

Baku International School



Student-Parent Handbook 2023-24

Updated: 25 June 2023

Handbook maybe updated during the year to improve areas connected with safety, student health, Mastery Learning, or Success Orientations.

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Welcome Message from the Director

Dear Parents, Students, Staff, and Friends,

Welcome to Baku International School (BIS). The school is proud to be a true international school with a diverse student population hailing from more than twenty-five different countries. All of these students come to school eager to learn, with high expectations. Building upon these expectations, the school's teachers encourage students to strive for academic and personal excellence in all areas of their lives.

BIS is fully accredited by the Middle States Association of Colleges and Schools. Its teachers are all highly qualified educators with most of the core content teachers educated and certified in the U.S. The curriculum is challenging, and the Mastery Learning approach ensures that all children understand each concept.

The school firmly believes in its Success Orientations, which are character traits that lead to success in school and in life. The school is part of Quality Schools International (QSI), so it has the support of dedicated educators from around the world. The school is able to provide a small and positive student-teacher ratio where each child receives personalized attention.

BIS has been in operation for over 25 years and is proud of its students' many accomplishments achieved during this time. The school is very proud of the tremendous support it receives from its families and all they have done to help make the school exceptional. International Day is another event that showcases the flavors and flair of the many countries the students call their homeland through both student and parent participation. The active Parent Support Group supports the relationship with families and community with numerous events throughout the year.

The school is excited about the continuing opportunities and growth seen every day at Baku International School. You are always welcome to stop in at any time with comments or suggestions for the school.

Warm regards,

Dr. Brian Garner
Director

A Message from the Director of Instruction

Dear BIS Parents and Students,

Welcome to BIS. We are excited to have you here with us this school year. At all QSI schools, we believe that every student can be successful, and that success breeds further success. I wish each and every one of you a successful school year.

BIS offers many exciting academic and extracurricular opportunities for our students. We encourage students to take advantage of all BIS has to offer and to accept the many challenges they will face with interest and enthusiasm. We hope that with high expectations, a strong instructional program, and the support of family and teachers, students will thrive and grow in all areas.

Our teachers are one of the reasons BIS stands out among other international schools. Our teachers are caring and provide academic experiences for our students that are rigorous, relevant, and help them build relationships while making real-world connections. As your Director of Instruction, it is important to me that the teachers, students, and parents who come through our doors are excited to be here! This attitude enables us to meet the challenges of academic excellence in a positive, fun, and nurturing environment.

I look forward to working with you as a team to help each student at Baku International School meet their goals and have a great school year!

Sincerely,

Katie Holmquist
Director of Instruction

School Calendar



Baku International School

2023-2024 School Calendar

Term 1

First Day: 24 August 2023
(THURSDAY)
Last Day: 15 December 2023
(FRIDAY)
Number of School Days: 73

Term 2

First Day: 08 January 2024
(MONDAY)
Last Day: 29 March 2024
(FRIDAY)
Number of School Days: 53

Term 3

First Day: 01 April 2024
(MONDAY)
Last Day: 21 June 2024
(FRIDAY)
Number of School Days: 54

General Information

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

Quintile 1

First Day: 24 August
Last Day: 12 October
Holidays: _____

Quintile 2

First Day: 13 October
Last Day: 14 December
Holidays: Fall Break 16 Oct 20 Oct
Victory Day of the Republic of Azerbaijan 08 Nov
Flag Day 09 Nov
Fall PD 16 Nov 18 Nov

Quintile 3

First Day: 15 December
Last Day: 26 February
Holidays: Winter Break 18 Dec 05 Jan
Martyrs' Day 22 Jan

Quintile 4

First Day: 27 February
Last Day: 26 April
Holidays: Women's Day 08 Mar
Spring Break 18 Mar 22 Mar
Novruz Holiday 20 Mar 22 Mar
Ramadan 10 Apr 11 Apr

Quintile 5

First Day: 29 April
Last Day: 21 June
Holidays: Victory Day Over Fascism 09 May
Republic Day 28 May
Day of National Salvation 17 Jun

Contact & School Information

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Legal Guardian: Please note that throughout this Handbook, the term “parent” includes legal guardian.

Accreditation

Baku International School (BIS) is fully accredited in the United States of America through Middle States Association of Colleges and Schools (MSA) from Preschool through Secondary levels. MSA accreditation verifies that BIS meets or exceeds quality educational standards, is engaging in a program of continuous school improvement, and is providing for quality assurance through self-evaluation and peer review. During the 2006-2007 school year, the school’s accreditation was renewed through 2013. During the 2014-15 academic year, the school went through the process of re-accreditation and was fully accredited until December 2022. During the 2021-2022 school year, Quality Schools International shifted from individual school accreditation to a global accreditation called Systems Accreditation. In the Spring of 2022, BIS became accredited through MSA’s Systems Accreditation.

U.S. State Department Sponsorship

Baku International School receives annual financial support from the United States Government Office of Overseas Schools, which is provided for accredited, non-profit, international schools serving the dependents of US government personnel.

Baku International School Overview

Baku International School (BIS) was established by Quality Schools International (QSI) in 1994 as a private, non-profit educational institution which offers a high-quality Preschool (2, 3, and 4-year old's), Elementary (5-13-year old's), and a four-year Secondary program leading to graduation. The school and its programs are fully accredited by internationally recognized Middle States Association of Colleges and Schools in the United States. The school was founded to meet the needs of the children of foreign expatriates living in Baku, who require a high-quality instructional program delivered in English that facilitates their seamless transfer back home or to other international schools. The school's educational philosophy advocates a personal approach to instruction in accordance with a Performance-Based Model of education. All teachers and administrators subscribe to a "Success for All" commitment in working with students and cherishing a positive learning environment. The school is renowned for its "family-feel," success in inspiring good behavior, and strong academic standards.

For students five years of age and older, the curriculum includes: literacy (reading, grammar, composition, spelling, and library), mathematics, cultural studies, science, art, music, physical education, and technology. There are additional electives for secondary-level students. Intensive English classes are offered to elementary students who need additional help with English through the school's Intensive English pull-out program. Computer use is integrated across the curriculum. Other language study is offered to six years and older students during one class period per day, with a choice of French or Russian.

Respect and appreciation for Azeri culture and history is taught through the cultural studies curriculum and various holiday celebrations. Many other internationally recognized holidays and events are observed on a cultural level according to cross-sectional representation in the student body. Most textbooks and workbooks are imported from the United States, and an ample supply of consumables is made available (at no additional cost to the parents) for art lessons and other school activities. Courses are updated through the cooperatively written QSI curriculum based on a seven-year cycle of review. Class sizes are small and preschool and lower elementary classes have an appropriate number of paraprofessionals (teacher assistants) to serve the individual needs of each student.

Facility, Building and Grounds

Grounds

The school grounds are fully enclosed by a high wall and monitored by security guards twenty-four hours a day, seven days a week. Every precaution is taken to ensure that playground equipment is safe and sound. The director and maintenance staff inspect the equipment monthly and note any repairs needed; repairs are completed by maintenance staff and any unsafe equipment is roped off until it can be repaired. Most equipment has been purchased from the United States to ensure that safety standards are met.

Students enjoy the following during recess and lunchtime:

- Outdoor playground on padded artificial turf
- Covered soccer field on artificial turf
- Swings in two different areas
- Expansive outdoor jungle gym with slides

Building

Baku International School (BIS) moved into its present facility during the summer of 2004. The school is conveniently located near the Ganjlik district of Baku and is just a twenty-minute drive from downtown. The building was originally constructed in 1987 by the Soviet Builders Association as the logistics center of a concrete and steel works operation. The building easily passes seismic testing against earthquake hazards. The building and its grounds underwent extensive renovation and refurbishing to meet up-to-date safety code standards and to convert the building to a premier education facility. Further significant enhancements were made to the building through a generous security grant by the United States government, including a security-screening entry facility, camera surveillance system, and secure fencing. Baku International School continues to meet with US Embassy security personnel to evaluate the security measures on campus and provide suggestions for security upgrades. BIS applies for an annual security grant to support the security upgrades.

Summary of Educational Model

Success-Oriented Learning

The school's educational structure is designed around a Performance-Based/Mastery Learning approach that recognizes human characteristics and enables students to be placed in learning environments according to achievement levels. This approach facilitates matching the students' skills and needs with the academic program. The implications are profound for student attitudes and learning.

Performance-Based Education

The curricular model implemented is a performance-based approach to education. The content of each academic discipline is divided into specific student learning outcomes in essential units. An essential unit contains specific concepts or skills. Teachers give instruction and guidance for the essential unit using appropriate materials and activities. When the essential unit has been completed, assessment is carried out to determine student mastery. Records are maintained documenting individual student progress and credits earned. Objectives, instruction, teaching materials, and evaluations are aligned. The curriculum is reviewed periodically for relevance and validity. All curricula are available for parents to view.

Mastery Learning

In this research-validated model, each essential unit is taught with the goal of excellence. When a student demonstrates mastery of the essential unit, he or she progresses to the next essential unit. If the student does not achieve mastery, the teacher and the student may set up a program of re-teaching and re-learning, or conference and schedule extended practice to allow the student to demonstrate proficiency at the appropriate level before reassessment. When students demonstrate mastery, they are rewarded with an “A” or “B”; thus, a student never “fails” in the traditional sense. Instead, he or she proceeds logically through the curriculum at a pace determined by his or her mastery of the material.

Success Orientations

“Success for All” is the motto of all QSI Schools. Personal habits and the ability to interact successfully with others are deemed just as valuable as the knowledge and competencies students learn. Success orientations are actively encouraged in all areas of the school curriculum, making them a vital part of each student’s life pattern. Evaluations of the success orientations are limited to situations within the jurisdiction of the school and are made by the consensus of the professional staff members. They are grouped under the headings of:

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

Mission Statement

Virtually every five-year-old comes to school eager to learn. The mission of Quality Schools International (QSI) is to keep this urge to learn alive in every child in QSI schools. Our schools are established to provide in the English language a quality education for students in the cities we serve. These students are the children of parents

of many nationalities who have come to a foreign country, usually for a limited stay of a year or more. Some students are permanent residents, citizens of the host country.

Our schools follow a logical model of education which measures success by the accomplishments and attitudes of our students. We believe that all of our students can succeed, that their successes encourage them to continue in a pattern of success, and that it is the schools' responsibility to provide the conditions for success. These conditions include i) developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning, ii) providing the time and resources needed for each student to attain mastery, and iii) ensuring that students engage in learning at a level which is challenging and yet a level for which each student has the prerequisite skills necessary for success.

We believe in providing an aesthetically pleasing physical surrounding under the charge of a caring staff who believe their students will be successful, and who use time with the students as a resource for learning rather than as a boundary condition to determine when a unit of learning begins and ends. We believe in providing resources such as books, learning materials, and educational technology. In the world, today children need to become proficient in the use of computers and related technology as tools to accomplish a myriad of tasks.

Finally, we believe in working with parents to encourage our students to adopt qualities of living which lead to success long after formal schooling has ended. These include universally accepted "success orientations" of trustworthiness, kindness/politeness, responsibility, independent endeavor, concern for others, group interaction, and aesthetic appreciation.

Philosophy

The schools of **QUALITY SCHOOLS INTERNATIONAL (QSI)** have been founded in order to provide a quality education in the English language for expatriates living in the international community. Local citizens who want their children to be educated in English are also accepted. The schools recognize that most of the students are enrolled for only two or three years and have diverse educational backgrounds. The philosophy of **QSI** includes the following:

1. Attitudes Toward Learning - We believe that more learning will occur if the student has a desire to learn, has positive feelings concerning the school environment, and succeeds. A comfortable atmosphere of caring and acceptance established by the school is considered important, so that each student is encouraged to strive for excellence and to be creative. This is enhanced by an aesthetically pleasing environment with a view of appreciation for beauty and

order. Each student's possibility of success increases when he works at the appropriate level of difficulty and senses positive expectations from teachers.

2. Areas of Learning - Mastery of basic skills is considered a vital part of education, essential for success in studies of other subjects as well as in most situations in life. A broad and varied program of physical education, fine arts, and other activities is considered important to enhance the interest and education of the students.
3. Social Behavior - For a useful and meaningful life we encourage the development of personal qualities leading to acceptable values and harmonious relationships.
4. Cultural Awareness - An understanding and acceptance of the different cultures represented in the school are considered important. We believe emphasis should be placed on gaining an appreciation and knowledge of the region and the local country in particular.
5. Environmental Awareness - We believe it is essential to have an awareness of the value of protecting and improving our environment.

Inclusion Statement

QSI is open to all students. We respect their diversity regardless of race, ethnicity, gender, cultural background, disability, religion, personal beliefs, and socioeconomic status. QSI employees will be considerate of diverse cultural and family beliefs when teaching in the classroom. In QSI schools, we provide a safe and supportive environment for all students.

English Language Expectation

At Baku International School, English serves as the common language of communication. Students are expected to use English in all aspects of school life, except during Languages Other Than English (LOE) classes. The use of English as the primary language promotes a cohesive and inclusive environment. Teachers and the administration will actively remind and encourage students to communicate in English.

Admissions

Students six years old and older may be required to take an exam before being admitted to the school. This exam is used for placement purposes. Applications for admission are available through the school's website linked to www.qsi.org, may be

received in print format in the school office, or may be requested as an attachment to an emailed message by contacting a school administrator or e-mailing baku@qsi.org.

Admission to the school requires that parents submit completed application materials. A photocopy of the student's passport or birth certificate is also required along with previous school records. For teachers to prepare for newcomers, a period of two workdays is required between registering a student and the student's first day of attendance.

All new students enter Baku International School on probationary status. The school's administration reserves the right to dismiss any applicant who is found to have transferred from another school in which the student was not in good academic standing, or if the applicant had been dismissed, expelled or asked to leave because of behavioral issues.

The regular school program offered at Baku International School is not appropriate for students who have moderate to severe learning needs. The administration of Baku International School reserves the right to counsel with the parents of students who have moderate to severe learning needs in helping them find a viable educational program other than Baku International School. The families of students who are found to need regular tutoring within the school day itself because of particular learning needs may be charged the cost of a tutor.

Baku International School welcomes students with little to no English language skills enrolling at the pre-school through middle elementary levels. Children at the elementary level who do not speak English, or whose English language competency is not yet sufficient for instruction, will receive Intensive English instruction from specialist teachers.

Students who are upper-elementary, middle-school, and secondary-school age may be denied admission to Baku International School if their English-language skills are found to be significantly below their age level. If there is a question regarding the student's proficiency in these areas, the school will administer additional testing to determine the applicant's English language skills.

Student Placement

Pre-School Placement

Pre-school students through four-years of age are placed according to their age as of the birth-date cutoff of October 31.

Elementary Placement

The performance-based system of education places students according to ability, not necessarily age, in the subjects of mathematics, language arts, reading, and foreign language. The Placement Team (comprised of the Director, Director of Instruction, Guidance Counselor, and when needed - necessary teachers) determines the placement of students on a subject-by-subject basis in each of the core areas with the aim of challenging students, but not overwhelming them. Students are generally placed according to age in non-core subjects of art, music, physical education, cultural studies, science, and library.

Students five through eleven years of age who are new to Baku International School may be tested prior to enrollment for English, reading, and mathematics competency. Subject area assessment may continue during the first month of attendance before placement is finalized. Parents who have concerns regarding their child's placement in any course should discuss their concerns with their child's homeroom teacher. However, the final decision as to the placement of students in core classes resides with the Placement Team.

The homeroom class for all elementary students five through eleven years of age is determined by age using an October 31 birth-date cutoff.

Middle & Secondary Placement

Students twelve years of age and older entering the middle or secondary school must be fluent in English and are initially placed based on an analysis of records from previous schools, in combination with any BIS-administered assessments. A student may be referred for testing if a teacher or parents believe that this may be helpful in bringing clarity to a student's transcripts.

Intensive English & Mainstreaming

Intensive English/ESL for Students in 6-11-Year-Old Classes

Elementary students in need of Intensive English (IE) instruction may receive one-on-one and small-group instruction during any or all of the following lessons: language arts, reading, and foreign language. The school's Intensive English program follows a curriculum cooperatively written by experts from Quality Schools International.

Mainstreaming

Students whose academic performance indicates that they are ready to move out of the Intensive English program are mainstreamed into regular core subjects — most commonly no lower than one level below their age group. Once mainstreamed, students often continue to receive one-on-one and small-group instruction by Intensive English staff during selected afternoon sessions. This additional instruction

is designed to help the student make rapid progress in English-language acquisition, and to support the transition to mainstream classes.

Withdrawal

The parents of students withdrawing from Baku International School are required to fill out a Withdrawal Form and obtain confirmation from the homeroom teacher, core-subject teachers, and the librarian that all books and other educational materials have been returned to the school. Upon receiving confirmation from the accounting office that the student's financial obligations have been paid in full and the aforementioned signatures have been received, the school will provide school records and other documents required. Parents are requested to provide the office with written notification of plans to withdraw a minimum of one week prior to the last day of attendance. The school will need a week to process all final financial obligation and print the required documents.

Educational Program

Early Childhood Educational Program (2-year-old through 4-year-old classes)

The two, three, and four-year-old programs are taught in centers that help students feel secure. Children in the two through four-year-old programs are monitored at all times and are separated from older students when on the playground. Pre-school programs at BIS are not daycare programs—all activities are designed to teach cognitive skills, facilitate positive social interaction, establish essential English-language, pre-literacy, and pre-numeracy skills, and foster emotional well-being.

The educational program utilizes a wide variety of active hands-on learning experiences designed to promote self-confidence and build upon the natural interests of children. Class activities are designed to create learning readiness, develop listening skills, enhance attention span, encourage spatial and perspective understanding, facilitate physical coordination, and encourage age-appropriate social interaction. Teachers frequently change activities to maintain the students' enthusiasm for school and the learning experience. Activities at this level include songs, music, nursery rhymes, creative arts, movement, manipulatives, drama, social games, story time, calendar, physical coordination activities, and other meaningful play. In addition to this, children in the four-year-old program are exposed to more discovery learning activities and pre-reading and pre-writing activities. Pre-school classes typically take field trips aligned with the curriculum to support exploration and learning.

Five-Year-Old through Eleven-Year-Old Academic Program / Elementary School

Elementary classes are separated by grade level, and all homeroom teachers are experienced and certified in the United States, Canada, or the United Kingdom. A paraprofessional (teacher assistant) assists teaching core lessons through the eight-year-old class. Specialists teach most non-core subjects.

Students are grouped in achievement levels for literacy (reading and writing) and mathematics lessons. These subjects are taught at the same time of the day, giving opportunity for students to move from group to group, as appropriate for their achievement level. Grouping students of similar ability in these core subjects academically challenges students without overwhelming them. The Performance-Based approach to education makes it possible for students to make rapid progress toward mastering subject material and enables the gifted and talented to set their own pace.

The Elementary program is an eight-period day with core and electives being periods one through seven and activities or additional homeroom classes held during period eight. Parallel to the standard core lessons is an Intensive English program for those elementary students not ready for entrance into the regular school program.

Elementary level students have seven-period days, comprised of a double period of English focused on reading, grammar, composition, spelling, and library. The core subject of mathematics is also studied each day, while other subjects are studied two to four times a week, namely: science, cultural studies, art, music, and physical education. Language study is offered each day for one class period in small groups with a choice of: Italian, French, and Russian.

Five-Year-Old through Ten-Year-Old Activities

Students in the five-year old through ten-year-old classes select activities that are held from 3:15 to 4:00 p.m. on Mondays and Wednesdays. Activities may include gymnastics, bowling, ballet, chess club, arts and crafts, team sports (competitive for ages 9-10), environmentalism, or foreign language clubs. Children in these programs are closely supervised at all times.

Middle and Secondary Schools Academic Programs

Eleven-year-old through thirteen-year-old students at BIS are considered middle school students, Secondary I through IV students are considered secondary students. Certified subject area teachers instruct all courses for all middle and secondary level courses at BIS. Core classes for the twelve-year-old and thirteen-year-old classes are separated. The individualized approach continues at this level through the close monitoring of progress of each student in each unit. The school counselor and administration work with middle and secondary school teachers to schedule academic and university counseling sessions as necessary.

The middle and secondary school program includes eight periods each school day. All students must take literature, mathematics, cultural studies, and science daily. Languages including Russian, French, and Italian are taught daily. Elective courses are such as Dramatic Arts, AP Psychology, Media, Art, and Music are also available. Advanced Placement (AP) courses and the AP Capstone Diploma Program are an important part of the secondary curriculum for students. Students interested in taking these courses will work with the counselor to ensure they are part of their daily schedule.

BIS secondary students also have access to QSI's Virtual High School (QVS) where they can enroll in many courses that may not be offered on campus. Students who opt to take a QVS course must discuss this with the counselor and put down a financial deposit or pay for the course in advance (financial payments vary on the students units and situation). All deposits will be returned upon successful completion of the QVS course. Students enrolled in QVS courses will have a period worked into their daily schedule.

Three graduation diplomas are offered at BIS: General Diploma, the Academic Diploma, and the Academic Diploma with Honors. Students who complete the AP Capstone Program will also receive the AP Capstone Diploma. Most graduates earn an Academic Diploma or Academic Diploma with Honors, which is recognized by universities in the United States, Europe, and around the globe. Each secondary student works with the Guidance Counselor and administration to develop their graduation plan, including the analysis of previous school records.

Pre-School Procedures and Policies

Separation from Parents

Starting school can be an anxious experience for both parent and child. The process of separation from the parent as the child enters and attends preschool is one of the most important accomplishments your child can learn, and each child reacts differently. As children mature, they begin to identify themselves as independent personalities. To help you and your child through this developmental stage, we suggest the following:

- See that your child is involved in a specific activity or is in the hands of one of the teachers before you leave.
- Tell your child when you are leaving.
- Say 'Goodbye' positively and leave the room quickly; avoid prolonged good-byes.
- Ask your teacher for help in separation.

It is not uncommon for some children to cry during their first few days of school. However, children quickly come to trust his or her teachers and feel comfortable with the new, stimulating surroundings. We will keep you informed of your child's

progress. Please feel free to call us any time to see how your child is adjusting. Our goal is to make your child's transition to school a positive and happy experience.

Corrective Discipline Practices

Preventative methods of discipline are primarily used to maintain group control and handle individual behavior. However, when a child exhibits unacceptable behavior or attitudes, the child is instructed as to what is wrong and then directed to a positive alternative. If the inappropriate behavior persists, the teacher or paraprofessional may separate the student from others, take away privileges, or use "Time Out." In accordance to generally accepted psychological practices, "Time Out" will never exceed one-minute for each year of a child's age.

Diapers and Baby-Wipes

Parents who have enrolled their not fully potty-trained two or three-year-old child should provide an ample supply of diapers and baby-wipes for their child. These diapers and baby-wipes will only be utilized for their child and under no circumstances will the supplies provided by the parent be utilized for another child. Parents will be notified if the supply of diapers and baby-wipes for their child needs replenishing.

Potty Training Procedures

Bladder and bowel training is a developmental skill and even potty-trained youngsters periodically have "accidents." For this reason, a spare set of clothes should be provided by parents of all two and three-year old children attending BIS. These spare sets of clothing will be kept in storage in case of an "accident" and never used for any other child.

Mid-Morning Snacks

Snack time is scheduled for the two, three, and four-year old's each midmorning and afternoon. Parents of these preschool students should send two nutritious easy-to-eat snacks with their child each school day.

Classroom Shoes

The two, three, and four-year old's centers are clean-shoe areas. When children come into the building at the start of the day and after recess, they are required to change into a pair of comfortable clean shoes that could be worn outside in the event there is a fire-drill or evacuation of the school building. Street shoes may be stored on the shoe rack located in the foyer of each class and clean shoes may also be kept in this area overnight. We suggest comfortable shoes with Velcro closure.

What your Child May Bring in from Home

Show and Tell Day is typical of most preschool programs. Please keep in mind that violent toys, videotapes, books, guns and swords may not be brought to school.

Birthdays: Birthdays are special and important occasions. You are welcome to bring cupcakes or cookies to share with your child's class. Please make arrangements with your child's teacher for any special plans to make your child's birthday one-of-a-kind. Summer birthdays may be celebrated by a "half birthday" the date 6 months before/after the summer birthday. Please note: birthday celebrations at school should not include gifts from the students in attendance.

Middle School and Secondary School After School Activities

Middle and secondary students enjoy an active Student Government and an array of after school activities and sports. Additionally, secondary teachers offer office hours, homework help, and AP and SAT exam preparation guidance.

Middle School and Secondary School Sports Schedule

Coaches of seasonal sports announce practices in the weekly newsletter for after school practices according to the season and the need to practice for upcoming tournaments. The BIS seasonal sport schedule is scheduled in accordance with all international schools in the Caucasus and includes cross-country, soccer, volleyball, and basketball.

Grades and Participation in Secondary Sports Program

If a secondary student has a D grade in one or more units or classes, that student will be placed on probation for participation in school sports. Students in this situation will be placed in Unit Recovery program. Their sports participation **may** be limited until they are caught up on their work. An expectation to continue participation in sports is for a detailed improvement plan to be created with the student, parent, teacher, counselor and administrator. Measurable goals must be established in a feasible timeline. The student may only attend practice if the student is enrolled in Unit Recovery and has an improvement plan to actively complete their units.

Private Music Lessons

Students are encouraged to utilize one of a number of vacant classrooms for private music lessons any day after school from 4:00 p.m. until 5:00 p.m. The music teacher can assist with arrangements and finding instructors.

Student Evaluation

The Evaluation System is designed to support the school's educational philosophy and success-oriented model of education. Thus, all students are expected to demonstrate mastery work to achieve grades of "A" or "B."

Evaluations written on "Status Reports"

- ❖ "A" All essential parts of the unit 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 unit 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 unit.
- ❖ "H" The unit is "on hold" for a legitimate reason. The student has begun the unit but is currently not pursuing it.
- ❖ "D" The student has not made reasonable effort and is therefore "deficient" in attaining mastery of the unit.
- ❖ "E" Exposure. The student made a reasonable effort in the unit and attained a level of mastery consistent with his/her capabilities. (Elementary classes only, but not in the areas of mathematics, reading, or language arts.)
- ❖ "W" The student has withdrawn from this unit.

"Carnegie Unit"

In the Secondary School Program students are granted one credit for each Unit mastered. Ten credits correspond to one "Carnegie Unit" used by many American secondary schools.

Progress Reports

Status Reports (report cards) are sent home five times a year. Student progress or mastery of the curriculum is reported as either "A" or "B." Narrative Progress Reports are sent home term 1 and term 3.

Parent-Teacher Conferences: Parent-teacher conferences are scheduled two times each school year (Fall and Spring) to provide parents with the opportunity to discuss their children's progress with their children's teachers. Parents are encouraged to and may request additional conferences at any time by contacting the homeroom or subject teacher.

Adult Supervision at Home

Parents are requested to inform the office if they have plans to leave their children in the care of others and provide contact information for both the individuals taking care of their children and contact information outside the country where the parents may be reached.

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. 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.

The 1st period teacher takes attendance each morning by 8:45am. Parents may be called to verify the absence, if a parent has not already notified the school. Lengthy or frequent absences are brought to the attention of the Director of Instruction 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. If students make no effort to do make up work, they will be referred to the School Counselor for guidance. It is the student's (or parent's) responsibility to contact the teacher for make-up work and to set convenient times for make-up tests or quizzes. Secondary students who have more than 10 absences in a school year may be required to repeat courses. School attendance is vital to students of all ages and secondary students who wish to graduate on time must be at school daily.

If a student needs to be absent from school for several days and the absence is planned, it is the student's responsibility to collect work prior to the absence. If a student is not on the absence roster and is not in class, the student will be reported as being truant or "skipping" class.

A student is marked absent when the student does not attend physical or online classes. There are no exceptions to being marked absent.

Sick Students

Sick students need to be sent to the medical office. The nurse will decide what treatment and action will be taken. If a student is truly ill and needs to go home the nurse will contact the parents. When the parent/driver arrives for the sick child, he/she must sign the student out, and the student may leave campus. Students may not contact drivers directly to go home. Repetitive visits to the Medical Office will be dealt with through administration.

Tardy Policy

First Period

Students are encouraged to arrive to school no later than 8:30 AM. The first period of each school day begins at 8:40 AM. Students who come to school after 8:40 AM lose instructional time, disturb their classmates, and are recorded as “tardy” for that day. Students who are tardy must sign-in at the school security office before going to class.

The curriculum is rigorous and requires students to be present in class in order to find success. Teachers will contact parents of students with excessive tardiness to 1st period. Specific policies may vary from class to class and an “N” for Responsibility warning may be issued by the teacher. If excessive tardiness continues, the Director of Instruction will meet with the teacher, parents and student to discuss a plan for improvement before an “N” is issued.

In-Between Periods

Students are expected to move quickly and quietly between class periods. However, students should use caution on the stairways, never run in the hallways, and be mindful of the smaller children in the school when moving between classes. Bells ring at the end of each period, three minutes passing time is allowed, and students are expected to be on time to their next class.

Upon receiving the fourth tardy per quintile, the school counselor will request a meeting with the parents and students. The tardy count will start over each quintile allowing students to have a fresh start.

Student Drop Off & Pick-Up

Students should be dropped off between 8:15 and 8:30 AM and picked up within 10 minutes of dismissal (4:00). Vehicles are not allowed within school grounds. Students may be dropped off in the morning using the circle drive that is perpendicular to the main road in front of the school. Individuals may park in the Æcami parking lot adjacent to the circle drive if they wish to escort students into the school building. Students must be picked up within the school building at the close of school and escorted off school grounds by an adult registered with school security.

One guard and one policeman are on duty during school hours and two traffic controllers are on duty each morning, in addition to the guard and policeman, to guide traffic, give pedestrians the right-of-way, and screen individuals entering school

grounds. Only individuals registered and photographed with school security are allowed to enter school grounds to drop off or escort students off campus. Due to particular security requirements of diplomatic persons, vehicles with diplomatic plates are allowed to park directly in front of the drop off area of the circle drive instead of the Əcami parking lot.

Students Leaving School Early or with a Different Driver

Students are expected to attend each class every school day. If a student needs to leave school before the end of the school day, the parents/guardians must inform the office by telephone, in writing, or in person. Under no circumstance is a student allowed to leave school grounds before the close of school without parental permission. This confirmation may be communicated to a school administrator by means of a signed note, a phone call, or via an e-mailed message. This procedure also applies to student release at the end of the school day, if the student is leaving with a person or driver other than someone registered on the child's security sheet.

Security

The building is surrounded by a high security wall that is under security guard twenty-four hours a day, seven days a week. One security guard and one policeman are on duty during school hours. Security guards have been trained by U.S. Embassy Security and maintain two-way radio contact with the U.S. Embassy. All windows are fitted with Shatter Resistant Window Film (SRWF) also referred to as 8 Mil Mylar. The school building is equipped with an integrated intercom, fire alarm system, and a surveillance camera system that covers the grounds and perimeter of the school building. In place are U.S. government-endorsed policies and procedures for fire, earthquake, bomb-threat, and emergency-care. Drills are conducted throughout the school year. The school has a safe-haven location to accommodate all staff and students should an emergency happen.

Child Protection

Quality Schools International promotes the importance of applying the QSI Success Orientations as part its Child Safety and Protection policy and procedures throughout the QSI communities at large. Abuse and neglect of minors are not only violations of children's basic human rights, but also constitute impediments to learning and development, and adversely affect children's physical, emotional, and social well-being. It is imperative that children are provided with a safe and secure environment in which to develop, thrive, and be successful, regardless of ethnic origins, religious

beliefs, or cultural heritage. As such, all QSI schools develop a comprehensive child safety and protection plan.

All students ages 5 through Secondary IV will participate in a weekly age-appropriate lessons on child safety.

Parent Observations of Classroom Lessons

When a parent or other stakeholder requests to observe a classroom lesson, the procedures below must be followed to ensure the students' right to confidentiality is respected.

- Parents must sign a confidentiality form.
- Observations should be planned in advance with the classroom teacher.
- The school must keep track of who observed which class at what time.
- Parents should be allowed a reasonable number of classroom observations (1-2 classes for a subject).
- Parents should be informed that they are observers, not participants, and they should not participate in discussions unless asked to do so by the teacher.

General Rules of Behavior

Classroom Rules

Teachers post and maintain a set of classroom expectations that do not conflict with the school's mission statement, Success Orientations, and school-wide expectations.

School-Wide Expectations

A few school-wide rules are observed at BIS:

- Everyone is expected to be respectful of one another and consider the interests and needs of others.
- Students should use respectful and appropriate language.
- Students should report dangerous situations to a staff member.
- Students must always exercise care when using the stairs.
- Walking in the hallways is the expectation.
- Students are not allowed in the faculty work room.
- Food and drink are only allowed in specified areas of the campus.
- Skating on roller-blades, roller-skates, skateboards, or "Heelys" are not permitted on school property.
- Students are allowed to carry a mobile phone in their backpack, but they are only allowed to use the phone during break times or with teacher permission.

- Electronic devices may only be used with the teacher’s permission, including smart-watches.

Elementary Communication

Students will be expected to use the SPEAK approach to assist in communicating any issues that occur in the classroom and playgrounds.



The infographic features a yellow megaphone icon on the left. The title 'SPEAK UP FOR YOURSELF' is prominently displayed in the upper right. Below the title, five key steps are listed, each with a letter in a circle and a corresponding description. At the bottom, the logos for QSI and BAIKU INTERNATIONAL SCHOOL are shown.

SPEAK UP FOR YOURSELF

- S** Say something to stop the unkind actions
- P** Protect yourself by walking away or finding a safe place
- E** Evaluate the situation and determine if it requires further action
- A** Ask for help from a trusted adult or authority figure
- K** Keep reporting if it continues

QSI  **BAIKU INTERNATIONAL SCHOOL** 

Secondary Communication

To support the school-wide expectations, secondary students are asked to rely on the Connecting Habits to support the best communication between all people on campus.

Relationship Habits

In order to have a healthy relationship, it is very important that you support, encourage, accept, trust, respect, and listen to each other and not try to control one another. Just as happiness is a choice, so is a happy relationship. The choice is made by the habits you use.

Connecting Habits

- Supporting
- Encouraging
- Listening
- Accepting
- Trusting
- Respecting
- Negotiating Differences



Disconnecting Habits

- Criticizing
- Blaming
- Complaining
- Nagging
- Threatening
- Punishing
- Bribing to Control

Hallway Expectations

The teachers on duty during morning recess and lunchtime ensure that students remain in supervised areas. Students walk in the building. Students are allowed in classrooms upon the invitation and under the supervision of a teacher—students found in classrooms unattended will be asked to leave the classroom by the adult conducting hallway duty. Students found in a classroom in which a teacher is present are presumed to be under the supervision of that teacher.

Playground Expectations

The playground is off-limits during times other than morning recess and lunchtime unless a homeroom teacher or paraprofessional supervises their students on the playground. During morning recess and lunchtime, there will be at least two adults on playground duty. The teachers on duty supervise the entire outdoors by patrolling the

areas of the grassed playing field, swing set area, bubble, large slide/jungle gym, and playground area to ensure that students use playground equipment as it is meant to be used. The expectation is to be safe, be kind, use appropriate words and follow all Success Orientations when on the playground. Students will be given a verbal warning to correct their behavior. Students who do not play appropriately will be given time-out on a bench. Time outs will not exceed the ratio of one minute for each year of their age. Students are expected to talk with the teacher on duty during timeout to identify the appropriate way to act. Should a student not understand the situation within the timeout time frame they will be sent to the homeroom teacher or counselor for further explanation.

Participation in Recess and Physical Education

Playing outside is an important part of the school day. Active, outdoor play contributes to healthy bodies and healthy minds. Therefore, all students who are at school are expected to go outside for recess and PE and should wear clothing appropriate for outside play and bring any items (hats, jackets, etc.) that will help them to adapt to the weather. If a student is unable to participate fully in PE and has a note from the doctor stating which activities the student cannot do, the student will attend PE, but will refrain from activities as noted.

Cafeteria Expectations

Students line up to obtain their meals. Students who cut in the lunch line will be asked to reenter the lunch line at the end of the line. Students through ten years of age are to sit with their class for lunch under the supervision of a staff member. Students are required to clean up after themselves and return all cafeteria items and trash to the tray-return area. Middle and secondary students are allowed to take their lunches to the designated outside lounge area, but must clean up after themselves, returning all dishes to the tray-return area after finishing their meal.

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. Possible consequences are:

- I. In-school suspension until parents are present for a conference with the school counselor and administration. A behavior plan for improvement should be created. The school's primary goal is to work with the parent and student to correct the behavior so healthy choices are made in the future.
- II. Suspension and second meeting with parents, student, counselor and administration.

- III. Recommended for expulsion to the school advisory board (frequent infractions will rely on this).

Behavior Policy

This policy is for elementary, middle, and secondary level students only, ages five and older. It does not apply to students in the preschool.

Philosophy

The administration, teachers, and support staff of Baku International School believe that rules are necessary to ensure a safe and pleasant environment that is conducive to study and facilitates positive interaction with others. Underlying this policy is the importance of modeled behavior, so the faculty of BIS takes it upon themselves to be good role models. Preventative and supportive disciplinary practices are the methods utilized at Baku International School. The school reserves the right to employ corrective discipline if preventive and supportive discipline fails. The objective of this policy is to move students toward becoming intrinsically motivated in behaving appropriately, to accept responsibility for their actions, and, over time, to develop ownership of doing the right thing.

Preventive Discipline promotes positive and constructive behavior by having students structured, organized, and focused.

Supportive Discipline prompts students to behave appropriately and work productively.

Corrective Discipline is not used to intimidate or punish, but rather to provide immediate support to rectify the situation if there have been disciplinary infractions. Simply identifying or outlining to the student what he or she did wrong does not fulfill the terms of corrective discipline. Corrective Discipline must go on to create an improvement plan, outline an activity, or engage in a discussion that requires the student address/rectify the problem, hurt feelings, or damage caused by the infraction.

Inappropriate or Unacceptable Behavior are terms used at Baku International School. The terminology describes the behavior, not the student. Students and adults make poor choices at times, which they must rectify as they grow toward being intrinsically motivated to make good decisions.

Incentives

Incentives for students who demonstrate exemplary behavior are regularly awarded by the school administration and teachers. Awards typically include:

- Positive feedback from teachers and the school administration in verbal and written form.
- Quintile awards for exemplary demonstration of Success Orientations.

IMPORTANT NOTE: The ultimate goal is to have students develop as a person who relies on internal motivation. Incentives will be used when to celebrate a student’s success while making sure to not accidentally or inadvertently “shame” other students are demonstrating satisfactory work.

Responses to Inappropriate/Unacceptable Behaviors

Responses to inappropriate or unacceptable behavior will be appropriate, proportionate, and tailored to address the situation. Consequences for inappropriate and unacceptable behavior may include:

- A time-out from class or recess.
- Behavior Improvement Plan
- Meeting with parents.
- In-school suspension.
- Out-of-school suspension.
- Writing about the problematic situation and alternative, appropriate behavior in such a situation.
- A behavior contract.

Suspension and Expulsion Hearings

The School Director or Director of Instruction may prescribe in-school or out-of-school suspensions. The School Director has the authority to recommend a student to the Advisory Board for an expulsion hearing.

Dress Code and Physical Education Attire

Dress Code

QSI schools do not have uniforms. The purpose for not having uniforms is to encourage and respect individuality. Students should wear clothing appropriate for school that does not interrupt the learning process and that reflects consideration for others with different values or from different cultures. The dress code is gender neutral and applies to all students.

1. Clothing with rips or tears, must not show undergarments.

2. Shoes with back straps must be worn at all times and should be safe for the specific classroom environment.
3. See through or mesh garments cannot be worn without appropriate clothing underneath.
4. Headgear that is not religious in nature, including hats, hoodies, and caps are allowed on campus, but headgear, not for religious purposes, is up to teacher discretion in their classroom.
5. Special courses might require special attire, safety gear and/or shoes.
6. Undergarments must be worn for hygiene and safety reasons.
7. Clothing with offensive language/hate speech/pictures or sex/drug/alcohol related images and slogans are not allowed.
8. If a student's attire is interrupting the learning process or deemed offensive, then the student may be asked to go home and change clothing.

Physical Education Attire

Students are not required to change clothes for physical education classes, but they will be given time at the beginning and end of each lesson to change into a t-shirt. Students five years and older taking PE classes at BIS should have sport shoes to wear on the days they have PE classes. Students eleven years and older may be given time at the close of each physical education class to shower and change into their regular school clothes. It is the student's decision as to whether or not they choose to shower or change. Should a hygiene concern arise, a meeting with the counselor or DI, PE teacher, and parents will be arranged.

Homework Policy and Planners

Pre-School Students (Two-Year-Old through Four-Year-Old Classes)

Homework is not typically given to students in the two-year-old through four-year-old classes.

Elementary and Secondary (Five-Year-Old through Secondary IV)

Students in the five-year-old and above classes typically have homework each school day and occasionally on the weekend. As a general guideline, students in the five-year-old and six-year-old classes may have about 10 minutes of homework each day, which may increase to 20 minutes in the seven-year-old class, 30 minutes in the eight-year-old class, and so on (increasing by 10 minutes each school year). Students in the secondary school should expect one to two hours of homework each day, and the same amount each weekend. Students enrolled in Advanced Placement (AP) courses should expect up to one additional hour of homework each evening.

Homework Planners

Students in the five-year-old class and above are expected to maintain a homework planner, which may be supplied by the school or the family, in which they record homework, responsibilities, long-term projects, and school activities.

Academic Honesty (Secondary School)

Students must be responsible and trustworthy for doing their own work. American-style education requires students to synthesize information and demonstrate their own thinking. Students should inform their teacher if they received help on an assignment from another student or from an adult and should cite each source of words and ideas consulted in research projects and essays. Teachers will make an effort to educate students on these practices but copying on tests (cheating) or submitting another person's work as one's own (plagiarism) will not be tolerated.

QSI does not tolerate cheating, but instead promotes students to be trustworthy and work independently in correlation with the school's success orientations.

- **Trustworthiness** – Students are prohibited from looking at other classmate's exams, looking at tests before exam time, sharing questions from an exam with students that were absent, and using electronic devices or study guides to look up answers during an assessment.
- **Responsibility** – Students should be prepared for an exam, so cheating is not a temptation.
- **Independent Endeavor** – Students are expected to do their own work. Copying homework, plagiarizing, asking peers for assistance while taking assessments, or having someone else complete an assignment are all strictly prohibited activities.

Consequences for students caught cheating:

- **First Offense Policy**
If it is a first offense, the teacher will:
 - notify administration and parents
 - void the assessment in question
 - complete an "Planning for Success Form" that will be signed by the student, his/her parents, and administration. The form is to help guide the student in demonstrating the best way to demonstrate the knowledge for the assessment. The form is then placed in the student's permanent file.
- **Second Offense**

If it is the second offense, all of the above will occur, as well as the below additional measures:

- the student’s parents will be asked to come into the school to discuss the incident
 - a “Planning for Success Form” will be created to improve Trustworthiness. If the plan is not met, a N mark will be issued.
- **Third Offense/Major Offense Policy**
If it is the third offense or a major offense, the student may lose credit for the entire course and be re-enrolled at a later date, which could impact the graduation date.
 - All of the above will occur
 - A meeting with the administration, teacher, parents and student will occur to review the past infractions and discuss the possibility of referring the student for expulsion to the School Advisory Board.

Status Reports for Secondary Students

Q: Are there particular things on the Status Report that may indicate that my child needs additional support?

A: YES. If you notice several “P” grades or “H” grades in any course, we advise you to contact your child’s teacher to discuss why this is occurring. Anytime you see a “D” grade, this indicates that your child is not fully engaged in learning and is not working up to their full potential; a conference with the teacher is imperative.

Open Units (‘P’ Grades):

It is generally expected that students will have no more two (2) open units (P’s) in the same class at any one time. If a student has two open units and the class is moving into the next unit, one of the open units should be closed (that is, given an A, B, D or H grade) before the student is entered into the next unit. Exceptions are made when units, by design, are meant to be open for longer periods of time.

“D” Grades:

A “D” is given to a student who has not made a reasonable effort and is therefore “deficient” in attaining mastery of the outcome. For example, a “D” may be given for the following reasons: (All reasons for receiving a “D” are not included.)

- A student refuses to work towards mastery.
- A student consistently turns in work late.
- A student misses scheduled evaluations.
- A student consistently turns in poor quality work.
- A student does not meet with the teacher for meetings outside class.

- A student does not work in class productively.
- A student cheats on a test or homework or plagiarizes a paper.

A “D” grade indicates a significant lack of academic engagement; a “D” grade is only given after considered attempts to engage the student in learning have been made and parents have been contacted about the problem. When a student continues to demonstrate deficiency of effort and is not successful with the teacher created improvement plan with the use of **“Planning for Success”** form, a D grade will be issued. A student can continue to work on changing the D grade by creating a new “Planning for Success” form with teacher and parent.

Students who still have “Ds” on their Status Reports at this time will be scheduled into the Unit Recovery course at the beginning of the following academic year.

Academic Probation:

A student who receives a second “D” on their status report in any class will be placed on Academic Probation and enrolled in the Unit Recovery program. A meeting will be called with teachers, parents, student, and an administrator. During the meeting, an academic contract will be written which clarifies what steps and interventions will be taken to reengage the student positively in learning. Parents and student are informed that the student is now on Academic Probation as well and what consequences will occur if additional “Ds” are earned. Consequences could involve use of unit recovery program, summer QVS program (at parents’ expense,) or additional workload the following year to make up missing units.

***NOTE:** At the upper secondary level (Secondary III-IV) where all 10 units of every course must be completed to meet graduation requirements, if ‘Ds’ and open ‘Ps’ are not mastered before the end of the school year, students will be required to complete those units in the following school year. If a student has four or fewer open units in a course, s/he will be scheduled into the Unit Recovery class at the beginning of the next school year; if s/he has seven or more incomplete units in a course, s/he may be required to retake the entire course. All open units should be completed during the first month of the following academic year unless the student is retaking the course.*

Upgrade and D Policy

BIS encourages students who master a unit at the “B” level to upgrade to “A” level. Teachers will provide rubrics and/or other guidelines explaining what students must do to demonstrate “A” level mastery in a particular unit. Please be aware that students are allowed a maximum of two weeks to show progress to upgrade units from a P/B to an A. Any request beyond the two weeks must be submitted to the Director of Instruction for approval. Students must submit a detailed plan on what steps they will

take to improve the grade. **In practice, the request will not be approved if the student is at risk of overextending their work schedule and putting current units at risk of not demonstrating mastery. This means an upgrade opportunity can be denied.**

Specific upgrading criteria may vary from class to class. Students must work cooperatively with the teacher to plan for upgrades and follow-up assessments; usually this will require the student to set up a time to meet with the teacher outside of class.

Upgrading from a B to an A:

Teacher’s allotted time limit for upgrading from a B to an A = 2 weeks

Upgrading from a D to a B = 2 weeks

If students receive a D in a unit, it is considered a critical situation for the student. To receive a D, the student showed no effort to succeed in the unit. (They do not turn in the work, do the reading or study for the test.) -When the unit is over, if the student still has outstanding TSWs due to lack of effort, a **“Planning Success Form” will be completed as a way to support the student and communicate the situation to parents.**

This time may be extended if the teacher feels that progress is still being made. -We believe this gives them an incentive to perform at a higher level on both the upgrade work and the next unit.

UNITS OPENED DURING EACH TERM (based on 10-unit course)	WINDOW OPEN FOR UPGRADE APPROVAL FROM ADMIN
1 st and 2 nd unit opened in first quintile	End of second quintile
3 rd and 4 th unit opened in second quintile	End of third quintile
5 th and 6 th unit opened in third quintile	End of fourth quintile
7 th and 8 th unit opened in fourth quintile	4 weeks before end of fifth quintile
9 th and 10 th unit opened in fifth quintile	1 week before end of fifth quintile

NOTE: In situations with students having extenuating circumstances, the window may be adjusted. Extenuating circumstances range from major medical issues to personal crises.

Eligibility for assessment

Students do not take an assessment just because the rest of the class is being assessed. Taking an assessment is not a student right. The student earns the privilege to be assessed based on his/her successful completion of homework and other assignments, as well as class participation. Teachers will not assess a student if he/she does not have a good chance of success. Attendance also has a great impact on preparation for successful assessment.

Academic Support Policy (Secondary School)

The school's curriculum is rigorous and demands hard work and higher-order thinking. Over the course of an academic year, it is not uncommon for students to need reassessment in some classes to receive "A" or "B" grades. If a student appears to be facing personal challenges or difficulties with academic work, the school will provide support to help the student to reach mastery. The teachers will contact the parents to inform them of the specific units with which the student is struggling.

Options for support include:

- Consulting with parents to tailor a support program.
- Unit Recovery Class
- Seeking guidance from the school counselor.
- Visiting teachers' office hours.
- Tutoring with the Intensive English staff rather than attending LOE classes.
- Tutoring sessions with a teacher during recess.
- Slowing the pace of the course.
- Creating individual plans to best address the needs of the student.

Secondary Assessment Policy

It happens that students abuse the assessment procedure by taking multiple versions of tests to pass the outcome. Some do not study for the first test, find out what the test is like, and then take the second test, and sometimes a third before they pass. To discourage these practices, here are some guidelines.

- Students will be allowed to complete two assessments.
- If a student does not pass or misses assessment A, the student must complete assessment B.
- To encourage students to complete and pass the first assessment, and to help students to pass the second assessment, the teacher may require students to

complete an extra assignment relating to the outcome before they are allowed to take assessment B.

- Sometimes struggling students take multiple tests, and if this is the case, the student may be misplaced, and teachers will initiate a placement evaluation.

QSI Student AUP (Acceptable Use Policy)

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 an email account 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.
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 email, 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.

Student Government

Student Council

Students in the eleven-year-old class and above practice democracy through participation in an active Student Council. Student body elections are held each school year for the positions of Student Council President, Vice President, Secretary, Treasurer, and Historian. The Student Council is actively involved in planning and hosting cultural, service and social activities. All proceeds from Friday snack sales are given to the Student Council to be spent on events such as movie nights, dances, and other activities.

Bus Services

A door-to-door bus service for students is available at Baku International School, chaperoned by a paraprofessional, supporting staff member, or teacher. This service requires the student be delivered to someone authorized by the student's parents and registered by school security—*at no time will a student be let out of the bus to make his or her own way home.* All buses are equipped with seat belts. Parents may sign up for one-way or two-way service but must commit to using the service for an entire quintile and be charged on a quintile basis even if the service is occasionally not used because of sickness or alternative transportation.

Books, Library Services, Lockers and Personal Items

Books and Supplies

Textbooks are loaned to students and are budgeted to last several years, as are library books and other texts used for instructional purposes. Many of these materials come from the United States and are expensive to purchase and ship to Azerbaijan. Reasonable wear and tear on these reusable materials from normal use is understandable and accepted by the school. However, abuse and damage of these materials is the responsibility of the student using the materials, for which the parents of the student are financially liable. The school's supplier of these materials charges double the sale price of the book in the United States plus one dollar to replace lost or damaged textbooks and library books, which is charged to the parents of a student who loses or damages a textbook or library book. Middle School & Secondary students and older are expected to provide their own notebook paper, notebooks, writing instruments, and erasers.

Personal Digital Device Policy

Students in the 11-year-old class and above should start bringing a personal digital device (PDD) to support and enhance the learning process.

- Students will follow the teachers' classroom guidelines on when to use PDD as a learning tool.
- Students will adhere to the signed QSI Acceptable Use Policy (AUP) for technology and practice Digital Citizenship traits taught in QSI technology curriculum.
- Suggested PDD includes a tablet or laptop capable of running the Microsoft 365 suite of apps, the QSI application software issued to students.
- Students/parents are responsible of the maintenance for the hardware and software of the PDD

- Students moving within QSI common spaces should have all tech devices closed and stored away for safe movement.
- When applicable to the device, it is recommended that students use a protective case, screen protector, charging cord, and external charging battery.
- Students are responsible for their own PDD and should take measures to keep it safe when in use and stored.

Cellphones

The school understands that we live in the technological era. Cellphones devices are common. We acknowledge the importance of having a cellphone for family communication. However, cellphones are not the ideal tool for learning in the classroom.

If students are using cellphones during class without teacher permission, the teacher will give a verbal warning. If the student fails to improve cellphone use in class, the teacher will ask the student to put it away in their backpack or locker and the teacher will inform the parent of the situation. Should the student continue to use the cellphone incorrectly, a meeting will be held with the teacher, parent, and student to create a plan that guides the student to appropriate cellphone use. If this plan is unsuccessful, another meeting will be held to discuss if the student will be allowed to bring a cellphone on campus.

Tech Etiquette

We want students to socialize with one another during lunch time. We also want to keep everyone's technology safe from spills and accidents. For these reasons, personal digital devices are not allowed during lunch time.

For safety reasons, we ask middle school and secondary students to not look down at their phones/digital device while walking in the hallways. If you need to use your phone in the hallway, please stop walking and move to the side.

Please consider the message you are communicating to others if you walk through the hallways with headphones on.

Cubbies & Lockers

- Students 2-10 years of age are assigned an open cubby in which to store their book bag, snack, books, and other personal items. Coats and sweaters may be hung on designated hangers.
- Students 11 years old and older are assigned a lockable metal locker in which they may store their book bag, books, and other personal items. Students are advised that lockers may be searched at any time by an administrator.

NOTE: As the school grows, the use and assignment of lockers will adjust.

School Supplies

Suggested Supplies for Students to bring to school

- Morning snack or snack money.
- An A-4 size book-bag for students in the five-year-old classes and older.
- Notebooks, pencils, and erasers for students 6-9 years of age.
- Notebooks, pencils, pens, and erasers for students 10 years old and older.
- A sweater or sweatshirt to account for changing weather or air-conditioning within the school.
- Middle School and Secondary students are encouraged to bring their own device daily.

What Students Should Not Bring to School

The following items should not be brought to school under any circumstance:

- Valuable items including large sums of money.
- Weapons of any kind or replicas of weapons.
- Tobacco or tobacco products, alcohol, drugs or any controlled substance.
- Pornographic material.

Lost Property

Property of unknown owners is sent directly to the Lost & Found located in the office of the School Secretary. At designated times during the school year, the school will donate unclaimed materials to charity. As noted above, students are specifically instructed not to bring expensive items, including large sums of money to school. *The school is not responsible for lost property.* Student clothing should be labeled.

Food Service and Snacks

Mid-morning Snacks

Parents should send with their child a mid-morning snack for snack time. Snacks are available for purchase in the school cafeteria during morning recess for students 11+.

Student Council Snack Sales

At times, the Student Council will sell snacks during breaks on Fridays to raise money for their activities.

Lunch Service

A home-style nutritious lunch service is provided at Baku International School by professional cooks. All items are cooked in the school's industrial kitchen, including

bread and pastries. A menu for the upcoming week is published in the weekly newsletter. All hot meals include soup, two main courses to choose from, salad, dessert, and a choice of compote or citrus water. The hot lunch for students 2-4 years of age typically includes the same soup, main courses and dessert, but the salad is carrot & celery sticks. School lunch needs to be paid by the term.

Food Delivery Services

In order to keep our school safe and secure, no outside food delivery services are permitted.

Sack Lunch

Students are welcome to bring their own packed lunch from home. Faculty, staff, and custodians help students to reheat food, if required.

Water

Purified, filtered water is made available free of cost to students, both downstairs and upstairs in the school building. Students must bring a water bottle for use during school. For hygiene reasons, students must bring their own water bottles.

Food in Classrooms

Food and drink are not allowed in classrooms, except at the discretion of the teacher.

Parent Services

Open Door Policy

Baku International School welcomes positive parental involvement. Parents are encouraged to maintain communication with their child's teachers and are welcome to call outside of instructional time, or email teachers to make an appointment for a meeting. Meetings can occur over the phone, video conference, or face to face on campus.

Communiqués and Grievances

Parents with concerns, recommendations, or ideas pertaining to a particular class should first share it with their child's homeroom teacher or the teacher most directly related to the issue. Only if a parent is not satisfied with the outcome from their discussion with the teacher should it be taken to the Director of Instruction or Director. An appeal to the Advisory Board is considered the last measure in resolving grievances. This grass roots approach to resolving issues and serving the needs of students is essential in maintaining positive parental involvement.

Parent Support Group (PSG)

All parents are welcome to be members of the Parent Support Group (PSG). Nominations and elections for the positions of PSG President, Vice-President, Secretary, Activities Coordinator, and Treasurer take place each year. The Parent Support Group's mission is twofold:

- To stimulate and promote positive social interaction between parents, students, teachers and administration.
- To organize events that enhance and complement the student learning experience in cooperation with students, teaching staff and administration.

Class Representatives

Each class has a Parent Class Representative. Class Representatives are under the governance of the Parent Support Group. Responsibilities of Class Representatives include the following:

- Welcome new children and families.
- Assist the homeroom teacher with class projects.
- Directly communicate issues to the homeroom teacher.
- Facilitate the involvement of other parents.

Parent Volunteers

Parent volunteers are welcome to assist with the yearbook, bulletin boards, office work, activities, or projects that beautify or improve the school. Teachers may have additional roles for volunteers in their classrooms. Please contact the school administration, if interested.

Weekly Newsletters

A weekly Baku International School Newsletter is sent the last day of each week of school. The Newsletter includes the weekly hot lunch menu, an outline of school events, photographs, outline of after school activities, announcements, and articles of general interest. Parents may opt out of this service by notifying the IT coordinator.

Field Trips and Taking Students off Campus

The administration strongly encourages that classes take field trips to enhance and enrich the curriculum. BIS teachers work hard to schedule appropriate out-of-school experiences to ensure that our students benefit from the rich opportunities for historical and personal exploration here in Baku.

Detailed permission slips for field trips will be sent home several days before planned trips so that parents can choose whether to authorize children's participation in field trips and prepare for the trips.

Field Trip Supervision

For children in the two-year-old through nine-year-old classes, the ratio of staff-member/adult to the number of students required for any off-campus field trip is: “One staff-member/adult to the average age of the class.” The chaperone guidelines applicable for students in the ten-year-old class and older are determined on a case-by-case basis by the school’s administration in consultation with the teacher. In all cases, the students will be supervised by an adequate number of competent adults.

Achievement and Standardized Testing

Baku International School introduced the Measures of Academic Progress (MAP) on-line testing services during the 2010-2011 school. MAP is a computer-based assessment that is given twice during the school year to obtain feedback on student progress. Data from the assessment is used to improve instruction and may be used for placement purposes. Information about the MAP testing program is available online at: www.nwea.org.

The PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) test is offered at BIS annually, each October.

The SAT test is offered at BIS 2 times per year. A preparatory opportunity for the SAT test is available to interested upper-level secondary students who wish to learn skills useful in taking this standardized exam.

BIS School Health Policies and Practices

The school strives to provide a secure, safe, healthy environment for students and staff members at all times.

- Security guards are on duty at BIS 24 hours a day.
- The school houses a double UV filtration system to ensure students have access to safe drinking water throughout the day. A potable water storage tank is housed on school property. A standby electricity generator powers the entire school in the event of a power outage.

BIS School Health Program

The School Health Office works collaboratively with students, parents, and staff to remove health barriers to learning. Services include evaluating students’ illnesses,

administering first aid and emergency care, administering some medications, and identifying health problems. The School Health Office maintains health records for all students.

The School Health Office provides health-related education and counseling to students and staff in individual and group settings and provides consultation to other school professionals, including food service personnel, physical education teachers, and counselors.

A nurse staffs the school health clinic Monday through Friday, from 8:30am-4:00 PM.

All BIS teachers and any employees who have direct contact with children receive first aid training.

In addition to the school nurse, a head First Aid Officer is designated each year to take the lead in situations that require first aid when the school nurse is not available.

BIS School Health Policies

POLICY STATEMENT 1: BIS shall ensure that a qualified health provider on the campus during normal school hours.

PRACTICES:

- The school nurse is on duty from 8:30-4:00 on school days.
- Information regarding how to triage illness and injury is posted in every school classroom, as well as the administration areas, cafeteria, gym area, auditorium, and security building.
- The school nurse will post her location and expected time back to the school health office if she must leave the sickbay. Her phone number will also be posted.
- Teachers will grant a student's request to see the nurse.
- Students in the 2-7 YO classrooms will be accompanied by an adult to see the school nurse.
- After treating each student, the school nurse will provide a health office pass, verifying the student's attendance in the clinic and disposition (with consideration for student's confidentiality when completing the form).
- The health office pass will be given to the teacher whose class the student left.
- A first aid kit and triage instructions, as well as first-aid certified staff and security, will be provided for all field trips. Teachers and/or responsible adults will carry a copy of all existing conditions for students on the field trip, along with emergency contact information for each child.

POLICY STATEMENT 2: BIS will make every effort to ensure that staff members are aware of students' relevant medical conditions and potential for illness.

PRACTICES:

Collection of Medical Information

- Upon a student's initial enrollment, BIS requires parents/guardians to complete and sign the BIS Student Health Form, which includes information regarding allergies, chronic illnesses, and medications to be given during the school day.
- Parents/guardians will also sign a consent for emergency medical treatment.
- Parents/guardians of students with specific medical needs (including, but not limited to allergy/anaphylaxis, asthma, seizures) will be required to provide the school with a management and treatment action plan signed by the student's healthcare provider and/or parent. The plan should be updated annually and upon any change in treatment plan/severity of condition.
- Parents will be responsible for updating medical information annually, and whenever a student's health status changes, including but not limited to new diagnoses of mental or physical conditions, long-term prescription medications (including those given outside of school hours).
- BIS will treat all medical information as confidential and maintain student health records in a secure/locked environment.

Immunization/Vaccination Status

- Vaccinations are not required for school entrance; however, parents/guardians are highly encouraged to have students fully vaccinated. The school nurse is available for consultation as to recommended vaccination schedules, based on students' ages and health status.

Dissemination of Medical Information

- The nurse will record medical information for each student into the School Health Office database.
- The school nurse will, at her discretion, inform teachers/administrators of any relevant medical information about a student in order to maintain that student's personal safety and facilitate an appropriate learning environment.

Communicable diseases (see Policy Statement 6 for practices related to specific communicable diseases)

- If a teacher or other staff member suspects that a student has a communicable disease, they will report this to the school nurse promptly.
- Upon examination, if the school nurse suspects a student has communicable disease, the student will remain with the school nurse until the student is collected by the parents/authorized caregivers.
- The school nurse will seek advice from the US Embassy medical unit regarding management of the disease, if appropriate.

- After consulting with the School Director, the school nurse will report (when necessary) suspected/confirmed cases of communicable disease to BIS parents, while maintaining confidentiality of students with the illness.
- Students with suspected communicable illness will be required to see their healthcare provider for diagnosis; parents/guardians will be required to share this information with BIS.
- Depending upon the illness, BIS may request that a student receive medical clearance from their healthcare provider that the child is fit to return to school.
- If necessary, the school may determine appropriate exclusion periods for specific communicable diseases.

POLICY STATEMENT 3: BIS will maintain records of students' pre-existing medical conditions and all consultations students have with the nurse. Parents will be informed of visits to the school nurse, via phone, note, or email.

PRACTICES:

Recording Medical Information

- The school nurse will create an individual medical file for each student.
- For any student with specific health needs, the nurse will collaborate with the student, his/her parent/guardian, and the student's healthcare provider to develop an individual health plan.
- Student medical files will be accessible by the school nurse, and in her absence, her school health volunteer and/or the BIS School Director, Director of Instruction, or school counselor.
- The nurse will record all student visits, and these will be kept in the student's health record.
- The school nurse will report a student's visit to the parents, at his/her professional discretion.
- Student medical files will be stored in a locked cabinet in the school health office, and also in a password-protected electronic format.
- The school nurse will keep a daily log of student visits.

Reporting Student Health Visits within BIS

- After a visit to the school health office, the nurse will complete a medical pass for unaccompanied students to return to their classroom.
- The school nurse will inform the student's teacher(s) and reception staff, should a student need to leave the school following consultation.

Reporting to parents

- The school nurse, at her professional discretion, reports details of student health visits to parents/guardians, via phone, email, or note.
- If a student is found unfit to remain at school, the school nurse will notify the parents/guardians/emergency contacts via phone.
- BIS maintains the right to exclude children from school on the basis of medical conditions.

POLICY STATEMENT 4: BIS will maintain accurate record of accidents and incidents involving students during school hours and inform parents when indicated.

PRACTICES:

Reporting Injuries to Parents

- The nurse, at her discretion, will notify parents via phone, note, or email of minor injury.
- The nurse will verbally report to parents/guardians' injuries of intermediate severity.
- In the event of major injury, the school will contact the student's parents/guardians/emergency contacts immediately.
 - If possible, parents will be consulted regarding transportation of the student for further medical treatment.
 - The school nurse or her designated representative will call for an emergency response team in the event that a student is unfit to travel to a medical facility via private vehicle.
 - Should it be unclear as to a student's preferred medical provider, students will be treated at Medi-Club.
 - First aid will be administered to students with severe injury by the school nurse until emergency services arrive, UNLESS REFUSAL OF FIRST AID AND/OR LIFE-SAVING PROCEDURES HAS BEEN EXPRESSED IN WRITING BY THE STUDENT'S PARENTS/GUARDIAN.

POLICY STATEMENT 5: BIS will provide clear guidelines and instructions regarding the treatment of injury and illness of students and administration of medications during school hours and overnight field trips.

PRACTICES:

Intervention for Illness or Injury

- For students with minor illness or injury, the school nurse will treat the student with conservative measures at school.

- For students with intermediate illness or injury, the school nurse will treat the student at school but refer to a health care provider for follow up.
- All students with severe illness or injuries will be referred immediately for further treatment.

Administration of prescription medications during school hours

- BIS prefers that prescribed medication be administered outside of school hours, whenever possible.
- Under no circumstances will BIS administer any controlled medications.
- Under no circumstances will BIS administer homeopathic medications.
- Parents/guardians will be required to discuss with the school nurse any student requiring prescribed medication during school hours.
- Parents/guardians will be required to complete a medication administration agreement form for each medication to be given.
- Administration of prescription medication is the responsibility of the school nurse and will only be done with a copy of the prescription (in English). The medication and prescription with dosing instructions must be brought to the school health office by a parent/guardian or other responsible adult.
- Parents/guardians will provide a written statement from their healthcare provider stating that the medication to be administered is prescribed for the student noted on the prescription label.
- All prescription medications will be stored securely in the school health office.
- All medications administered during school hours will be logged by the school nurse or his/her designated representative (i.e., classroom teacher).
- **STUDENTS SHALL NOT CARRY MEDICATION ON THEIR PERSON WHILE IN SCHOOL**
 - **EXCEPTION:** Self-administration of prescription medications by students.
 - A student may possess and self-administer prescription asthma or anaphylaxis medication at school or a school-sponsored activity if:
 - The parent provides written consent for the student to self-administer the medication at school or school-sponsored activities.
 - The medication is prescribed for the student indicated on the prescription label.

- Self-administration complies with the prescription written by the student's healthcare provider.
- A written statement by the student's healthcare provider is provided, stating:
 - The student has asthma or anaphylaxis and is capable of self-administering,
 - The name and purpose of the medication are described,
 - The prescribed dosage,
 - Times or circumstances under which the medication can be administered.

Storage and administration of over-the-counter medications supplied by parents:

- Parents/guardians must sign a medication administration agreement for over-the-counter medication to be given at school
- Medication must be supplied in the original container.
- Medication must be clearly labeled in English, or translated, with the following:
 - Student's name,
 - Name and purpose of medication,
 - Dose and timing.
- Medication will be stored securely in the school health office.
- Medication administration will be logged by the school nurse.
- Any unused medication will be returned to the parents/guardians.

Administration of school-provided over-the-counter medications:

- The School Health Office keeps a supply of over-the-counter medications on hand in order to provide symptomatic relief to those students with sudden onset of illness or with injury.
- Parents/guardians must give written authorization for school-supplied over the counter medications to be given to their child; this information is part of the student's Health Record and will be maintained in the student's medical file.
- Should the student's Health Record be incomplete, parents/guardians will be contacted by telephone and must give verbal consent prior to any over-the-counter medications being administered to the child at school.
- The school nurse will notify parents in writing of any medication administered.

Field trips

- Field trips--A first aid kit is taken on all field trips; a first aid trained teacher and security guard are present on all field trips.

POLICY STATEMENT 6: Students should not be sent to school if they show signs of illness, such as vomiting, fever, diarrhea, difficulty breathing, unusual lethargy or irritability, rapidly spreading rash, or signs of specific communicable diseases.

PRACTICES:

Fever is defined as body temperature greater than 37.6 degrees C/99.6 degrees F.

- Students should be fever-free (without the use of medications) for a full 24 hours prior to returning to school.
- Parents should notify the school administration office or teacher if their child is to be absent from school due to illness or injury.

Communicable (contagious) Disease:

- Chickenpox—EXCLUSION until all lesions are completely dry and scabbed.
- Conjunctivitis (“pink eye”)—EXCLUSION until discharge ceases and student has completed at least 24 hours of antibiotic eye drop treatment.
- Diarrhea—EXCLUSION until diarrhea has ceased and student is well-hydrated.
- Lice—EXCLUSION until student has had lice treatment applied and clearance obtained from school nurse prior to returning to the classroom.
- Hepatitis A: EXCLUSION until written clearance is provided by healthcare provider.
- Impetigo—EXCLUSION until at least 24 hours of antibiotic treatment is completed; lesions must be covered until completely healed.
- Ringworm—EXCLUSION until at least 24 hours of antifungal treatment is completed.
- Verruca (common warts)—must be covered with waterproof/sweatproof dressing for physical education.
- Strep Throat Infection/Scarlet Fever—EXCLUSION until at least 24 hours of antibiotics have been completed and student is fever-free without the use of medicines for fever.

POLICY STATEMENT 7: In the event of a medical crisis, students will be transported directly to Medi-Club, unless parents/guardians have requested IN WRITING and IN ADVANCE of a medical crisis that an alternate facility be used.

PRACTICES:

- The school nurse will stabilize the situation.
- If necessary, an ambulance will be called.
- The student’s parents will be called.

- A written record of the medical crisis will be written for the parents/guardians and follow up recommendations will be provided to the parents/guardians.

Fire Evacuation Plan

Procedures: When the fire alarm sounds, students, faculty and staff will calmly line up at the doorway and exit the building in an orderly manner according to the fire evacuation map posted in each classroom. Before leaving the classroom, a teacher or another adult in the room will close all windows and the classroom door behind them and turn off the lights. When evacuating the building, everyone should follow the posted evacuation routes and assemble on the playground.

Once congregated outside of the building, students will stand front to back facing their homeroom teacher so their homeroom teacher can take attendance. All school support staff must meet in a designated area near students; head of security will take attendance for all staff. The Director of Instruction will then check the cards held by each homeroom teacher (green = all students accounted for, red = one for more students not accounted for) to determine who is unaccounted for, cross referencing this with the daily attendance record provided by the school secretary. (It is the job of the school secretary to exit the building with the attendance record and make this available to the Director of Instruction.) In the case of students unaccounted for, the school Director and the security staff will search the buildings and grounds and contact appropriate authorities for further help. The school Director, or other designated person, will then outline further steps in accordance to consultation with the local fire department and/or U.S. Embassy.

Guide to tripping the fire alarm: Any person seeing or smelling a fire in the building should immediately trip the fire alarm by breaking the glass on one of the fire alarm switches throughout the building.

Firefighting: Individuals are not to remain in the building to “fight” fires. Everyone will instead concentrate on evacuating the building in an orderly manner. Only the school Director, guards, and administration who have been trained in fire emergency procedures should determine if the fire should be fought with fire extinguishers. Whether or not the fire has been put out, the local fire department will be called by the security guard-on-duty to either fight the fire or deem the building safe for reentry.

Contacting the fire department: It is the responsibility of the guard on duty to note in what part or room of the building the fire is located by identifying its location on the fire display console located in the guard center at the entrance of the school

building. The guard on duty will then report the fire to the local fire department by mobile telephone, conduct a check of the building to make sure everyone has evacuated the building, and report the location of the fire within the building to the school director or the person left in charge of the building.

Earthquake Plan

During an earthquake, teachers will remain calm and in charge; this will reduce a sense of panic throughout the school. When there is an earthquake, teachers should loudly, but calmly tell their class, “Earthquake, get under the tables!” Students should push their chairs away from the tables, crawl under the tables, duck their heads, and cover their heads and necks with their arms.

During a drill, teachers should emphasize to their students what should always be done during an actual event, which is: *crawl under something, duck your head, and cover your head with your arms*. When reviewing this plan with classes, teachers will encourage students to crawl under a table that is not close to electrical cords, under windows, in front of bookcases, or in front of other potentially unstable objects. One of the greatest dangers during an earthquake is the sense of panic that causes people to hurt themselves or others in the process of trying to find safety. “*NO PANIC*” is the theme underlying the Baku International School Earthquake Plan.

After the earthquake has passed, which typically takes from ten seconds to one minute, the teacher will lead students in exiting the building and congregating outside the school building as outlined in the Baku International School Fire Evacuation Plan. The director of the school, or other designated person, will trip the fire alarm at this time to remind everyone to evacuate the building according to the guidelines set forth in the Baku International School Fire Evacuation Plan. The teacher will speak loudly with a firm, but calm, voice for students to line up at the doorway of their classroom and exit the building in an orderly manner.

Once outside the building the school Director of Instruction, or other designated person, will account for those present and absent in the same manner as outlined in the Baku International School Fire Evacuation Plan. The Director will give further directions in accordance to consultation with the U.S. Embassy. In the case of earthquake hazard, Baku International School will always follow the guidance of the United States Embassy according to their assessment of the situation.

Lock Down

Soft Lockdown – Missing Student on Campus

A soft lockdown is used when a student is reported missing on campus. The following should good:

- Teacher reports to main office or administrator that a child has not reported in a timely manner.
- Administrator communicates to the entire building that a light lockdown is in effect and any available staff not supervising students need to report to the main office to help with the building sweep. Send the name of the missing child to staff via Teams or other social media platform.
- Administrator assigns roles to people to sweep the entire campus.
- Administrator stays at the main office and waits to hear back from staff completing the search.
- The search of the entire building should take less than 5 minutes.
- When the child is located, the Soft Lock down is lifted. Parents are notified of the situation.
- If the child is not located, parents are notified.
- Note: Most cases involving a soft lockdown involve a student misjudging time or feeling ill and sitting in the restroom. The counselor should be ready to talk with the child to reassure that they did nothing wrong and the search was for their safety.

Levels 1-3 described below are from QSI HQ:

Level 1 Lockdown

Situations in which a Level 1 lockdown of the school building might be necessary include:

- A dangerous situation is happening outside of the school campus.
- Possible civil unrest is occurring outside the school campus.
- A medical emergency is occurring on campus, such as a teacher suffering a heart attack, and hallways need to be cleared for emergency crews to move quickly through the school.
- An announcement will be delivered or made over the intercom: “Level 1 Lockdown. Please return to your classrooms due to _____ (briefly describe the reason)”
- The exterior entrances to the school are secured.
- Students and staff proceed to classrooms.
- Teachers in classrooms lock the classrooms doors from within. Windows and curtains should be closed.
- Classes continue as usual.
- Communication should occur between staff via a previously established mobile phone communication app.

- Teachers and students will remain in lockdown Level 1 until an “ALL CLEAR” announcement is given by the director or designee.
- Administrators, teachers, and staff prepare to do a building evacuation, or a safe haven evacuation based on the situation. See below for protocols.

Level 2 Lockdown

Situations in which a Level 2 lockdown of the school building might be necessary include:

- A dangerous situation is occurring on campus, such as a physical altercation between students or a parent threatening a staff member.
- A group of protestors is approaching campus because they are angry about the presence of foreigners in the country.
- An announcement will be delivered or made over the intercom: “Level 2 Lockdown. Lockdown the building due to _____ (describe what is occurring)”
- Before locking the doors, teachers visually sweep the hallways in front of their classroom and bring in staff and students who are in the hallways.
- Teachers in classrooms lock the classroom doors from within. Staff should lock office doors. Classes in hallways or other areas without locking doors should prearrange to go to a nearby classroom with lockable doors. Students should be instructed to go to the nearest classroom immediately if they are in hallways, restrooms, or unaccompanied when they hear the lockdown announcement.
- Instruction stops.
- Students, teachers, and staff assume positions away from “line-of-sight” so they are not visible from the door or windows. Staff and students “hide” and remain as quiet as possible. Do not take the time to close the windows or blinds if they are open
- Teachers and students outside should proceed to the nearest classroom.
- Staff use the previously agreed upon mobile phone apps to communicate anything seen that may be suspicious. **DO NOT USE PHONES TO ASK FOR UPDATES OR MAKE PHONE CALLS.** Students are not to use their phones unless asked to by a teacher or staff member.
- A security team sweeps the campus, checking in all areas of the school for missing or unaccounted students, teachers, staff and/or visitors.

- Teachers should not go to doors to talk to anyone. Exterior doors will be locked, and parents must go to a designated entrance. Security will be stationed (out of sight) near the front entrance and will direct any visitor to a lockdown area.
- Teachers and students remain in lockdown until an “ALL CLEAR” announcement is given by the director or designee.
- Administrators, teachers, and staff prepare to move to a Level 3 lockdown if the situation warrants.

Level 3 – Rapid Evacuation/Barricade

A Level 3 Lockdown is a response to a life-threatening event on campus. It is imperative that staff understand the physical layout of the school and the various options for a rapid evacuation. A plan for what to use to barricade the doors is also necessary in the barricade option. Constant and clear communication is the key to the protection of students and staff. This should be practiced as an exercise (as described above), not as a drill, to avoid unnecessary trauma to students and staff.

Situations in which a Level 3 lockdown of the school building might be necessary include:

- A life-threatening situation is occurring on campus such as an active shooter.
- An announcement will be delivered or made over the intercom: “Level 3 Lockdown. There is a _____ (describe what is occurring)”
- Teachers react based on the situation and their location to the threat.
- Communication is provided via mobile app or via PA system to give continual updates as the situation unfolds.

Option 1: Rapid Evacuation (when it is safe to do so)

- Evacuate the building by the safest route available AS FAST AS POSSIBLE. The goal is to get the students off the school campus.
- Continue communication via mobile app as soon as possible.

Option 2: Barricade

- Before locking the doors, teachers visually sweep the hallways in front of their classroom and bring in staff and students who are in the hallways.
- Teachers in classrooms lock the classroom doors from within. Staff lock office doors. Classes in hallways or other areas without locking doors should prearrange to go to a nearby classroom with lockable doors. Students should be instructed to go to the nearest classroom

immediately if they are in hallways, restrooms, or unaccompanied when they hear the lockdown announcement.

- Teachers and students use furniture and other items in the room to barricade the door(s) so that it makes it difficult for any intruder to enter the classroom.
- Students, teachers, and staff assume positions away from “line-of-sight” so they are not visible from the door or windows. Staff and students “hide” and remain as quiet as possible. Close the blinds.
- Staff and students who are outside either evacuate the school campus or go to a classroom and barricade themselves.

Bomb and Suspicious Package Threats

1. Whoever receives the phone call, e-mail, or notification should collect as much information as possible from the call/e-mail and record it in writing.
 - a. Use the Bomb Threat Report to guide phone conversation and collection of information.
 - b. A Bomb Threat Report should be kept by all phones
2. Inform school administration and security as soon as possible.
3. Provide pre-evacuation announcements and reparations.
 - a. **SAFETY CHECK OF EVACUATION LOCATION:** School security will conduct a sweep of the evacuation point to check that it is clear of suspicious objects and visually check surrounding areas and buildings for threats.
 - b. **ALERT AUTHORITIES:** School security will alert local authorities. School administration will alert US Embassy’s Regional Security Office (RSO).
 - c. **SAFETY CHECK BEFORE EVACUATION:** School administration will issue an announcement that the school will evacuate.
 - i. Teachers will instruct students to duck and cover until the evacuation begins.
 - ii. All teachers ask all students to turn off phones and devices to prevent accidental interference with possible suspicious packages.
 - iii. Teachers will be asked to survey the room, check for anything out of the ordinary, and report to administration if they see something suspicious.
 1. If reporting something suspicious, the teacher will vacate the room with the students to the next empty space inside the school

(classroom, library, and other locations).
Teachers should prevent anyone from touching the suspicious item.

d. EVACUATION: Evacuation will occur when the above steps are complete. The school will use the set Evacuation protocol to have all students and staff vacate the school campus.

4. At the evacuation location

a. Once all staff and students are accounted for at the evacuation point, the following needs to happen:

i. School administration and security assess the current situation and update the local authorities and U.S. RSO.

ii. Determine if the situation requires the staff to stay on campus until further information is available or to dismissing students.

1. The Crisis Pickup Communication will go into effect.

A Brief History of Sanaa International School and Quality Schools International

Sanaa International School

Sanaa International School opened in September 1971 with four students and grew to over 200 within a few years. The school's early history is related to the founder's first assignment in Yemen. In 1966-67, Mr. James E. Gilson was employed as principal of the Yemen-American Cooperative School in Taiz, Yemen. In May of 1967 the American community was evacuated and the school ceased operations. Mr. Gilson, encouraged by the friendliness and hospitality of the people of Yemen, and interested in their culture and history as well as the development of the young republic, had a desire to return.

In 1971 after discussions with key people in Sanaa, it became apparent that there was a need for an international school. Therefore, Mr. Gilson accepted a position in Saudi Arabia, hired a teaching couple to go to Yemen, and was able to financially guarantee the first year of Sanaa International School. The school grew to about 25 students in the first year making it possible for Mr. and Mrs. Gilson and their two sons, Marcus and Kevin, to move to Yemen in July 1972.

In 1974 the established Advisory Board composed of leading expatriates and Yemenis, joined by a few others in Sanaa, met and formulated the school's Articles of

Organization and By-Laws. This established the school as a non-profit organization and formed a Board of Directors. Accurate accounting records have been kept throughout the school's existence. As a non-profit entity, the school has been able to receive grants, loans, and land.

As early as 1972 it was foreseen that a proper building should be constructed for the school. After three years of discussions and meetings at many levels, the Yemen Government granted the school its present 35 acres (about 14 hectares) gratis for a period of fifty years. Many individuals of the Yemen Government, the American Government, the United Nations, and the German Government gave considerable assistance in time and influence to obtain land that was occupied on 22 December 1976. Construction began on 1 January 1977. A formal agreement with the Yemen Government was signed on 7 May 1977 that included the land grant.

The building program and site development included the school buildings, two water wells, one residential home, a workshop, and playground development. In the fall of 1992, a new domed carpeted auditorium/sports area was put into use.

The educational program has progressed from the philosophy brought by the first teachers to a structured performance-based model first implemented in the fall of 1987 in the secondary section. By the autumn of 1989 the entire school was performance-based. Formal accreditation was granted by the Middle States Association of Colleges and Schools on 24 April 1987.

Quality Schools International

Quality Schools International has a more recent history. In 1991 the political structure of the world began a rapid transition. Great changes took place in the former USSR and in areas formerly under its sphere of influence. Combining this recent history with experience in the school restructuring process leading to higher success in schools, QSI was launched.

Mr. Duane Root and Mr. Gilson co-founded Quality Schools International as a non-profit educational organization with a view to opportunities in education in new countries.

In May of 1991 Mr. Gilson traveled to Albania to have a look at a country just emerging from over 45 years of dictatorial suppression. During his time there, he met some key people in the Tirana community and made a decision to begin Tirana Int'l School. This expansion has resulted today in an organization offering excellence in education in 30 different countries.

QSI Headquarters is in Malta. The President, Director of Operations, Executive Secretary, Public Relations Coordinator, and Personnel Coordinator live in Malta. This is also the location for the Finance, Curriculum, Child Protection, and Technology departments of QSI.

QSI Regional Supervisors are located in regional locations. Regional supervisors provide guidance and support to designated QSI schools.

QSI United States Business Office is located in Homedale, Idaho, USA. This office expedites financial transactions for QSI.

QSS (Quality Schools Services) is located in Wilder, Idaho, USA. QSS provides services for ordering, collection, and shipping of school materials to all QSI schools.

QSI Resource The resource department monitors QSI materials and supply orders, coordinates curriculum development, and coordinates standardized testing of QSI students.

It is an exciting time to be in the world and to be involved in education! QSI looks forward to providing excellence in education for international children living in many countries and to providing career opportunities for caring and competent educators.

Student Behavioral Guidelines:

Students should:

- Adhere to the positive behaviors of the Success Orientations.
- Attend and participate in all classes every day. In case of illness or emergency, parents must call or email the school to excuse a student.
- Move quickly between classes to avoid tardiness.
- Bring appropriate school supplies each day.
- Complete assignments on-time and take pride in exerting full effort in each assignment.
- Avoid plagiarism.
- Follow the dress code.
- Follow all school and classroom expectations.

My signature below acknowledges that I have read, understood, and agree to the Baku International School Rules and Guidelines and the QSI Student AUP (Acceptable Use Policy). I further acknowledge that I will abide by the behavioral guidelines stated above.

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