

2024-2025

PARENT & STUDENT HANDBOOK



Address

Village Zurgovani
0126, Tbilisi, Georgia

Contact

+995 32 253 7670
tbilisi@qsi.org
www.tbilisi.qsi.org

Dear QSI International School of Tbilisi Families,

A warm welcome to QSI International School of Tbilisi!

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

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

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

We welcome you to another outstanding year of learning and growing as we celebrate our school's 30th anniversary!

Sincerely,

A handwritten signature in blue ink, appearing to read 'Adam Laughlin', with a stylized flourish at the end.

Adam Laughlin
Director



Table of Contents

MISSION STATEMENT.....	11
STAFF ROLES.....	12
ORGANIZATIONAL STRUCTURE.....	13
COMMUNICATIONS.....	14
HEALTHY COMMUNICATION FOR A HEALTHY COMMUNITY	14
ENGLISH.....	14
SCHOOL CALENDAR	15
BELL SCHEDULE	16
<i>Preschool and Elementary</i>	<i>16</i>
<i>Middle School and Secondary.....</i>	<i>16</i>
ACADEMICS	17
EXIT OUTCOMES.....	17
SUCCESS ORIENTATION	17
COMPETENCIES	18
KNOWLEDGE.....	18
STATUS REPORTS AND GRADES.....	19
A MASTERY LEARNING CURRICULUM.....	19
GRADES AWARDED	19
<i>The Difference Between an ‘A’ and a ‘B’.....</i>	<i>19</i>
<i>The Difference Between a ‘D’ and an ‘H’</i>	<i>20</i>
UPGRADE POLICY.....	20
<i>Upgrade Timeline.....</i>	<i>20</i>
<i>Other Situations</i>	<i>20</i>
ACADEMIC INTEGRITY	20
COURSE OFFERINGS	21
<i>Preschool.....</i>	<i>21</i>
<i>5-year-old – 11-year-old Classes.....</i>	<i>21</i>
<i>12- & 13-year-old Classes.....</i>	<i>21</i>
<i>Secondary School</i>	<i>21</i>
EMPOWER.....	22
HOMEWORK	22
<i>Elementary.....</i>	<i>22</i>
<i>Middle & Secondary School.....</i>	<i>23</i>
INTENSIVE ENGLISH (IE).....	24
<i>Elementary and Middle School</i>	<i>24</i>
<i>Secondary School</i>	<i>24</i>
LANGUAGES OTHER THAN ENGLISH (LOE)	24
<i>Elementary.....</i>	<i>24</i>
<i>Middle School.....</i>	<i>24</i>
<i>Secondary School</i>	<i>24</i>
LEARNING SUPPORT SERVICES	24
PLACEMENT	25
<i>Elementary.....</i>	<i>25</i>
PLAGIARISM.....	25
MEASURE OF ACADEMIC PROGRESS (MAP®) ASSESSMENTS	26
HEALTH AND SAFETY	26
ILLNESS AT HOME	26
DISPENSING OF MEDICATION	26
BEHAVIOR EXPECTATIONS.....	27

STUDENT CONDUCT	27
CLASS TIME EXPECTATIONS.....	28
<i>Use of Bathroom During Class Time</i>	28
<i>Use of Hallway During Class Time</i>	28
ENVIRONMENTAL SENSITIVITIES	28
HARASSMENT AND INTIMIDATION (BULLYING)	28
PHYSICAL VIOLENCE	28
PUBLIC DISPLAY OF AFFECTION.....	29
SMOKE-FREE, ALCOHOL-FREE AND DRUG-FREE	29
STANDARDS OF BEHAVIOR.....	29
STUDENT DRESS CODE.....	29
QSI TBILISI MISBEHAVIOR GUIDELINES	31
<i>Level 1 Misbehaviors</i>	31
<i>Level 2 Misbehaviors</i>	31
<i>Level 3 Misbehaviors</i>	32
DEFINITIONS OF MISBEHAVIORS	32
STUDENT POLICIES AND PROVISIONS.....	34
ATTENDANCE	34
<i>Tardiness</i>	34
<i>Guidelines for QSI Students Living Separately from Parents</i>	34
BIRTHDAY PARTIES	35
BOOKS AND SUPPLIES	35
BUS GUIDELINES.....	35
<i>Bus Safety Guidelines</i>	36
CELL PHONES	37
<i>What about learning?</i>	37
<i>What about safety?</i>	37
<i>If I need a phone after school, can I store it?</i>	37
<i>What happens if I am caught with a cell phone?</i>	37
CLOSED CAMPUS	38
CONFERENCES.....	38
FACILITIES USAGE	39
FIELD TRIPS	39
FIRE / BOMB THREAT / NATURAL DISASTER INFORMATION	39
FUND-RAISING	39
LOCKERS AND CUBBIES	39
LOST AND FOUND.....	39
LUNCH, SNACK, AND DRINKING WATER.....	40
PARENT SUPPORT GROUP	40
PERMISSION TO LEAVE SCHOOL.....	40
RECESS	40
<i>Playground Policy</i>	41
SPORTS AND AFTER-SCHOOL ACTIVITIES.....	41
<i>After-School Activities</i>	41
<i>Middle School and Secondary Sports and Activities</i>	41
STUDENT RECORDS	42
STUDENT WITHDRAWAL PROCEDURE	42
VISITORS	42
SUCCESS ORIENTATIONS	43
INDICATORS OF FUTURE SUCCESS.....	43
SUCCESS ORIENTATION CRITERIA	43
<i>Trustworthiness</i>	43
<i>Responsibility</i>	43
<i>Aesthetic Appreciation</i>	44

<i>Concern for Others</i>	44
<i>Kindness/Politeness</i>	44
<i>Independent Endeavor</i>	45
<i>Group Interaction</i>	45
EVALUATING SUCCESS ORIENTATIONS.....	45
<i>How a Student Earns Success Orientation Credit</i>	45
<i>Remediation for a Student Who Has Earned a ‘N’</i>	46
ACCEPTABLE USE POLICY FOR TECHNOLOGY	47
CHILD PROTECTION	49
CODE OF CONDUCT	50



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 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 developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning, providing the time and resources needed for each student to attain mastery, and 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.

Adopted by QSI Board of Directors Feb. 1996

Reviewed and reaffirmed by the QSI Board of Directors July 2019

Staff Roles

We Expect Our Administrators

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

We Expect Our Teachers

- To be dedicated professionals who plan 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 to all campus community members.
- To exemplify the Success Orientations.

We Expect Our Students

- To be respectful of teachers, each other, and all campus community members.
- To have a positive attitude toward learning.
- To be cooperative and supportive of each other.
- To be responsible for one's behavior.
- To have a readiness to learn.
- To give their attention to the required tasks.
- To exemplify the Success Orientations.

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.
- To actively participate in school events.

Organizational Structure

Administration

Director	Adam Laughlin
Director of Instruction (DI)	Reada Wilkinson

Leadership Team

Counselor	Jacquie McVarish
Athletics and Activities Coordinator	Giorgi Chkhikvadze
Learning Support Teacher	Krystl Wiedmeier

Front Office/Campus

Administrative Coordinator	Anna Keshelava
Admissions Coordinator/School Registrar	Salome Azaladze
Business Manager	Inga Keshelava
IT Manager	Sandro Goderdzishvili
PBE Data Entry/Visa Procurement	Manana Parulava
Procurement/Bus Monitor	Tako Kruashvili
Receptionist/Transportation/Attendance	Tamo Kapanadze
School Nurse	Maia Kumladze
Security and Transportation Coordinator	Kakha Ormotsadze
Head of Cafeteria Services	Tamuna Utiashvili
Head of Custodial Services	Tamta Azmaiparashvili
Head of Maintenance	Tornike Razmadze
Head of Transportation	Giorgi Kalashian

Communications

The administration produces a weekly newsletter to keep students and parents informed of the events happening at school. The newsletter is available to parents by email. Each week a list of upcoming activities is emailed to parents and on our website/social media site.

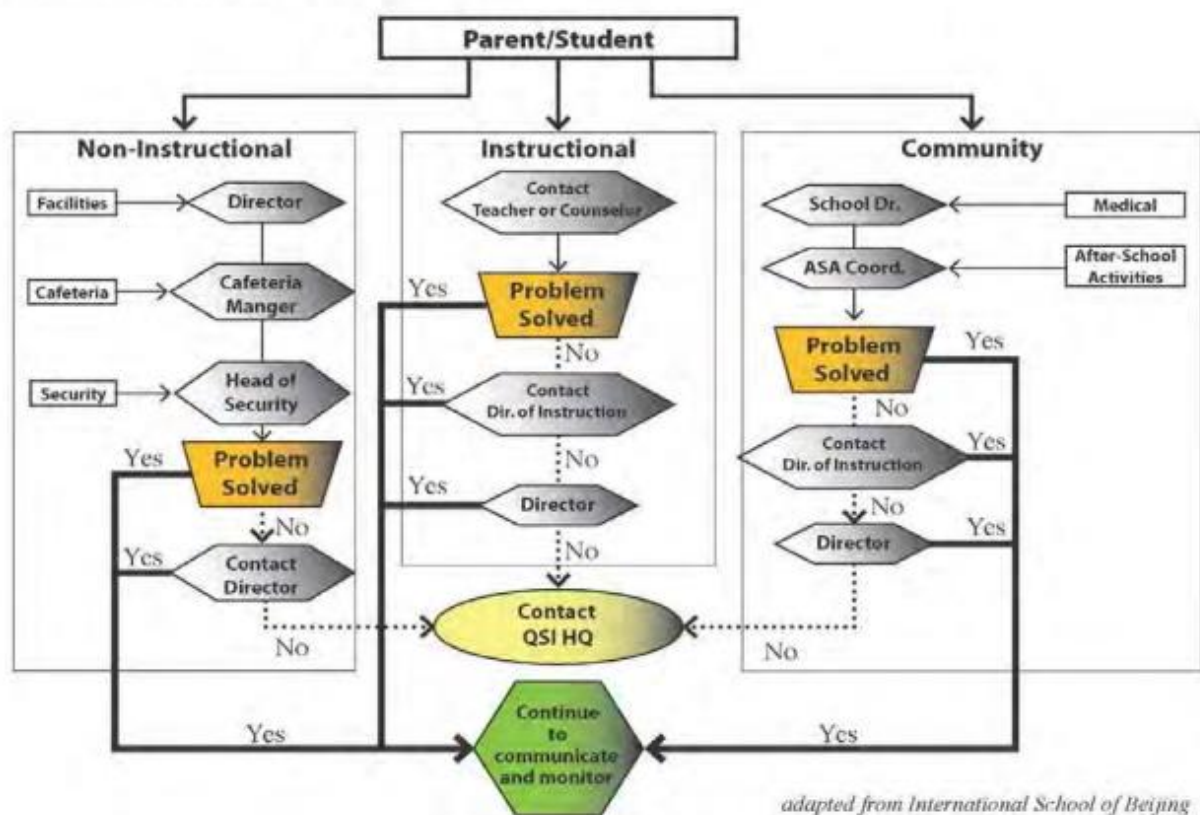
Parents receive a status report five times a year, and Parent-Teacher Conferences are held twice a year. Teachers write Personal Narratives that are sent home twice a year. Narrative reports are available on the [Parent Portal](#). Printed reports are available upon request.

It is the parents' responsibility to keep the school informed of changes to contact information.

Healthy Communication for a Healthy Community

Parents and schools often need to communicate various types of information throughout the year. The immediacy and mode of communication depend on the information being communicated. This document delineates what parents and teachers should expect to be communicated and the avenues to be followed if the matter requires further attention. Below is a list of things the parents or school will need to communicate and the modes of communication.

The primary responsibility for communication for students in 2YO - 11YO's is between the teacher and the parent. As children develop, they will be given more responsibility for this communication. Therefore, we consider the primary responsibility for communication for students in 12YO's - S4 to be between the student and the parent/teacher. This responsibility is developmentally appropriate and will be supported as needed.



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.

School Calendar



QSI INTERNATIONAL
SCHOOL OF TBILISI

2024-25
School Calendar

August						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Events & Non-School Days

22/8 Term 1 Begins

28/8 Saint Mary's Day

14/10 Day of Svetitskhoveli

21/10-25/10 Fall Break

22/11 Professional Development

13/12 Term 1 Ends

16/12-7/1 Winter Break

8/1 Term 2 Begins

19/1 Orthodox Epiphany

3/3 Professional Development

17/3-21/3 Spring Break

28/3 Term 2 Ends

31/3 Term 3 Begins

18/4-21/4 Easter Break

9/5 Victory Day

12/5 Professional Development

26/5 Independence Day

19/6 Term 3 Ends

- Non School Days
- Professional Development
- Term Dates

Village Zurgovani, Tbilisi, 0126, Georgia

phone: +995-32-253-7670 | email: tbilisi@qsi.org

Bell Schedule

Preschool and Elementary

Monday, Tuesday, Thursday, Friday		Wednesday	
1	8:35 - 9:20	1	8:35 - 9:15
2	9:20 - 10:05	2	9:15 - 9:54
Break	10:05 - 10:25	Break	9:54 - 10:14
3	10:28 - 11:13	3	10:16 - 10:57
4	11:15 - 12:00	4	10:59 - 11:39
Lunch	12:00 - 12:47	Lunch	11:39 - 12:22
5	12:50 - 13:34	5	12:25 - 13:05
6	13:37 - 14:22	6	13:08 - 13:49
7	14:25 - 15:10	7	13:51 - 14:31
ASA	15:15 - 16:00	E	14:34 - 15:14

ASA: Optional after-school activities

E: Empower

Middle School and Secondary

Monday, Tuesday, Thursday, Friday		Wednesday	
1	8:35 - 9:21	1	8:35 - 9:15
2	9:24 - 10:10	2	9:18 - 9:58
3	10:13 - 10:59	3	10:01 - 10:41
Break	10:59 - 11:13	Break	10:41 - 10:57
4	11:15 - 12:00	4	10:59 - 11:39
5	12:03-12:50	5	11:42 - 12:22
Lunch	12:50 - 13:34	Lunch	12:22 - 13:02
6	13:37 - 14:22	6	13:05 - 13:49
7	14:25 - 15:11	7	13:51 - 14:31
8	15:14 - 16:00	8	14:34 - 15:14
		E	15:17 - 16:00

E: Empower



Academics

Quality Schools International has a strong belief that all students can succeed.

QSI departs from traditional schools in that it is less concerned about "time" being the "defining" factor of student learning. In most schools, students are given a certain amount of time to complete learning in a subject, and then they are assessed on their performance. In QSI, time is used as a resource, so the outcomes designed to develop students into well-educated and well-adjusted individuals are thoroughly mastered.

In the QSI model of learning, a student either masters the outcomes in each area or is simply not finished. When a student achieves mastery level, he/she is immediately rewarded by receiving credit for the outcome. Therefore, QSI applies only mastery grades of "A," "B," or "P" (still in Progress). QSI recognizes that not everyone will master outcomes at the same rate. Many will be able to finish an outcome rather quickly--they will be allowed to work on a selective outcome and gain credit for doing so. Others will take longer to achieve mastery level and will be provided the time necessary to do so. In other words, students have more than one chance to be successful. The learned outcomes needed at the mastery level are clearly defined and clearly stated. No trick questions! QSI believes in "teaching what we test and testing what we teach."

Exit Outcomes

Quality Schools International has designed Exit Outcomes that are the basis of the entire curriculum. These Exit Outcomes fall into three categories: Success Orientations, Competencies, and Knowledge. Although these categories are related, and are in many ways interdependent, the following three verbs give definition to the Exit Outcomes:

- 'to believe' Success Orientations
- 'to do' Competencies
- 'to know' Knowledge

It is important to learn more than the "academics." QSI feels it is equally important that the often-hidden part of the curriculum, what QSI calls Success Orientations, be a vital part of the entire QSI school experience.

Success for All is the motto of Quality Schools International. This is more than just a slogan. Research indicates, and our experience confirms, that successful people have developed personal orientations that lead to success. Personal habits, the ability to interact successfully with others, reliability, responsibility, diligent work habits, promptness, keeping your word, kindness, and other factors in this realm are at least as important as the knowledge one learns and the competencies one gains. Success in these orientations rests first and foremost in the home; however, the success orientations are actively encouraged and taught in virtually all areas of the QSI school curriculum with the view of making them a vital part of one's life pattern. The role of QSI is to reinforce these efforts of the home.

Success Orientation

Success orientation behaviors are evaluated independently from academic assessments. Academic assessments are given solely based on your performance in the specified outcomes. Evaluations of the success orientations are based on situations within the jurisdiction of the school, and they are awarded through a consensus by the professional staff members. Success in these orientations leads to success in life!

The seven Success Orientations are (**TRACKING**):

- **T**rustworthiness
- **R**esponsibility
- **A**esthetic Appreciation
- **C**oncern for Others
- **K**indness / Politeness
- **I**ndependent Endeavor
- **G**roup Interaction

Competencies

There has been a tremendous information explosion of scientific and technological advances in recent times. It is becoming increasingly important to develop competencies that provide the tools to cope with the present age. To become a productive participant in modern society, one needs skills related to these advances.

Particularly important are higher-order thinking skills. Skills related to the arts and physical fitness are important for beauty and quality of life.

Quality Schools International considers mastery in each of the seven competencies listed below essential to personal success in life.

- Numeracy and Mathematical Skills
- Verbal and Written Communication Skills
- Thinking and Problem-Solving Skills
- Decision-Making and Judgment Skills
- Commercial Skills
- Psychomotor Skills
- Fine Arts Skills

Knowledge

In the modern world, there has been a vast and continuous increase in knowledge. It is impossible to know everything. One must carefully choose the things considered essential for a person educated in modern society. QSI believes it is better to engage in the study of less information and gain mastery rather than cover large amounts of information superficially without mastery.

To develop competencies, one must have a firm foundation of facts and knowledge. Certain facts must be memorized and used as tools in gaining additional knowledge and in developing competencies. Additional knowledge is gained by building upon and combining fundamental facts and bits of knowledge. This happens by hearing, seeing, and experiencing in learning situations, followed by practice and repeated exposure. Some of the ways this happens are through dialogue, questioning, experimentation, risk-taking, and group activities.

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

Mathematics
English / Literature
Cultural Studies
Science

Creative and Applied Arts
Languages Other Than English
Personal Health and World Environmental Issues

Status Reports and Grades

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 their courses. Status reports will be available on our school’s [Parent Portal](#). Printed reports are available upon request.

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 several 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 the 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 assist 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 academic level and higher order thinking. The student must consistently demonstrate 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 when a unit is opened).
- 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 their capabilities. (Elementary only, but not in mathematics, reading, or language arts contents.)
- W The student has withdrawn from this outcome/class.

The Difference Between an ‘A’ and a ‘B’

We believe all children can and want to 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 a 'B' when the student demonstrates mastery of the unit.

**In the event this grade is given due to repeated plagiarism/cheating instances the grade will not be changed.*

Upgrade Policy

In keeping in line with the mastery learning model where time is a resource, QSI allows students who show mastery at a 'B' level to possibly change that grade to an 'A' level if they can show excellence in mastery. This is called "upgrading." All students have the right to upgrade a grade within the guidelines set in place by QSI and the school. Upgrades can only be done in the same school year as the 'B'-level grade was earned. Once the school year ends an upgrade for a unit is no longer possible.

As stated on the status report, A level means all essential parts of the unit were mastered at an appropriately high level. The student consistently demonstrates noteworthy achievement of a high quality, particularly in higher-order thinking skills. Teachers should consider this definition when evaluating student progress in the unit.

Upgrade Timeline

A general guideline is that once students have mastered a unit at the 'B' level, they have a reasonable amount of time to upgrade that unit to an 'A' level if they wish. A student should be allowed at least 15 school days for an upgrade opportunity; however, schools should always take a reasonable approach for allowing additional time to upgrade based on individual circumstances.

Other Situations

Units in which there has been plagiarism, late submissions, or a 'D' issued are not generally eligible for an 'A' upgrade. However, schools and teachers should always consider any individual situation and exceptions should be made. Any 'D' must be upgraded to a 'B' before the end of the school year.

No 'A' upgrade requests should be accepted within the last week of school.

Students cannot use summer school sessions to upgrade units from 'B' to 'A' level.

Academic Integrity

In general, questions concerning the Guidelines for Academic Integrity at QSI Tbilisi should be addressed in light of an action which "makes a student look more academically able than he/she actually is, by using artificial intelligence (AI), another student's or person's work and representing it as their 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 Tbilisi 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 Tbilisi 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.
- Using Artificial Intelligence software to generate work.

Course Offerings

Preschool

Please refer to our QSI Tbilisi webpage to find more specific information about [Learning as a Preschooler](#).

Students in our 2-year-old, 3-year-old and 4-year-old classes attend Library, Art, Music and Physical Education (P.E.) as a part of their specialist rotation.

5-year-old – 11-year-old Classes

Please refer to our QSI Tbilisi webpage to find more specific information about [Elementary Offerings](#).

Students in our 5-year-old through 10-year-old classes attend Library, Art, Music, Physical Education, and Technology as a part of their specialist rotation.

11-year-old classes also attend drama class as a part of their specialist rotation.

12- & 13-year-old Classes

Please refer to our QSI Tbilisi webpage to find more specific information about [Middle School Offerings](#).

Students in our 12-year-old and 13-year-old classes will select from the Fine Arts options: art, band, or drama. These classes will meet daily. Students will also take Technology and Physical Education.

Secondary School

Please refer to our QSI Tbilisi webpage to find more specific information about [Secondary Course Offerings](#).

Secondary students will meet with the counselor to determine a four-year plan and path to graduation. More information can be found in the [My Path to Graduation](#) booklet.

Students in Secondary I-IV will need to meet the 10 unit requirement for Creative and Applied Arts, 20 unit requirement for Physical Education and Wellness, and 20 units of Language Other than English (two years of the same language) in order to graduate with all three diploma options.

In addition to the Secondary Course Offerings provided on campus, [QSI Virtual School](#) provides additional learning opportunities when necessary.

Empower

There are many opportunities for children to learn about safeguarding and protection throughout the school day, and any opportunities to further discussions about relevant topics should be taken. However, to best protect students, QSI has created the Empower: Skills for Safety, Success, and Global Citizenship Curriculum. All students in the 5-year-old to Secondary IV classes take an Empower class every week.

The EMPOWER program is an evidence-based comprehensive child development curriculum. EMPOWER was created collaboratively with QSI teachers, counselors, and administrators. The curriculum is based on the Center for Academic and Social Emotional Learning (CASEL) framework, International School Counselors Association (ISCA) standards, the Association of International Schools in Africa (AISA), and the International Center for Missing and Exploited Children (ICMEC) best practices for child protection curriculum. Each of these organizations are renowned organizations in their field. The three components of the Empower Program are Success Orientations, Social-Emotional Learning, and Child Protection. Each component addresses the concept strands below.

Success Orientation Concept Strands	Social Emotional Learning Concept Strands	Child Protection Concept Strands
Kindness and Politeness	Self-Awareness	Body Privacy
Concern for Others	Self-Management	Personal/Social Safety
Responsibility	Social-Awareness	Abuse
Trustworthiness	Relationship Skills	Trusted Networks
Group Interaction	Responsible Decision Making	Self-Advocacy
Aesthetic Appreciation		Personal Rights
Independent Endeavor		

Parents have access to the Empower materials in the school with a teacher present, but parents may not take materials home and teachers may not distribute the materials to parents in physical or electronic forms.

Homework

Elementary

Although it is not a school policy to assign homework, students in 5-year-old - 10-year-old classes may be given homework for any of the following reasons:

- To demonstrate independent learning and responsibility
- To complete work due to an absence from school
- To gather material for group or individual projects
- To practice or reinforce skills
- To widen reading experiences
- To complete class assignments that were not completed during class time and to communicate with home

Parents are welcome to work with their child at home during non-school hours, however, we want to reinforce that all children need ample time to play and sleep. All students are expected to read or be read to for a minimum of 10-20 minutes a night. Reading time can be in their home language. Building reading stamina (the ability to read for longer periods of time) positively impacts student learning. Parents are also strongly encouraged to read aloud to their children. This provides a model of good reading at home, promotes interest in reading, and helps to foster a love of reading.

If a parent has any questions or concerns about homework, they should reach out to the classroom teacher.

Middle & Secondary School

At QSI International School of Tbilisi, we are committed to fostering lifelong learning. Homework is an integral part of the educational process. It is an extension of the students' daily learning experiences and provides opportunities for students to:

- Develop responsibility and good study habits such as organizational skills and time management.
- Review and practice skills and concepts taught in the classroom.
- Share learning and school experiences with families.
- Understand that learning also takes place outside the school.
- Develop the habit of reading.

Middle & Secondary students can anticipate having daily homework. Students should expect to also do homework on the weekends if they are working on long-term projects or have not completed assignments during the week. The amount of homework will vary depending on the student's schedule, personal organization, and effort. If students are spending excessive time completing their homework, parents should feel free to contact the teacher to discuss any concerns.

Students are expected to satisfactorily complete and submit homework assignments on time. Students are encouraged to take responsibility for being organized and completing assignments. At the beginning of the school year, teachers will share homework expectations with their students. We ask parents to work with teachers to support their child's completion of assignments.

Most homework assignments are given as learning experiences and receiving assistance from others may be appropriate. However, wholesale copying of another person's assignments to make a teacher think you have done an assignment is a violation of the Guidelines of Academic Integrity.

Examples:

Homework Activities that DO NOT Violate the Guidelines	Homework Activities that DO Violate the Guidelines of Academic Integrity
Working with another person on a cooperative study assignment when both names are affixed to the final submission.	Someone else doing the work for an assignment for which you will receive a grade.
Review of a question or problem by another person to get a suggestion about how to solve a problem or answer a question; the solution, however, is entirely worked out by you.	Copying or paraphrasing another's work in whole or in part and turning it in with your name on it to receive a grade.
Work which is assigned and announced by the teacher as un-graded and which you work with another person or persons with the knowledge of the teacher.	Turning in someone else's work as your own.
	Allowing/encouraging someone else to copy all or part of your work and claim it as their own.

If a parent has any questions or concerns about homework, they should reach out to the classroom teacher.

Intensive English (IE)

Elementary and Middle School

QSI International School of Tbilisi has a well-developed Intensive English program for Elementary and Middle School. Students who qualify and are placed in IE classes will go to these specialized and tiered English classes during the Reading and Writing portion of their schedule.

Students in IE classes do not take a Languages Other than English class. Students in Intensive English are pulled into small group to have additional Intensive English Support during the Languages Other than English class. If a student exits from the Intensive English program, she/he will stay in the Intensive English Support until it is determined that the student no longer needs the additional support.

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

Secondary School

QSIT has a very limited Intensive English program for secondary students. Secondary instruction, minus Languages Other Than English classes, at QSIT is conducted in English. We do not provide English (ESL, EFL) training for high school credit. Students must have a high level of academic and social English proficiency to participate successfully in Secondary classes that are required for graduation credit.

English proficiency will be assessed at the time of enrollment. Any Secondary student who does not have sufficient English proficiency will be placed in Pre-Secondary Intensive English classes (regardless of age) or may be denied enrollment to the school.

Please be aware that language acquisition research suggests that it normally takes from 3 to 7 years to achieve academic fluency in English. This means that students who enroll in our Pre-Secondary Intensive English program often need more than the usual 4 years to complete high school graduation requirements.

Languages Other Than English (LOE)

QSI International School of Tbilisi has a dynamic and engaging Languages Other than English program. Our school offers French, Georgian, Russian, and Spanish language classes.

Elementary

Elementary (6-year-old through 10-year-olds) students have LOE classes four days a week, during a typical school week. Students enrolled in Intensive English class will have additional Intensive English classes during the LOE class times until exited from the Intensive English program.

Middle School

Middle School (11-year-old through 13-year-olds) students have LOE classes five days a week, during a typical school week. Students enrolled in Intensive English class will have additional Intensive English classes during the LOE class times until exited from the Intensive English program.

Secondary School

All secondary students are expected to enroll in at least two years of Languages Other than English. Two years of coursework in the same world language are required for high school graduation.

Learning Support Services

QSIT offers some learning support services for students. It is imperative that parents fully disclose to the school the nature of their child's learning needs, including Individual Education Plans (IEPs) or 504 Plans

(medical needs) during the admission process, so that the school can ensure we can meet the needs of your child. It is also important for parents to inform the school if there are changes throughout the child's tenure at QSIT.

The school has a Learning Support Teacher who will be working with students, teachers, and parents for students with a learning plan, as well as the QSI Regional Learning Support Coordinator.

The school does not have the resources to provide a full Special Education program for children who have special needs outside the regimen of the regular classroom. The school can make classroom accommodations, and the small class sizes often support students with mild needs.

Placement

Elementary

A student is placed in an Elementary homeroom according to his/her age, as of October 31 of any given academic year. In the core subjects of Math, Reading, and Writing, students are placed according to achievement rather than by age. This policy ensures that students receive level appropriate instruction in the critical areas of math, reading, and writing while having the opportunity to collaborate and socialize with age-level peers during all other classes of the day. Generally, the Director and the Director of Instruction decide placement issues with input from teachers, parents, and assessment results.

Some families choose to have their child remain in the 4-year-old program for two years ([Academic Redshirting](#)). This is only permissible for one additional year, with the Director's approval and a signed waiver. After the child's second year, the child must attend the 5-year-old class the following school year (they may not go directly to the 6-year-old class from the 4-year-old class).

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 Artificial Intelligence software to generate work.

Because all violations of Academic Integrity strike at the very core of the nature of 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 their actions.

Measure of Academic Progress (MAP®) Assessments

QSI International School of Tbilisi administers MAP® tests in the fall and spring of each academic year to students 6-years-old through Secondary II. These computerized adaptive tests measure academic progress in the areas of reading, writing, and math. The information provided by these tests allows teachers and parents to monitor the growth and progress of basic academic skills. More information about MAP® testing can be found online at <https://www.nwea.org/map-growth/>.

Health And Safety

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 disability, this information should be given to the school office with documentation from a 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. Please keep children with fevers at 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 Tbilisi does not permit school employees to dispense medication of any type to students. The school nurse can assist in dispensing prescription or non-prescription medication with written/verbal consent from the parents including with directions. This includes but is not limited to Tylenol, cough syrup, throat spray, throat lozenges, cough drops, etc. If prescription 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.

Behavior Expectations

Student Conduct

Students will use common sense and good manners as guidelines for proper conduct. This includes adherence to the QSI Success Orientations.

The following are a few specific rules of conduct. Students and teachers will formulate rules of conduct for their individual classrooms. The individual QSI school may determine rules of conduct specific to the school setting that are to be included in the school's parent/student handbook.

- Rock throwing is not permitted.
- Use of obscene, foul, vulgar, or inflammatory language is not permitted.
- Habitual tardiness and skipping classes are unacceptable.
- A student who has been suspended or was absent during school hours may not participate in any after school-sponsored function.
- Smoking or being in possession of tobacco is not permitted.
- Students are prohibited from possessing dangerous weapons anywhere on school property (whether on a person or in a vehicle) or at a school function away from school property.
- Dangerous weapons include, but are not limited to, firearms, fireworks, other explosives, and most knives.
- The penalty for possession of firearms is immediate expulsion from school. The school community will not tolerate the presence of firearms at the school in the possession of students.
- The penalty for possession of other weapons will be determined by the school.
- The school reserves the right to search students, as well as their vehicles, bags, and lockers if there is reason to believe that weapons or other dangerous substances may be on the premises.
- All teachers, paraprofessionals, and other staff members are to be treated courteously by students and vice versa.
- Students are expected to solve their disagreements in ways through peaceful dialogue.
- Students should walk quietly at all times when in the building.
- The care of all textbooks and library books issued to the child are their responsibility as are all the parts of the building and other equipment. Students are encouraged to have a book bag or backpack to carry materials to and from school.
- Coats and hats are not to be worn in the building under normal conditions. There are cubbies or lockers in designated areas to hang up clothing.
- Students are encouraged to bring only those items directly related to activities of their class.
 - Chewing gum is not allowed because of problems with improper usage and disposal.
 - Guns, knives, and/or any weapon are forbidden. 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.
 - 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.
- Students are expected to remain on the school premises after arriving at school.
- Any student staying after school should do so only when involved in supervised activities and with parental permission.

Class Time Expectations

Learning is the core of what we do at QSI International of Tbilisi. We want our students to be present and engaged in their learning. We expect that students will come to class prepared with supplies and ready to learn. We expect students to follow our Success Orientations and ensure that each classroom is a safe space for learning.

Use of Bathroom During Class Time

During class times, students should be engaged in learning. Teachers will release students to use the bathroom designated for their classroom. Students must have a pass to use the restroom. Students should return to class quickly to return to learning.

Use of Hallway During Class Time

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Environmental Sensitivities

Several of our staff and students have sensitivities to strong fragrances. Students are expected to refrain from wearing strong perfumes or scents when entering the building. Students must not spray perfume, cologne, etc. in the hallways, classrooms, common areas, or buses.

Additionally, students are not permitted to bring aerosols sprays on campus.

Harassment and Intimidation (Bullying)

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

Physical Violence

The school does not tolerate the use of physical violence towards other students or staff. We understand that students are in the process of learning acceptable behaviors and do make mistakes. During play and sports, unintentional contact can occur; this section addresses other acts of physical harm.

The policy is as follows:

With any report of a student hitting, punching, kicking, or causing physical injury by any other means to another student/staff member:

Student(s) physically harming another student will be removed from class, recess, or other school activity immediately.

Students will be kept in an administrator's office or other safe location while facts of the incident are ascertained, and then, until such a time, their parents can visit the school to discuss the incident. At this meeting, parents and administration will ensure that the student fully understands that physical violence is prohibited at QSI. The student, parents, and administration will understand that a repeat of this behavior will most likely be grounds for dismissal from QSI at the discretion of the administration based on the facts of each incident.

Public Display of Affection

Because so many cultures coexist at QSI Tbilisi, 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 Tbilisi recognizes that genuine feelings of affection may exist between students; however, overt, public, physical displays of affection on campus are not acceptable.

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 Tbilisi 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.

Standards of Behavior

The primary goal relating to student behavior is to develop a sense of responsibility such that the student develops an internal desire to observe acceptable behavior patterns. The responsibility of obtaining this objective rests first and foremost at home. The school also has a responsibility to work in every possible way toward this goal. The home and school, working as a team, should coordinate efforts. QSI hopes this results in positive attitudes toward the school and country.

Standards of behavior are outlined as follows for the students and parents to know what is expected and what is emphasized:

- Students are expected to be kind to others and should consider the feelings of others. Verbal unkindness and physical abuse are not accepted.
- Students are expected to be honest in all matters.
- A warm relationship is expected between faculty and students. Student interests, ideas, and opinions are to be heard, and students are to be given respect. The teacher has authority when the students are under the school's jurisdiction. Students are expected to give proper respect to faculty members. Any form of rudeness or insubordination should not be a part of student behavior.
- Students are expected to respect the school property and property of others.
- Students are expected to use proper language. Profane, obscene, and otherwise unacceptable language or gestures are not permitted.
- Students are expected to attend all classes punctually and regularly.

Student Dress Code

QSI Tbilisi believes that the responsibility for the dress and grooming of a student rest primarily with the student and his or her parents or guardians and that appropriate dress and grooming contribute to a productive learning environment. Therefore, the school expects students to pay proper attention to personal cleanliness and wear clothes suitable for the school activities in which they participate within the multicultural environment of our international school.

School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time. Administration and enforcement of the dress code shall be gender-neutral and consistent.

Minimum Safe Attire

Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
- When the body is standing straight, clothing must cover the chest, back, torso, stomach, and lower extremities from armpit to armpit to mid-thigh. Tops must have a strap and at no time may any part of a student's buttocks be exposed.
- Clothing must cover all undergarments. No underwear or undergarments may be visible at any time. Clothing may not be see through.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, field trips and other activities where unique hazards or specialized attire or safety gear is required. Bare feet are not permitted at any time.

Attire and/or grooming depicting or advocating, state, imply, or depict violence, weapons, criminal activity, gang-related activity, use of tobacco, alcohol or drugs, pornography, foul language, hate speech, or clothing that could be considered dangerous or that could be used as a weapon are prohibited.

No list of dress and appearance guidelines for students can be written that will anticipate all potential dress and grooming extremes. In questionable dress or grooming not specifically covered in the list above, the administration will make the final decision. Appropriate action will be taken at that time, and when necessary, contact will be made seeking parental cooperation and assistance.

The administration retains the sole discretion to determine whether clothing, jewelry, accessories, and/or appearance meet acceptable standards. All school personnel shall be responsible for reporting violations of this dress code. When a dress code violation occurs, the student must change into proper attire. Continued violations of the dress code will be considered defiance and will be referred to the administration for disciplinary action.

QSI TBILISI MISBEHAVIOR GUIDELINES

Misbehavior has been categorized into three levels depending on the severity of the incident.

Each incident is reported to the Director of Instruction.

Level 1 Misbehaviors

Level 1 misbehaviors keep or distract students from learning.

These behaviors include, but are not limited to:

Level 1 Behaviors	Consequences
1. Electronics*	Teacher: Warning, time off recess, lunch detention, call home, etc., at the teacher's discretion. *Device confiscated, and parent must collect the item from office (after repeated offenses) ♦see the dress code procedures 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 the classroom or school environment to feel unsafe.

These behaviors include, but are not limited to:

Level 2 Behaviors	Consequences
1. Insubordination*	*Teacher: may opt to deal with the incident in the classroom or send it directly to the office of the Director of Instruction. Any referrals to the office should be accompanied by the Academic/Behavioral Concern 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. Plagiarism/cheating*	
3. Profanity*	
4. Forgery	
5. Theft	
6. Vandalism	
7. Harassment	
8. Minor Physical violence	
9. Repeated Level 1 Behaviors	

Level 3 Misbehaviors

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

Level 3 Behaviors	Consequences
1. Fighting / Major Physical Violence	Students are sent immediately to the office. Administrator: (The administrator reserves the right to deal with offenders on a case-by-case basis.) 1 st offense: a. Minimum 3-day suspension b. Parent Conference required. 2 nd offense: Recommended Expulsion *Automatic Recommended Expulsion Parent Conference and behavior plan required to return to school.
2. Sexual Harassment	
3. Alcohol/Chemicals/ Tobacco, possession and/or use	
4. Burglary	
5. Hate Speech	
6. Repeated Level 2 Behaviors	
*7. Bribery	
*8. Ammunition, Weapons, etc. possession	
*9. Bomb threat, causing fire alarm	
*10. 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 their assigned duties ex: speaking without permission, getting out of their seat without permission, playing in class

Fighting: a physical assault on another person

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

Hate Speech: any form of communication, whether spoken, written, or expressed through actions, that is intended to or has the effect of promoting hatred, discrimination, hostility, or violence against individuals or groups based on certain characteristics, such as race, ethnicity, nationality, religion, gender, sexual orientation, disability, or any other distinguishing feature.

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 or AI-generated work (from a book, the internet, other students) and claiming it as their own

Profanity: obscene or profane language or gestures, written or printed materials (including pictures), or conduct that 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:

-
- Sex-oriented verbal "kidding" or abuse
- Subtle pressure for sexual activity
- Physical contact such as petting, pinching, or constant brushing against another person's body
- 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]

Student Policies and Provisions

Attendance

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

Parents are requested to call 032 253 76 70 on the day their child is absent or send an email to reception@tbilisi.qsi.org by 8:30 a.m. Families who know in advance they will be absent from school for reasons other than sickness should notify the front desk. Students should notify all their teachers and complete all class work before planned absence (if possible). As far as official records are concerned, the school makes no distinction between excused and unexcused absences. When a child is not present for the classroom experience, he/she misses out on the learning of the day. Ensuring that your child is present as much as possible will contribute greatly to their future academic success.

The office will email parents when their child has missed 10 days of school and again after every additional five days. The Counselor and Director of Instruction will also receive these notifications.

Tardiness

All students are expected to be at school and in their homerooms no later than 8:35 a.m. Students in middle and secondary school must report to the School Receptionist to receive a Tardy Slip if they arrive after 8:35 a.m.

The student will begin each quintile with zero tardies. Any student who is tardy three times in a quintile may be told to spend a lunch period with the administration to reflect on how to make positive changes to correct their attendance. Any student tardy five times in each quintile will automatically receive an N for the Success Orientation of Responsibility.

Guidelines for QSI Students Living Separately from Parents

All students enrolled in a QSI Tbilisi are expected to live with a parent or legal guardian during the academic year. There are times when parents or legal guardians of a student may travel outside of the city or country where the school is located while leaving the student in the city to attend school. Because of the importance of school-to-home contact, these situations are expected to be temporary, and there should not be situations in which a student is left in a country long-term (longer than a few weeks) without a parent's or legal guardian's supervision.

According to the enrollment guidelines, when enrolling a child in the school, the parent or legal guardian and the child must have legal status in the country or be in the process of obtaining legal status.

In addition, to protect a child's safety and best interests, before a parent or guardian is travelling while leaving a child in school:

- The parents or guardians must share a plan for medical care for the child, in case of emergency, with the school.
- The parents must provide contact information for a legal guardian, or an adult appointed by the parents in writing, who has decision-making power over the child. If there is a behavioral, medical, or other issue that arises and parents cannot be contacted immediately, there must be an adult who can work with the school to take care of the issue.

- In the case that the parents do not inform the school before they leave, and the school finds out a child is living on their own or with caretakers other than their parents, the school should contact the parents as quickly as possible to ask them to share contact information for the adult responsible for the child.

Birthday Parties

We are always excited to celebrate your child's birthday at school! Please note the following:

- Birthday celebrations during the school day will be limited to a snack shared with classmates and a small celebration. Coordinate with your child's teacher for an appropriate time for the small celebration.
- If bringing food to share, parents should contact their homeroom teacher in advance to arrange:
 - Time of celebration
 - Any allergies in the class
- Large-scale celebrations that disrupt the learning environment are prohibited on campus. Please save large-scale parties (loud music, animators/performers, etc.) for parties outside of school hours.
- We encourage the QSI Tbilisi Community to share special occasions like birthdays together while being careful to acknowledge the feelings of all students.
 - Unless the entire class is invited to a party, please do not distribute invitations at school.
 - To avoid hurt feelings, we encourage you to invite less than half the class or to invite the entire class.
 - Parents and guardians are also encouraged to avoid any hurt feelings by not shepherding a party group directly from school.
 - Teachers/QSI office can assist in sending birthday party invitations if the entire class is invited to the party.
- If you do not want your child to participate in birthday celebrations due to religious reasons or any other reasons, please let your child's teacher know.

Books and Supplies

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

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

If a book is lost or damaged, the family will be charged twice the amount of the book plus \$1 to cover shipping and import fees.

Bus Guidelines

The QSIT bus service is the most safe and reliable mode of transport for our students travelling between home and school. We provide a door-to-door bus service to our families, covering most of the city zone and the Dighomi area. Applications are accepted throughout the year, but subject to seat availability.

Bus Safety Guidelines

- QSI will provide contact information, routes, times, location of the stop, bus identification and phone number to parents.
- The Parent will provide contact names, phone numbers, picture ID of any authorized person to deliver or meet the students.
- An English-speaking bus monitor is available on each bus and accessible by phone until the bus delivers the students to destination.
- Seating is determined by the bus monitor who is also in charge of bus discipline.
- If a student is not at the bus stop at the specified time, the driver will wait only two minutes, and proceed on the morning route.
- Due to limited seating and safety reasons, QSIT will not transport anyone other than the regularly scheduled students and staff.
- An authorized individual will meet young students at the stop at a specified time.
- If an authorized person is not at the stop, the driver/monitor will wait two minutes, contact QSI office and proceed with the afternoon route, returning the child to school.
- Adjustments to the schedule or transportation details throughout the year are always communicated via email.
- Parents of the bus riders receive an afternoon bus sign up for every quintile (when ASAs change) and every time there is a change in sports activities. Students must ride the afternoon bus they are signed up for.
- Parents are requested to send written notice to QSI Reception & Transportation Team ahead of time whenever their child:
 - has a playdate and must ride a different bus
 - will not ride the school bus
 - will need ride at a different time then indicated on the daily schedule
- If student behavior is disruptive, QSIT will inform the parent in writing. If the behavior does not improve, bus service can be suspended.
- **Our main purpose is to help provide a safe and enjoyable experience for all students who ride the school bus. If the school determines that we cannot provide a safe ride due to certain circumstances, parents will be contacted in writing, and bus service may be suspended.**
- All students in early years (3-year-old - 5-year-old) are required to use a car seat or booster seat when traveling on the school bus. Car seats and boosters are to be provided by families.

There is a defined bus safety code:

- A first aid kit will be on every bus.
- Driver/Bus Monitor will open and close the door
- 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, who may assign you a seat.
- You should sit as quickly as possible and remain seated while the bus is in motion with your seat belt tightly in place.
- You will not be allowed to create disturbances on the bus.
- You are not allowed to drink or eat on the bus.
- Improper language or behavior will not be tolerated.
- You may not lean out windows or throw items from the bus.
- Everybody is expected to help keep the bus clean.
- Any student-caused damage to the bus will be the student's responsibility, and the price for replacement or repair will be charged to that student's family account.

Cell Phones

"Away for the Day!" Cell Phone Policy

QSIT does not allow students to use cell phones on campus. While, as a modern school, we LOVE technology (we really do!), we also value the deep personal connection of being in an environment without phones competing for our attention. [And yes, we looked at the research.](#)

Students are not permitted to use phones, smart watches, or wireless earbuds/headphones on campus from 8:35 until 16:00.

If a student does bring their cell phone on campus, it must be switched off and kept in bags, locker, or in the locked vault at the front office at all times. It is important to note that if students decide to bring a cell phone to the school grounds, they do so at their own risk. The school is not responsible for any loss or damage caused to any cell phone. If a parent or caregiver needs to contact their child urgently during the day, they should call the office or contact their child via their school email address.

What about learning?

The [research](#) is clear. The mere presence of a cell phone inhibits learning. The research has also show that the increased use of devices by teenagers has led to:

- Negative impacts on mental health
- Overreliance on mobile technology
- Reduced physical socialization
- Risk of theft, loss, or damage
- Risks to child protection
- Increase in bullying and harassment

Exemptions:

A student may be given an exemption to use a cell phone for learning assistance by the Director or Director of Instruction. There needs to be a strong reason for this exemption to be supported.

In matters related to a student's immediate health and safety concerns, a parent or caregiver can apply at any time to the Director or Director of Instruction for a period of exemption (e.g., medical conditions or protection issues). Examples would include but not limited to:

- Health reasons such as insulin levels (this needs to be approved by a doctor or school nurse where practical)
- Mental Health reasons (these need to be approved by the school counselor)

What about safety?

Safety experts recommend that during a lockdown, absolute silence (free from beeping and buzzing) in classrooms is a vital safety strategy. If there is a family emergency, call the school's office at +995-32-253-7670.

If I need a phone after school, can I store it?

You may choose to store the powered-off phones in your locker/backpack or in the school's locked vault at the front desk. If using the locked vault, just drop it off when you arrive in the morning, and we'll secure it in our vault and return it to the student when the school day ends.

What happens if I am caught with a cell phone?

The cell phone will be confiscated and stored in the locked vault. If a phone is confiscated three times:

- We will require parents to collect it for their child at the end of the day
- The student must use the vault to store their phone during the day for the remainder of the term
- The student will receive an N in Trustworthiness on their status report

Closed Campus

QSI Tbilisi 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.

Outside delivery of food (WOLT, etc.) is not permitted for students except for specific circumstances with the permission of the Director.

Conferences

Communication in the form of well-planned face-to-face parent-teacher conferences is an integral part of the system of reporting student progress. Conferences will help teachers know the parents and thus better understand the child. There will be no classes on conference days; signups will be available on the [SchoolsBuddy](#) portal.

Our school will host one Parent-Teacher Conference on October 11, allowing parents and teachers to communicate and collaborate in their child's education.

Parents are always welcome to schedule a meeting with their child's teacher for additional discussions.

The second conference (on March 29) will be Student Led Conferences. A student-led conference is a preplanned meeting in which students demonstrate responsibility for their academic performance by providing a review of their work for parents and teachers. The students lead the conference by presenting work samples and discussing their learning, strengths, weaknesses, and progress toward their goals. Student-led conferences look different in different ages and classes, but they all focus on the students reflecting on their learning and articulating that reflection for their parents and teachers.

Student-led conferences differ from traditional parent/teacher conferences.

- Students participate in all stages of the conference. They prepare and organize work samples, use checklists to demonstrate new learning, and plan next steps.
- Students lead the conversation to show what they have learned. They receive feedback from their parents and teachers about strengths and goals for improvement.

Student-led conferences benefit students, parents, and teachers.

- Students take more ownership of their learning.
- Parents and students have open communication about school, after-school activities, and other important decisions in life.
- Teachers establish a stronger working relationship with parents and students.

Facilities Usage

We are happy to have families and students use our school's facilities after school hours following these guidelines:

1. Use of facilities for school-related functions will always take preference to other groups using school grounds.
2. Use of outdoor school grounds (playground, track, etc.) is available outside of school hours to members of our school community.
3. Use of indoor school facilities (cafeteria, gym, weightroom, etc.) is only permitted with prior approval from the Athletics Director, Giorgi Chkhikvadze.
4. Organizations/groups outside our school's community wishing to use school facilities will pay a facility usage fee. Contact Giorgi Chkhikvadze for details.
5. Children using these facilities must be actively monitored (within visual range) by a responsible adult while on school grounds.
6. No pets are permitted on campus.

Field Trips

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

Fire / Bomb Threat / Natural Disaster Information

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

Fund-raising

Student clubs/teams or classes and/or Parent Support Group may be permitted to conduct fund-raising activities for approved school purposes. Requests for permission must be made to the Director at least 10 days before the event.

Note, students are not allowed to sell items for personal profit at school. Items brought to school for this purpose may be confiscated, and the seller will be subject to possible disciplinary consequences.

Lockers And Cubbies

The lockers are school property and must be treated responsibly. They provide adequate space for students to store their books and other allowable items. Coat hooks are also provided for clothing and hats. School personnel may inspect or search lockers when misuse or other causes warrant 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 key copy.

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 the child's lunch box and backpack. 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.

Students and their parents are responsible for their own personal property and possessions while on school premises or engaged in school activities. We strongly discourage pupils from bringing high-value (monetary) or invaluable (sentimental) items to school. If these items are brought to school, it is the owner's responsibility to ensure that they are kept safe. The school cannot accept liability for loss of or damage to such property and possessions.

Lunch, Snack, and Drinking Water

School lunch and morning snacks are available for purchase at school. If a student chooses to bring a morning snack/lunch to school, they may be heated in school microwaves.

There are bottled water dispensers and filtered water fountains available on campus. Students must bring a reusable bottle with their name clearly labeled on it to fill at school.

Parent Support Group

All parents are encouraged to become actively involved with the school through the Parent Support Group (PSG). The goal of the PSG in QSI is to make the learning environment the best possible place for children. To achieve this goal, the Parent Support Group (PSG) will:

- Work to enhance communication among parents as well as between parents and the school.
- Organize educational and social events for QSI students and/or the school community.
- Assist classroom educators in ways that allow for more efficient and productive use of classroom management time.
- Enrich the regular classroom curriculum.
- Promote fund-raising events in order to purchase items or services the school might not easily obtain.
- Develop events that encourage student involvement and understanding of the local community or host country.

The PSG at QSI Tbilisi hosts/supports many events throughout the year, including the Fall Festival, Winter Bazaar, International Night, Wine and Cheese Night, and Music on the Green.

The PSG meets in the school cafeteria on the first Tuesday of each month.

Permission To Leave School

If a student needs to leave before school dismissal, the parents must contact the Receptionist prior to departure by phone or email at tamo-kapanadze@tbilisi.qsi.org. Students leaving school early must leave with their parents or an authorized adult. To ensure student safety, the Receptionist may call a parent/guardian to verify that the student is approved to sign out. If the Front Office cannot reach a parent or guardian, the student will not be able to leave. The student should report to the front office to receive a permission slip to leave campus. They should present this permission slip to the security guard. The security guard will then call the office to verify the student is to leave campus.

Recess

Recess is a scheduled part of the regular school day. This time serves as a break for students and provides a few moments to expend some energy and stretch after classroom activities. Children will go out to play during break and lunch recess. This is a good time for socialization and learning to socialize with other

children. All children should come to school properly clothed for outside conditions. This includes snow pants, mittens or gloves, boots, hats, etc. in winter. Occasionally, teachers may request students to stay in during break or recess to finish homework or for special projects.

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

Playground Policy

1. Safety, fair play, common sense, and appropriate language are the major considerations on the playground. Students’ actions may not be disrespectful or harmful to any persons 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, collect equipment they played with, 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, tripping, inappropriate language or name calling.
8. Throwing any items, such as rocks, snowballs, or dirt, is strictly prohibited.
9. Students at recess are not allowed to go back into the building or outside of recess boundaries without permission from a QSI staff member.

Sports and After-School Activities

QSI Tbilisi offers a wide range of sports and after-school activities for our students.

After-School Activities

Activities are available for students in the 5 – 10-year-old classes every day from 3:15 to 4:00. Our teaching staff and outside vendors offer a variety of activities, with options changing every term. Most activities have no additional fee. Signups for Activities will be sent to families via the [SchoolsBuddy](#) portal.

Middle School and Secondary Sports and Activities

For our older students, there are many opportunities for after-school sports and activities. Many activity options are driven by student interest and change every year. Some of the sports, activities, and trips we have for the 2024-2025 school year include:

- National Honor Society
- Student Government
- Camping trips
- Football (SRAA in; CEESA Boys in Zagreb; CEESA Girls in Belgrade)
- MS Volleyball (SRAA in Baku)
- Cross Country
- Knowledge Bowl (Virtual)
- Ski Trip
- MS Mathcounts (Virtual)
- Basketball (Tbilisi Classic in Tbilisi; CEESA Boys in Istanbul; CEESA Girls in Sofia; CEESA MS in Belgrade)

- High School Math Bowl (Virtual)
- Chess Tournament (Virtual)
- Secondary Volleyball (CEESA Boys in Skopje; CEESA Girls in Istanbul)
- Track and Field (Tashkent)
- Week Without Walls

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 records, including status reports and transcripts, cannot be released to families or outside institutions until all accounts are up to date, including the return of school text and library books/resources.

Student Withdrawal Procedure

When a family learns that they will withdraw their child from QSI Tbilisi, 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 to get 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 the Director. This form is then taken to the accounting office to verify there are no outstanding financial obligations. Student records, including status reports and transcripts, cannot be released to families or outside institutions until all accounts are up to date, including the return of school text and library books/resources. Once the accountant has cleared the student, the form is presented to the Director in the main office, and the student's records will be issued.

Visitors

Parents and visitors need to report to reception and receive a guest pass before entering any classroom. This will inform our teaching staff 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/Director of Instruction.

We highly encourage parents to visit and volunteer. However, we do ask that extended visits be scheduled with the Director or Administration in advance.

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

Success Orientations

Indicators of Future Success

The staff at QSI Tbilisi 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 based on student performance on the specified outcomes of the academic areas.

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

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.
- a) d) Showing organization and cooperation in completing assigned schoolwork in the prescribed manner (such as name, date, and layout included as directed).
- b) e) Contributing ideas, reports, research, materials, and/or out-of class involvement which are not assigned.
- e) Taking proper care of materials and equipment.
- f) Taking appropriate action to avoid accidents, to avoid misdeeds, or to aid in a situation of need.
- g) Being careful in making commitments.

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.

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.

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.

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.

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 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 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. The teacher intervenes and encourages the student to change their behavior.
2. *Ex: positive reinforcement, giving consequences for their actions, reminding him/her how to manage and change behavior.*
3. Teacher contacts home to inform parents about the *unchanged* behavior.
4. *The teacher informs the parents that he/she is considering a recommendation for an N in a specific Success Orientation. Parents are given the opportunity to aid the student/teacher in adjusting the behavior.*
5. A second parent contact **MUST** be made to indicate that an N is being recommended.
6. *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.*
7. 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.*



Acceptable Use Policy for Technology

I. OVERVIEW

A. Introduction

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

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

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

C. Overview and Statement of Purpose

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

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

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

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

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

A. Acceptable Use

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

B. Unacceptable Use Includes:

1. Downloading, copying or adding any unauthorized software, applications or files to or from the System.
2. Plagiarizing others' work. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the student. This includes direct copying as well as paraphrasing ideas without giving credit to the author.
3. Violating copyright, trade or service marks, or intellectual property rights. This includes peer to peer file sharing of copyrighted files. If the student is unsure whether or they can use a work, they should not use it without permission from the owner.
4. Using any username, password, or resource (within or beyond QSI) that a student is not authorized to use.
5. Participating in illegal activities. Activities on internet-accessible computers may be governed by the laws of several countries and jurisdictions.
6. Using harmful, threatening, abusive, or obscene language or imagery at any time.
7. Vandalizing computers, the school network, technology, equipment, drives, files, software, or Internet resources. Vandalizing includes, but is not limited to any attempt to modify, erase, or destroy another person's documents or files, or to defame or vandalize someone's digital profiles.
8. Using technology that is explicitly prohibited.
9. Attempting to fix, repair, or enhance any equipment, device, software or other QSI resource without teacher approval. Please contact QSI regarding any repair or fix.
10. Wasting resources, including file storage, Intranet and Internet bandwidth, or paper, by unauthorized gaming, downloading, video or audio streaming, or other unauthorized activities.
11. Playing tricks or pranks on other people. Examples may include moving files, adding unauthorized content to a document or e-mail, or otherwise distorting information.
12. Engaging in any activity that might imperil the student or others. Students should promptly disclose to their teacher or other school employees any message they receive that is inappropriate.
13. Violating the posted policies for any lab, library, or computer room.

Child Protection

Dear Parents,

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

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

Article 19: Protection from abuse and neglect

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

Article 34: Sexual exploitation

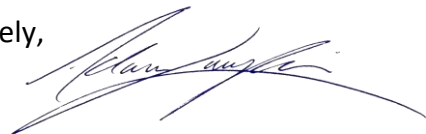
... Shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

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

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

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

Sincerely,



Adam Laughlin

Code of Conduct

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

****For the purposes of this Code of Conduct, the phrase “faculty, staff, and volunteers” includes coaches, contractors, and all other adults who work with, or around, children within the school community.**

- We should be aware of our own and other persons’ vulnerability, especially when working alone with children and youth, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must not engage in any covert sexual behaviors with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for children and youth at all school activities, both on and off campus. We ask families to provide safe environments for children at private events as well.
- We must show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. School personnel and volunteers are prohibited from physical discipline of a child.
- Physical contact with children can be misconstrued both by the recipient and by those who observe it and should occur only when completely nonsexual and otherwise appropriate, and never in private. The following are examples of appropriate and inappropriate physical behavior.
 - Appropriate physical behavior includes contact that maintains physical boundaries at all times and only consists of public and nonsexual touches, such as:
 - Pats on the back or shoulder
 - Child-initiated hugs, or hugs given with consent to meet a child’s needs, e.g. saying to a crying student, “What do you need right now? Would you like a hug or is there another way I can help you?”
 - Holding hands to cross the street safely
 - Support with toileting or changing clothes, as outlined in the Intimate Care Policy
 - To prevent a child from injury (such as catching a child in a fall)
 - To restrain a child from self-harm
 - Inappropriate physical behavior is any contact that abuses, exploits, or harasses a child; crosses professional boundaries; or places the needs of the adult above the needs of the child. Inappropriate behavior includes:
 - Slapping, shaking, pinching, hitting, punching, pushing, grabbing, kicking
 - Patting the buttocks
 - Touching private body parts
 - Intimate/romantic/sexual contact
 - Showing pornography or involving children in pornographic activities
 - Hugs initiated by the adult to meet the adult’s needs, e.g. “I need a hug today—will you give me a hug?”

- One-on-one meetings with a child or young person are best held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting. All meetings between adults and children must be observable and interruptible.
- We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse or neglect must be reported to the appropriate school and local authorities.
- Faculty, staff, employees, and volunteers must refrain from the illegal possession and/or illegal use of drugs and/or alcohol, and from the use of tobacco products, alcohol and/or drugs when working with children. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to young people. Staff members and volunteers should not accept gifts from, or give gifts to, children without the knowledge of their parents or guardians.
- Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between parents, administration, teachers, personnel, volunteers, and minors:
 - Any dual relationships with students (close family friendships with parents of students, volunteer positions outside of school that involve students, etc.) are governed by the professional expectations of behavior and adhere to all other points in this Code of Conduct.
 - Any one-on-one encounters with minors must be observable and interruptible.
 - Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.
 - Faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.
 - Faculty, staff, and volunteers will not connect with, or “friend,” any student on any social media platform until the child has graduated from secondary school and reached the age of maturity.
 - Volunteers will not engage in dating or any form of “romantic” relationship with a student until that student has graduated from secondary school and reached the age of maturity.
 - Faculty and staff employed by QSI will not engage in dating or any form of “romantic” relationship with a student until that student has reached the age of 21.
 - Faculty, staff, and volunteers will not share names or photos of any students on social media without written permission from the students and their parents/guardians.



**QSI INTERNATIONAL
SCHOOL OF TBILISI**



SRAA

SILK ROAD ACTIVITIES ASSOCIATION

