) a test or quiz with a person who has already taken it.
- Bringing hidden notes or using notes during a quiz or test. The mere possession of such “cheat notes” indicates intent to use them and as such would be considered a violation of the QSI Atyrau Guidelines of Academic Integrity.
- Looking at another person’s work during a test or a quiz.
- Talking to another person during a test or a quiz unless specifically permitted to do so by the teacher.
- Allowing another person to look at your work during a test or a quiz.
- Assisting another person during a test or quiz through noises or silent signals.
- Possessing, in ANY form, a copy of the test or quiz before it is administered.
- Doing another person’s quiz or test for them at their request, or your initiative.

Plagiarism

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

Examples of plagiarism are, but are not limited to:

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

Because all violations of Academic Integrity strike at the very core of the nature of the school, the response to plagiarism and cheating is extreme, including the possibility of redoing all outcomes of

that course. A Secondary 4 student who violates the Guidelines of Academic Integrity may also be required to write a letter to universities explaining your actions.

BEHAVIORAL EXPECTATIONS

A Safe Environment

Harassment and Intimidation (Bullying)

No harassment of another student, whether verbal or physical, is tolerated at QSI Atyrau. Any student found harassing another student may be recommended for long term suspension from attendance at school or expulsion. **Bullying is not tolerated** and all reported incidents will be investigated.

Smoke Free, Alcohol Free and Drug Free

The use or possession of non-prescribed drugs, tobacco products or alcohol by a student enrolled at QSI School of Atyrau is strictly prohibited on campus or at school related activities, whether at school or at a different location. If it is determined that a student was using, under the influence of, or in possession of such substances, the student is subject to punishment. Drug and alcohol possession are zero tolerance misbehaviors and will lead to major school suspensions or expulsion.

Public Display of Affection

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

Dress Code

QSI Atyrau believes that a certain amount of freedom of choice in dress is appropriate. However, school is an important place, and as QSI students are guests in Kazakhstan, they should always be mindful of giving the best possible impression as they represent QSI and their home country. Clothing should be neat, clean, and appropriately worn.

Minimum Requirements:

- Clothing must cover areas from one armpit across to the other armpit, down to approximately 10 centimeters (3 to 4 inches) in length on the upper thighs.
- The front and back of a shirt or top must be connected at the shoulder by a sleeve or strap of at least 5 centimeters (2 inches) in width.
- Clothing should fit appropriately within the dress code guidelines.
- Close-toed shoes with a supporting back to secure the foot. Footwear should be safe for the school environment (flip flops, slaps, pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the director).
- See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
- Headgear including hats, hoodies, and caps will not be worn in the building unless permitted for religious, medical, or other reason by school administration.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear. Students are expected to wear trainers or a sport shoe for P.E.

- No inappropriate messages (i.e, foul language, alluding to foul language, suggestive messages or symbols, any drug, alcohol, or tobacco related)
- Clothing displaying graphics, whether pictorial or words must be consistent with the school’s mission statement, not disruptive to the school’s program, and not offensive to others.
- Winter boots should be worn only outdoors. Students are expected to bring appropriate indoor footwear to wear inside during colder months.

Consequence: Student exchanges inappropriate clothing for “appropriate” clothes. Continual abuse of the dress code policy could possibly affect student’s success orientation nominations.

QSI Atyrau

Misbehaviors have been categorized into three levels depending on the severity of the incident.

Each incident is reported to the Director of Instruction.

Level 1 Misbehaviors

Level 1 misbehaviors keep or distract students from learning.

These behaviors include, but are not limited to:

Level 1 Behaviors	Consequences
1. Electronics*	<p>Teacher: Warning, time off recess, lunch detention, call home, etc. at teacher’s discretion.</p> <p>*device confiscated, and parent must collect item from office (after repeat offence)</p> <p>◆see the dress code procedures</p> <p>If a Level 1 behavior persists (3+), it is seen as a Level 2 behavior.</p>
2. Dress code◆	
3. Tardiness	
4. Disruptions	
5. Public Display of Affection	

Level 2 Misbehaviors

Level 2 misbehaviors cause classroom or school environment to feel unsafe.

These behaviors include, but are not limited to:

Level 2 Behaviors	Consequences
1. Insubordination	<p>Teacher: may opt to deal with the incident in the classroom or send directly to the office of Director of Instruction. Any referrals to the office should be accompanied by the Student Referral Form.</p> <p>Administrator: maximum of 5-day suspension If a Level 2 behavior persists (3+), it is seen as a Level 3 behavior.</p>
2. Harassment	
3. Forgery	
3. Plagiarism, cheating	
4. Theft	

5. Vandalism	Parent Conference and behavior plan required to return to school.
6. Profanity	
7. Repeated Level 1 Behaviors	

Level 3 Misbehaviors

Level 3 misbehaviors put the student or others at an immediate physical/emotional danger. These behaviors include, but are not limited to:

Level 3 Behaviors	Consequences
1. Fighting	Student sent immediately to office
2. Sexual Harassment	
3. Alcohol/Chemicals/Tobacco, possession and/or use	Administrator: (administrator reserves the right to deal with offenders on a case-by-case basis.)
4. Burglary	1 st offense: a. Minimum 3-day suspension b. Parent Conference required
5. Repeated Level 2 Behaviors	
*6. Bribery	2 nd offense: Recommended Expulsion
*7. Ammunition, Weapons, etc. possession	*Automatic Recommended Expulsion
*8. Bomb threat, causing fire alarm	Parent Conference and behavior plan required to return to school.
*9. Arson	

CONSEQUENCES

Definitions of Misbehaviors

Alcohol/Chemicals/Tobacco: possession or use of any narcotic or controlled substance or possessing or distributing drug paraphernalia (lighter or matches), or use of over-the-counter or prescription drugs for the purpose of mood alteration or intoxication, inhaling the fumes of certain volatile substances for their mood-altering or intoxicating effect are prohibited on school property or at any school related event.

Ammunition, Weapons, Mace or Pepper gas, Fireworks: possession of weapons, bullets, or other projectiles designed to be used in/as a weapon or other material designed to cause pain or injury.

Arson: intentional destruction or damage to school buildings or property by means of fire.

Bomb threat, fire alarm: intentionally causing a false fire alarm or making a bomb threat

Bribery: attempting to coerce someone to perform an act by offering money, gifts, or other solicitation

Burglary: entering a building or a specific area of a building without consent and with intent to commit a crime

Cheating: getting answers for an independent assignment (ex. test) from a source other than the student's own knowledge (notes, another student's work); also giving answers or sharing work with someone else

Disruptions: actions that hinder the teacher/staff member from performing his/her assigned duties *ex: speaking without permission, getting out of seat without permission, playing in class*

Dress code: See "Dress Code Policy" p. 20

Fighting: a physical assault on another person

Forgery: intentionally signing any document with parent or guardian signature with malicious or intent to defraud.

Harassment: Verbal, written or otherwise expressed actions that arouse alarm in others that is discriminatory, abusive, threatening or obscene, which bullies, intimidates, threatens or causes fear of bodily harm or death; words or actions that negatively impact an individual or group based on their racial, cultural or religious background, their sex, their sexual orientation, any disabilities, national origin, or socio-economic status.

Insubordination: willful refusal to follow directions given by a staff member

Plagiarism: a student using another person's work (from a book, internet, other student) and claiming it as his/her own

Profanity: obscene or profane language or gestures, written or printed materials (including pictures), or conduct which is inappropriate in a school setting

Public Displays of Affection: behaviors that show a lack of modesty or tact

Sexual Harassment: Sexual harassment may include actions such as the following:

- a) Sex-oriented verbal "kidding" or abuse
- b) Subtle pressure for sexual activity
- c) Physical contact such as petting, pinching, or constant brushing against another person's body
- d) Demands for sexual favors, accompanied by implied or overt promises of preferential treatment or threats

Tardiness: being late for class without a proper excuse (written note from parent)

Theft: stealing others' personal or school property

Vandalism: destruction of property belonging to the school or another person

COMPUTER USE POLICY

The computer network is an important element of instructional assistance. Students need to follow computer use guidelines in order to make the experience valuable for all users. General school rules for behavior apply. Students must agree to act in a considerate and responsible manner to receive permission to access QSI Atyrau technology. Access is a privilege which entails certain responsibilities.

Administrators may review files and communications to maintain system integrity and insure that students are using the system responsibly; therefore, users should be aware that files may be examined by those who are responsible for the network.

In addition, the students will have access to the World Wide Web at school. This is a wonderful opportunity for our students to broaden their educational resources and become part of the world. In this global technological age, information is readily available for student use. We encourage our students to be progressive and use this valuable tool. Below are some basic rules and procedures that students must follow when they are in the computer room.

Students must...

- follow all copyright laws.
- cite all sources.
- respect every user's right to keep their folders and documents private.
- leave all food and drinks in the designated space or in their zipped up back pack.
- Sign acceptable use technology policy

With teacher permission, students will be allowed to...

- install language packs for their home languages.
- download pictures for projects.

Students will not be permitted to...

- load music anywhere on the network – if music is found on the network, it will be immediately removed. If it is possible to discern the owner of the music, this will be considered a violation of computer rules.
- load software on a school computer—this includes backgrounds, mouse pointers, pictures or graphics that are not to be used for class.
- use the command prompt for any reason including terminal services.
- manipulate the desktop or laptop (i.e. hide the taskbar).
- send net messages to other computers on the network.
- send, display, or send offensive messages or graphics.
- use obscene language.
- “hack” into the school server or outside websites.
- post personal information of any kind on the web.
- participate in “chats” on the web other than designated academic software (ie., Teams)
- gain unauthorized access to another individual’s account or outside websites.

A student discovered violating any of the above rules may forfeit his or her privileges to access QSI Atyrau technology, school computers, or the school’s network.

Child Protection
Introductory Letter to School Community

Dear Parents,

QSI International School of Atyrau strives to provide your children with positive educational experiences that are characterized by caring, supportive relationships and free from neglect or abuse of any kind. We are committed to working with you to ensure that the school maintains this type of environment.

Quality Schools International (QSI) has developed a Child Safeguarding and Protection Handbook, which has been adapted to and adopted by this school. By enrolling your child(ren) at QSI International School of Atyrau, you agree to work in partnership with the school and you understand and agree to the child protection Code of Conduct. Protocols outlined in the handbook are aligned with the QSI Mission Statement, Exit Outcomes, and Success Orientations, as well as these two articles from the United Nations Convention on the Rights of the Child:

Article 19: Protection from abuse and neglect

... Shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse . . .

Article 34: Sexual exploitation

... Shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

To help our students to learn and grow in a safe environment, the following educational components are included in the school's Child Safeguarding and Protection plan:

- Age-appropriate lesson plans to foster understanding personal safety, needs, and rights in each classroom.
- Parent information sessions and resources regarding the school's Child Safeguarding and Protection programs and policies.
- Faculty and staff professional development workshops on recognizing and reporting child abuse and neglect.

Thank you for your support in maintaining a school and community in which students, staff, and parents feel safe and happy. If you have any questions about the Child Safeguarding and Protection plan or any other school policies, please don't hesitate to contact me.

Sincerely,

Dr. Laura Hayward

At the end of this handbook you will find the QSI International School of Atyrau Child Protection code of conduct that all adults in our school community (parents, and volunteers) are required to sign. A similar document is also signed by all staff members in our school.

QSI ACCEPTABLE USE POLICY FOR TECHNOLOGY

I. OVERVIEW

A. Introduction

Quality Schools International (QSI) provides QSI employees and QSI students (referred to collectively as "Users") with access to technology. This technology (hereafter referred to as "the System") includes but is not limited to computers, networks and storage devices, printers, scanners, mobile devices and other equipment, the Internet and other remote systems, software, email and other remote applications, and future technology. QSI's Acceptable Use Policy (AUP) governs use of the system by all QSI employees and students.

B. Scope. QSI's AUP (Acceptable Use Policy) has several components.

1. Overview and Statement of Purpose
2. AUP for Employees
3. Student AUP and Parent Consent Form

C. Overview and Statement of Purpose

1. The System has a limited educational purpose (hereafter referred to as "the Educational Purpose"). The Educational Purpose of the System as it relates to QSI students is to assist in preparing them for success in life and work in the 21st century. It provides many benefits, including access to a wide range of information and the ability to communicate with people throughout the world. Students' use of the System is a privilege, not a right, as governed by the Student AUP set forth below.
2. The Educational Purpose of the System as it relates to QSI employees is to assist them in professional learning and career development, planning and preparation, establishing a positive classroom environment, delivering effective instruction to students, and satisfying professional responsibilities. QSI employees' use of the system is governed by the Employee AUP set forth below.
3. Additionally, the System will be used to increase QSI and students' intercommunication opportunities, enhance productivity, promote the exchange of information with peers, and assist employees in professional learning and career development. The System will also assist employees in sharing information with the local community, including parents, social service agencies, government agencies, and businesses.
4. The AUP provides understandable guidelines and benchmarks to promote the safe, beneficial use of technology by QSI employees, students, and their families, that can be practically applied day to day, given that technology is inherently changing and unpredictable.

II. QSI STUDENT AUP (ACCEPTABLE USE POLICY) & PARENT CONSENT FORM

Computers, the Internet, and related technologies are valuable resources for students, and serve as the world's largest library and information database. QSI

is dedicated to producing students capable of succeeding in today's technology-pervasive society. Students receive technology training including QSI's Essential Unit on Digital Citizenship. This unit, required for every QSI student from age 5 through secondary, provides a strong background in the proficiencies and ethical competencies for safe computer use, and to succeed in modern society. Students are expected to conduct themselves according to these outcomes, even when not at school. Issues brought to the attention of the staff that negatively affect other students or disrupt the school day will be dealt with by the school. These guidelines are available from your school or online at: <http://www.qsi.org> .

Your student may be asked to create the email or other online accounts required to accomplish these essential outcomes. Photographs of your student may appear in QSI publications and documents, or media reports about QSI.

Please contact your school director if you have concerns about this or any other requirement below.

A. Acceptable Use

1. Technology is to be used in a responsible, ethical, and legal manner. Some information and activities are not appropriate for school.
2. All technology use must support QSI's educational objectives, meet the objectives of QSI's Digital Citizenship Outcomes, and be in accordance with QSI's Success Orientations.
3. Use for student self-discovery may be allowed, but the Director will decide what usage is acceptable.
4. The Director may suspend or permanently end technology access for any student who violates QSI's AUP.
5. The use of QSI technology is a privilege, not a right.
6. The cost of willful damage will be billed to the parent or guardian of the abusing student.

B. Unacceptable Use Includes:

1. Downloading, copying or adding any unauthorized software, applications or files to or from the System.
2. Plagiarizing others' work. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the student. This includes direct copying as well as paraphrasing ideas without giving credit to the author.
3. Violating copyright, trade or service marks, or intellectual property rights. This includes peer to peer file sharing of copyrighted files. If the student is unsure whether or they can use a work, they should not use it without permission from the owner.
4. Using any username, password, or resource (within or beyond QSI) that a student is not authorized to use.

5. Participating in illegal activities. Activities on Internet accessible computers may be governed by the laws of several countries and jurisdictions.
6. Using harmful, threatening, abusive, or obscene language or imagery at any time.
7. Vandalizing computers, the school network, technology, equipment, drives, files, software, or Internet resources. Vandalizing includes, but is not limited to any attempt to modify, erase, or destroy another person's documents or files, or to defame or vandalize someone's digital profiles.
8. Using technology that is explicitly prohibited.
9. Attempting to fix, repair, or enhance any equipment, device, software or other QSI resource without teacher approval. Please contact QSI regarding any repair or fix.
10. Wasting resources, including file storage, Intranet and Internet bandwidth, or paper, by unauthorized gaming, downloading, video or audio streaming, or other unauthorized activities.
11. Playing tricks or pranks on other people. Examples may include moving files, adding unauthorized content to a document or e-mail, or otherwise distorting information.
12. Engaging in any activity that might imperil the student or others. Students should promptly disclose to their teacher or other school employee any message they receive that is inappropriate.
13. Violating the posted policies for any lab, library, or computer room.

The following pages are also included unbound at the end of this handbook for your convenience to sign and return to school.

Photo Opt-Out Document

My Student (s)

Age level class

(e.g. 3 year olds, 4 year olds, etc.)

I understand that photos or videos are regularly taken of children attending the QSI School of Atyrau and their parents. These photos or videos may be used for the purpose of creating a school yearbook, either on paper, or in electronic form, school website, and classroom pages.

Photos and videos used on the school's website will never include the student's name or the family's contact information without express prior written consent by me.

Please return this form to the school.

I do **not** agree to allow my child/ren's photos or videos to be used...

—————>

I agree to allow my child/ren's photos or videos to be used...

—————>

*If you do not return this form to the school, it means that you allow your child/ren's photos or videos to be used

Parent or Guardian:

Signature: _____

Date: _____

Please return this form to the school.

HANDBOOK ACCEPTANCE FORM

I have read and reviewed the QSI School of Atyrau “Parent Student Handbook”. I understand the contents and agree to help my children abide by them.

Parent or Guardian Signature: _____

Date: _____

Student Name (Printed) _____

Student Signature _____

QSI ACCEPTABLE USE POLICY FOR TECHNOLOGY

My signature below acknowledges that I have read, understood, and agree to the QSI Student AUP (Acceptable Use Policy). I further acknowledge that I will abide by the rules and guidelines stated in the Parent – Student Handbook.

QSI Student Name (Print)

QSI Student Name (Sign)

Date

As Parent or Guardian, I accept this agreement and the information set forth above.

Parent/Guardian Name (Print)

Parent/Guardian Name (Sign)

Date

Child Safeguarding and Protection

Code of Conduct

This Code of Conduct must be read and signed by all employees of the school, parents, and anyone who will have contact with students as part of a school program, activity, field trip, or other event. The person's signature indicates understanding and agreement to the Code of Conduct.

QSI International School of Atyrau Code of Conduct

QSI International School of Atyrau is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, and volunteers. The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of the school can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work. Additionally, members of the school community, including parents, must be aware of the parameters of the Code of Conduct and the expectation of adult behavior toward children within the school community.

- We should be aware of our own and other persons' vulnerability, especially when working alone with children and youth, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must not engage in any covert sexual behaviors with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for children and youth at all school activities, both on and off campus. We ask families to provide safe environments for children at private events as well.
- We must show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. School personnel and volunteers are prohibited from physical discipline of a child.
- Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate, and never in private. One-on-one meetings with a child or young person are best held in public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting.
- We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse or neglect must be reported to the appropriate school and local authorities.
- Faculty, staff, employees, and volunteers should refrain from the illegal possession and/or illegal use of drugs and/or alcohol, and from the use of tobacco products, alcohol and/or drugs when working with children. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to young people. Staff members and volunteers should not accept gifts from, or give gifts to, children without the knowledge of their parents or guardians.
- Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between parents, administration, teachers, personnel, volunteers, and minors:
 - Communication between school adults (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.
 - Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.
 - Faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.

Statement of Acknowledgement of Code of Conduct for Signature

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

I will:

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with children and/or youth at school activities without another adult being notified.

- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth.
- Maintain appropriate physical boundaries at all times and touch children only in ways that are appropriate, public, and non-sexual.
- Comply with the mandatory reporting regulations of the school by reporting any suspected child abuse or neglect to the Director or Academic Coordinator.
- Cooperate fully in any investigation of abuse or neglect of children and/or youth.
- Protect the child and the child’s family by maintaining confidentiality in the case of a report of misconduct, and refusing to share any details about the report with anyone outside of the school’s Child Protection Team and relevant authorities.

I will not:

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

Staff, volunteers, and others who work with students:

I understand that as a person working with and/or providing services to children and youth under the auspices of QSI International School of Atyrau, I am subject to a criminal record background check. My signature confirms that I have read this Code of Conduct and that as a person working with children and youth, I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from the school. If a report is made against me, and the allegations are confirmed, the school is bound to share the findings with anyone who inquires for a reference about me.

Parents:

I understand the rules regarding mandatory reporting that are in place at the school. I agree to maintain an environment in my home and at private events that is free from abuse and neglect, for my own children and any other children with whom I may interact.

Name: _____

Signature: _____

Date: _____