



QSI

International

School of Atyrau

Parent/Student
Handbook

2023 - 2024

QSI School of Atyrau



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Parent- Student Handbook

2023-2024 SCHOOL YEAR

DIRECTOR: DR. LAURA HAYWARD

EXPECTATIONS

We Expect Our Administrators

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

We Expect Our Teachers

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

We Expect Our Students

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

We Expect Our Parents

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

OUR MISSION

The vision of QSI International School of Atyrau is to provide a compassionate, engaging, shared learning community that celebrates differences; inspires creativity and collaboration; ensures that all students succeed; and prepares them as globally responsible citizens of the future.

BELIEF STATEMENTS

A Caring Environment

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

Focus On Learning

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

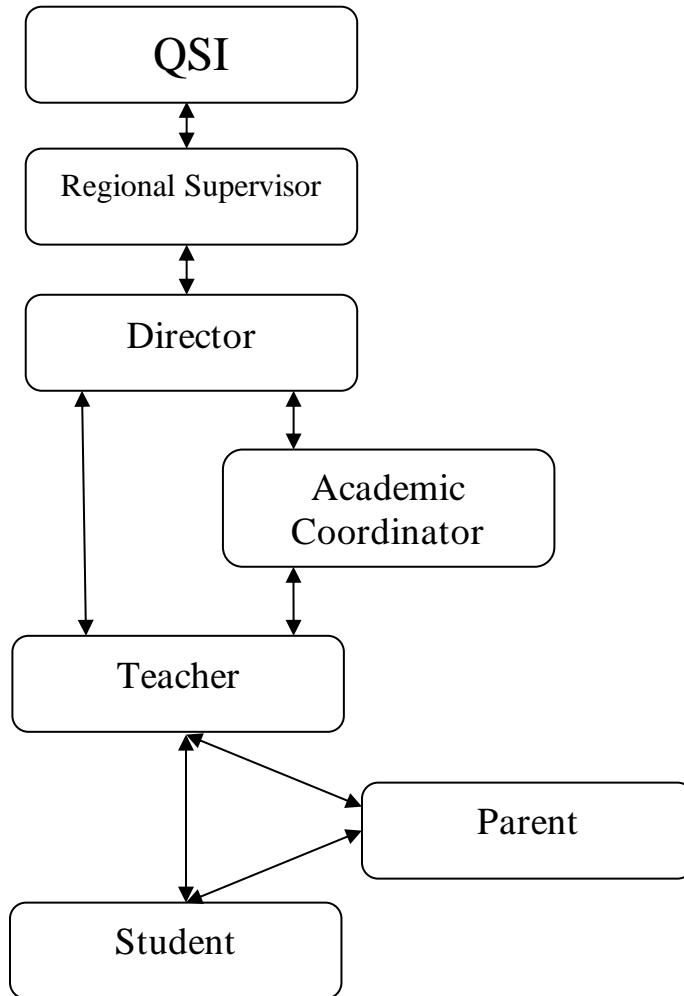
Commitment To Quality

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

COMMUNICATIONS

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

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



POLICIES & PROVISIONS

(In alphabetical order)

Books and Supplies

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

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

If a book is lost or damaged, the family will be charged the full amount of the book.

Closed Campus

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

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

English

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

Field Trips

Field trips are mainly used to aid in the instruction of the classroom. Thus it is important that students attend these trips as part of their educational experiences. It is not a day off from school and students who fail to appear will be marked absent for the day. At the same time, it is expected that students will conduct themselves in an appropriate and civil manner. If it becomes evident that a student's behavior on a field trip may become disruptive, they can be excluded from such a trip. Parents and/or guardians will always be notified in advance if this is to occur.

Week Without Walls

Week without walls is part of the QSI curriculum for middle and secondary students. Students who do not participate with the group will need to create their own projects to meet the required units for this project. Students who fail to do so will receive a D for that unit.

Fire / Bomb Threat / Natural Disaster Information

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

General Guidelines

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

Lockers and Hooks

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

Lost And Found

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

Lunch, Snack and Drinking Water

Students should bring a morning snack, a lunch, and an afternoon snack to school each day. Lunches may be heated in school microwaves.

There is bottled water that is available at the school. We strongly suggest children bring a bottle or cup for drinking, or if desired, bring water from home.

Personal Property

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

Permission to Leave School

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

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

Student Records

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

Student Withdrawal Procedure

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

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

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

Telephone Use

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

Visitors

Dear Parents and Guardians,

Please stop by the office and receive a guest pass before entering any classroom. This will let our teaching staff know that you have checked in with the office first.

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

HEALTH CARE

In Case of Injury or Illness

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

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

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

Illness At Home

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

Dispensing Of Medication

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

BUS SERVICES/TRANSPORTATION

To And From Home

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

To And From School Events

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

Bus Monitors

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

Bus Policy

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

Driving on Campus

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

- Drivers will follow the no smoking policy of the school.
- Drivers will not touch or discipline students who are not under their care.
- Drivers who do not follow the above guidelines will be reported to their employers.
Continued abuse of these guidelines will result in denial of access to the campus.

Traffic and Pedestrian Safety

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

OUTDOOR RECESS & PLAYGROUND POLICY

Outdoor Recess

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

Playground Policy

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

ATTENDANCE & REPORTING

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

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

Notify the school office as soon as possible on any day children will be absent. This prevents us from contacting you at work or interrupting your activities at home. The phone number to the Main Office is **51-8397/98**.

Tardies and absences limit school achievement. Excessive absences and/or tardies may result in required additional work and/or attendance after school.

SUCCESS ORIENTATIONS

Indicators of Future Success

The staff at QSI Atyrau believes the Success Orientations to be primary indicators of future success in advanced education, employment, and life in general. Recent research confirms our beliefs. Recognition for success in these seven orientations (Concern for Others, Kindness and Politeness, Group Interaction, Trustworthiness, Responsibility, Aesthetic Appreciation, and Independent Endeavor) is given five times during the school year on the Status Reports. Teachers, students, and parents will be constantly aware that these are important components of a student's development.

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

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

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

Success Orientation Criteria

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

Trustworthiness

1. The Student Will demonstrate honesty by
 - a) Habitually telling the truth and avoiding deception.
 - b) Telling the truth when negative consequences may follow.
 - c) Bringing lost items or money to the teacher or the office.
 - d) Being a person who does not cheat on tests.
 - e) Being a person who is not involved in theft.
2. TSW demonstrate trustworthiness by
 - a) Following a commitment with the appropriate action.
 - b) Promptly accomplishing an errand when requested by a teacher.
 - c) Displaying acceptable behavior when not under teacher supervision.
 - d) Being a person who is not involved in vandalism.

Responsibility

1. TSW demonstrate responsibility by
 - a) Coming to school and to each class on time except when ill or otherwise excused.
 - b) Bringing appropriate books and materials to class.
 - c) Consistently completing assigned schoolwork in a timely manner.
 - d) Showing organization and cooperation in completing assigned schoolwork in the prescribed manner (such as name, date, and layout included as directed).
 - e) Contributing ideas, reports, research, materials, and/or out-of class involvement which are not assigned.
 - f) Taking proper care of materials and equipment.
 - g) Taking appropriate action to avoid accidents, to avoid misdeeds, or to aid in a situation of need.
 - h) Being careful in making commitments.

Concern for Others

1. TSW demonstrate tolerance for those of other nationalities, races, religions, cultures, ages, and mental and physical abilities by
 - a) Being a person who does not make disparaging remarks concerning those different from themselves.
 - b) Joining in group activities with those different from themselves.
 - c) Having friendly associations with those different from themselves.
2. TSW demonstrate acceptance of others, particularly newcomers, by
 - a) Including them in informal social groups.
 - b) Being a person who does not actively exclude individuals from group activities.
 - c) Approaching newcomers with a view to making them feel welcome.
3. TSW demonstrate concern for others by
 - a) Avoiding actions or words which hurt another person.
 - b) Actions and/or words of support and/or sympathy for those who are unhappy or sad.
 - c) Helping others to be successful in their schoolwork, activities, and play.
 - d) Displaying unselfish behavior.

Kindness/Politeness

1. TSW demonstrate kindness by
 - a) Being a person who does not make remarks which put down another.
 - b) Being a person who does not physically abuse others.
 - c) Displaying acts of kindness (sympathy, encouragement, helpfulness, patience, etc.) toward others, particularly fellow students.
 - d) Giving time and resources to help another in need.
2. TSW demonstrate politeness by
 - a) Being a person who does not exhibit rudeness.
 - b) Using socially acceptable language.

Group Interaction

1. TSW demonstrate group involvement by actively participating in activities.
2. TSW demonstrate support of leadership by
 - a) Displaying words and actions which encourage responsible behavior by others.

- b) Displaying words and actions which promote learning in a classroom by others.
 - c) Being a person who does not discourage responsible behavior or learning by others.
 - d) Assisting the leadership of others by cooperating and being good followers.
3. TSW demonstrate support of group activities by
- a) Contributing ideas which are related to the goals of the group.
 - b) Being a person who does not make negative comments which are not constructive.
 - c) Controlling emotions when discussing different points of view.
 - d) Displaying kindness when expressing an opinion.
 - e) Displaying a cooperative attitude.

Aesthetic Appreciation

1. TSW demonstrate an appreciation of nature by
 - a) Not damaging trees and flowers.
 - b) Making positive comments which show appreciation for the beauty of wildlife, mountains, trees, flowers, stars, etc.
 - c) Creating artwork which illustrates nature.
2. TSW demonstrate an appreciation of orderly surroundings by
 - a) Voluntarily picking up unsightly litter.
 - b) Putting litter in proper receptacles rather than throwing it on the ground.
 - c) Keeping areas of work and play reasonably neat.
3. TSW demonstrate an appreciation of the beauty of ideas; musical, artistic, and theatrical creations; mathematical and scientific concepts; and literary works by
 - a) Making positive comments or written reports.
 - b) Being a person who does not display negative remarks or actions which show disrespect for such beauty.

Independent Endeavor

1. TSW show initiative in engaging in tasks other than those assigned with a view to 'in-depth' study or activity.
2. TSW consistently set goals which include more than the minimum effort needed to complete a task.
3. TSW have the opportunity to pursue a particular interest in an area not in the curriculum or to pursue a curricular area in depth, having a unit outcome created, evaluated, and credentialed.
4. TSW show initiative in using the library and other resources in assignments, projects, and homework.
5. TSW show reasonable self-sufficiency in completing assignments, projects, and homework.

Evaluating Success Orientations

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

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

How a Student Earns a Success Orientation Credit

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

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

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

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

Remediation for a Student Who Has Earned a 'N'

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

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

- 1.** Teacher intervenes and encourages the student to change his/her behavior.
Ex: positive reinforcement, giving consequences for his/her actions, reminding him/her how to manage and change behavior.
- 2.** Teacher calls home to inform parents about the *unchanged* behavior.
Teacher informs the parents that he/she is considering a recommendation for an N in a specific Success Orientation. Parent is given the opportunity to aid the student/teacher in adjusting the behavior.
- 3.** A second parent contact **MUST** be made to indicate that an N is being recommended.
Thus, two home contacts must be made before a student can be recommended for an N. That form goes to the Director of Instruction and a copy is added to the student's files.
- 4.** In extreme circumstances, a faculty member may recommend an N after notifying the parent only once. *These cases may include but are not limited to cheating, fighting, stealing, etc.*

STATUS REPORTS

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

The bar graph

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

STUDENT ASSESSMENT

Program

A Mastery Learning Curriculum

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

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

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

Grades Awarded

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

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

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

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

The Difference Between a ‘D’ and an ‘H’

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

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

Completion of Units

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

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

ACADEMIC INTEGRITY

In general, questions concerning the Guidelines for Academic Integrity at QSI Atyrau should be addressed in light of an action which “makes a student look more academically able than he/she actually is, by using another student’s or person’s work and representing it as his/her own.” The following statements address the questions regarding various academic situations and possible questions which students, faculty, parents, and administrators might raise for clarification. These

comments are not intended to be exhaustive or to cover all situations. They are intended as guidelines for working positively with each individual incident.

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

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

Plagiarism

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

Examples of plagiarism are, but are not limited to:

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

Because all violations of Academic Integrity strike at the very core of the nature of the school, the response to plagiarism and cheating is extreme, including the possibility of redoing all outcomes of that course. A Secondary 4 student who violates the Guidelines of Academic Integrity may also be required to write a letter to universities explaining your actions.

BEHAVIORAL EXPECTATIONS

A Safe Environment

QSI Atyrau

Harassment and Intimidation (Bullying)

No harassment of another student, whether verbal or physical, is tolerated at QSI Atyrau. Any student found harassing another student may be recommended for long term (up to 20 days) suspension from attendance at school or expulsion. **Bullying is not tolerated** and all reported incidents will be investigated.

Smoke Free, Alcohol Free and Drug Free

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

Public Display of Affection

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

Dress Code

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

- No exposed mid-drifts (short shirts)
- No spaghetti straps: sleeveless shirts at least 2 inches in width at the shoulder are permissible
- No see-through clothes
- No undergarment should be seen at any time.
- No inappropriate messages (i.e. foul language, alluding to foul language, suggestive messages or symbols, any drug, alcohol, or tobacco related)
- Clothing displaying graphics, whether pictorial or words must be consistent with the school's mission statement, not disruptive to the school's program, and not offensive to others.

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

CONSEQUENCES

QSI Atyrau

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

Each incident is reported to the Director of Instruction.

Level 1 Misbehaviors

Level 1 misbehaviors keep or distract students from learning.

Level 1 Behaviors	Consequences
1. Electronics*	Teacher: Warning, time off recess, lunch detention, call home, etc. at teacher's discretion. *device confiscated (every time) and parent must collect item from office (see p.21) ♦see the dress code procedures (see p. 20) If a Level 1 behavior persists (3+), it is seen as a Level 2 behavior.
2. Dress code♦	
3. Tardiness	
4. Disruptions	
5. Public Display of Affection	

Level 2 Misbehaviors

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

Level 2 Behaviors	Consequences
1. Insubordination	Teacher: may opt to deal with the incident in the classroom or send directly to the office of Director of Instruction. Any referrals to the office should be accompanied by the Student Misbehavior Referral Form. Administrator: maximum of 5-day suspension If a Level 2 behavior persists (3+), it is seen as a Level 3 behavior. Parent Conference and behavior plan required to return to school.
2. Harassment	
3. Forgery	
3. Plagiarism, cheating	
4. Theft	
5. Vandalism	
6. Profanity	
7. Repeated Level 1 Behaviors	

Level 3 Misbehaviors

Level 3 misbehaviors put the student or others at an immediate physical/emotional danger.

Level 3 Behaviors	Consequences
1. Fighting	Student sent immediately to office Administrator: (administrator reserves the right to deal with offenders on a case by case basis.) 1 st offense: a. Minimum 3-day suspension
2. Sexual Harassment	
3. Alcohol/Chemicals/ Tobacco, possession and/or use	
4. Burglary	

5. Repeated Level 2 Behaviors	b. Parent Conference required
*6. Bribery	2 nd offense: Recommended Expulsion
*7. Ammunition, Weapons, etc. possession	*Automatic Recommended Expulsion
*8. Bomb threat, causing fire alarm	Parent Conference and behavior plan required to return to school.
*9. Arson	

DEFINITIONS OF MISBEHAVIORS

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

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

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

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

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

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

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

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

Dress code: See "Dress Code Policy" p. 19

Fighting: a physical assault on another person

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

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

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

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

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

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

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

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

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

Theft: stealing others' personal or school property

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

COMPUTER USE POLICY

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

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

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

Students must...

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

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

- install language packs for their home languages.
- download pictures for projects.
- change the background picture on the desktop.

Students will not be permitted to...

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

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

The following form will be sent home with children early in the new school year. Parents are requested to complete the form and return it to the school.

Parent photo Release

My Student (s) _____

Age level class
(e.g. 3 year olds, 4 year olds, etc.)

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

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

Please return this form to the school.

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

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

Please return this form to the school.

HANDBOOK ACCEPTANCE FORM

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

Parent or Guardian:

Signature: _____

Date: _____

I would like the school to send me a printed copy of the Parent-Student Handbook

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