

QSI International School of Yerevan

Parent-Student Handbook

Welcome to the QSI International School of Yerevan! We hope this handbook will guide and inform you of the policies and procedures we have in place to ensure a smoothly running school. We ask that you and your student become familiar with it and use it as your guide as the year progresses. We look forward to a wonderful year at QSIY!

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MISSION STATEMENT AND EXPECTATIONS

MISSION STATEMENT OF QSI

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 school's responsibility to provide the conditions for success. These conditions

include i) developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning, ii) providing the time and resources needed for each student to attain mastery, and iii) ensuring that students engage in learning at a level which is challenging and yet a level for which each student has the prerequisite skills necessary for success.

We believe in providing an aesthetically pleasing and safe 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.

QSI VISION STATEMENT

QSI Yerevan strives to instill in each student a life-long passion for learning through the mastery of skills equipping them to become self-aware global citizens and environmental stewards ready to successfully meet the challenges of our changing world. This is achieved by providing a rigorous and engaging academic program and fostering the values of the Success Orientations.

EXPECTATIONS OF ADMINISTRATION, TEACHERS, STUDENTS AND PARENTS

WE EXPECT OUR ADMINISTRATORS

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

WE EXPECT OUR **TEACHERS**

- To be dedicated professionals who are planned and prepared to teach.
- To cooperate and be willing to work toward a common goal.
- 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 the school.
- To be flexible, responsible, cooperative and supportive.
- To be aware of what makes each child unique and take that into

account in their instruction.

To be aware of individual faculty member's talents/abilities/resources and to share those talents/abilities/resources by assisting other teachers in appropriate units.

To respect colleagues and children.

To follow the proper channels when communicating.

To be helpful and kind.

WE EXPECT OUR STUDENTS

To be respectful of teachers and each other.

To have a readiness to learn and a positive attitude toward learning in the face of academic challenges.

To be cooperative with others, responsible for their own behavior and supportive of the school and the school community.

To give their full attention to each school day and commit to being successful students.

WE EXPECT OUR PARENTS

To be responsible, cooperative, and supportive.

To follow the proper channels when communicating.

To help their children come prepared for each school day.

SUCCESS ORIENTATIONS

DEFINITION

"Success for All" is the motto of QSI International Schools.

QSI Yerevan believes that the Success Orientations are an integral part of every student's day and are shown through the following:

- Responsibility: Being prepared and on time
- Concern for others: Remembering that they are a part of a community, and their actions affect those around them.
- Kindness and Politeness: Using polite language, tone and behavior.
- Aesthetic Appreciation: Noticing and appreciating the beauty around them, both inside and outside of the school.
- Trustworthiness: Being honest and forthright
- Group interaction: Understanding how to relate to their classmates in a positive way.
- Independent Endeavor: Doing their best, especially in the face of a challenge.
- Recognition for success in these seven orientations is given five times during the school year on status reports.

PROCESS OF EVALUATING SUCCESS ORIENTATIONS

If there is evidence that a student is successful in the success orientations for an evaluation period, he/she will be awarded an 'S', which denotes 'success.' A student who demonstrates noteworthy or exemplary positive behavior in a success orientation will receive an 'E'. A student who is not yet successful in a success orientation will receive an 'N', which denotes 'not yet'. The evaluation given for each student will be reached by a consensus of professional staff members. Students receiving an 'N' will have parents notified by a teacher before the status report is sent home.

ADMISSIONS POLICY

QSI International School of Yerevan was founded in order to provide a quality education, in the English language, based on North American and international educational standards for expatriates. Local citizens who want their children to be educated in English may also apply to the school. Below are some guidelines that inform our admissions decisions and while they are not exhaustive, they provide some indication of our requirements. In cases not addressed, such as when a child has been removed from another school due to academic or behavior issues, admission will be determined by the administration.

ENGLISH LANGUAGE REQUIREMENTS

QSIY accepts students with no previous experience with English from preschool through 13-year-olds (US Grade 8) on a case-by-case basis, as Intensive English (IE) classes are intentionally kept small.

Secondary students must demonstrate increasing levels of language proficiency, as determined by an English language assessment administered at the schools.

ENTRANCE AGE (GRADE LEVEL)

At QSI International School of Yerevan, students are assigned to classes according to their birthdays. QSIY classes do not use the traditional American terms of pre-school, kindergarten, first grade, fourth grade, sophomore, senior, etc. For elementary classes the terms used are five-year-old class, six-year-old class, etc. In some cases, students will be assigned to classes based on levels completed at previous schools. Example: A student is assigned to the eight-year-old class if he/she has turned eight years old before the 31st of October.

Any exceptions can only be made through a meeting with the Director. Following this, the Director will meet with any teachers involved with the student. If an exception is made (either to place above or below age level), the meeting will be documented with the rationale for out-of-policy decision written and placed in the student's permanent file. Parents will meet with the Director and sign off on the plan.

STUDENT PLACEMENT

The MAP placement examination is given to applicants (7-Year-Old Class and up) to determine the appropriate placement. The assessment involves reading, language arts, and mathematics. Some students may be given a writing prompt as well. This is more likely to occur at the secondary level to determine writing proficiency and credit transfer. School administration and parents will also discuss the academic, social, emotional and physical development of the child. The classroom teacher will do screening during the first couple of weeks a student is in the of lessons.

SECONDARY CREDITS

Some middle school students entering QSIY might have secondary credits from other institutions. If this is the case, then their transcript must clearly state that such credits are secondary level so that these courses might be considered as counting towards graduation requirements.

Courses taken during the Sec I-IV years at another school may be eligible for transfer to QSIY for graduation. The Director will work with families to determine which courses apply toward transfer credits for each class.

Grades of A, B and C (or their national equivalent) may be transferred into QSIY from other schools. Any other grades will not be accepted at a mastery level.

In order for any completed courses to be transferred for credit, an official transcript from the school must be provided to QSIY.

SPECIAL NEEDS

QSIY admits students with limited learning needs on a case-by-case basis. However, it is important to know that QSIY does not have a resource department and so there may be a limitation in accepting a student with special needs. For students with moderate disabilities, the school will review additional information including; evaluations, reports, IEPs, or school referrals required to help the school assess whether a program can be provided to meet the academic needs of the applicant. At times, QSIY accepts special needs students based on the family or sponsor providing the additional school fees to cover the cost of additional professional services.

INTENSIVE ENGLISH

The Intensive English program is for students in QSIY who need additional instruction in verbal and written English, particularly those for whom English is not a first language. These classes are intentionally kept small, and admittance is based on a case-by-case basis. The principal goal of Intensive English is to bring students to a level of academic English, including oral competency, which allows them to transfer to regular classes as rapidly as possible. Students of different ages, maturities, linguistic backgrounds, and previous exposure to English will progress at different rates. Students are assigned to the appropriate level to best meet individual needs. The content of Intensive English parallels that of the Elementary literacy courses while building a foundation for academic success.

PRESCHOOL

Pre-School Procedures and Policies

Separation from Parents

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

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

It is not uncommon for some children to cry during their first few days of school. However, children quickly come to trust his or her teachers and feel comfortable with the new, stimulating surroundings. We will keep you informed of your child's progress. Please feel free to contact us any time to see how your child is adjusting. Our goal is to make your child's transition to school a positive and happy experience.

Corrective Discipline Practices

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

Diapers

All preschoolers enrolled MUST be potty trained. No diapers are allowed. Bladder and bowel training is a developmental skill, and even potty-trained youngsters periodically have "accidents." For this reason, a spare set of clothes should be provided by parents of all three and four-year old children attending QSIY. These spare sets of clothing will be kept in storage in case of an "accident" and never used for any other child.

Mid-Morning Snacks

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

Classroom Shoes

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

What your Child May Bring in from Home

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

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

*Kindly note: There are no after school ECAs for preschool children or childcare for preschoolers if they have a sibling in ECAs. Preschoolers will need to be picked up directly after their lessons.

ACADEMIC PROGRAMS AND EVALUATION

The academic program uses a Performance-Based/Mastery approach to learning. This model ensures mastery of specific skills and knowledge involving both individual and group instruction. The educational philosophy is founded upon the premise that: 1) All students can succeed, 2) Success breeds success, and 3) It is the responsibility of the school to provide the conditions for success through challenge and support.

In this model of learning, students either master the outcomes in each area, or are simply not finished. When a student achieves mastery level, he/ she will receive credit for the outcome. QSIY has mastery grades of "A", "B," or P (still in progress).

Each learning area or subject is broken up into essential units (outcomes). Teachers provide a program of instruction for each of these essential units. Teachers evaluate each student for mastery of the concepts and skills. Various evaluation tools are used including written tests, projects, direct observation, and student activities. We recognize that not everyone will master outcomes at the same rate. Those students able to finish an outcome rather quickly will be allowed to work on a selective outcome and gain credit for doing so. Others who take longer to achieve mastery level will be provided support and time. The process of re-teaching and evaluation continues until the essential unit is mastered. The outcomes needed to achieve mastery level are clearly defined and clearly stated within the curriculum, which can be found at <http://curriculum.qsi.org>

"Success for all" is more than just a motto, we believe that success is attained through achievement in a balance of academic and non-academic endeavors. Consequently, QSI has designed **EXIT OUTCOMES** which are the bases of the whole curriculum. These exit outcomes fall into three categories: Success Orientations, Competencies, and Knowledge. Although these categories are related and are in many ways interdependent, the following three verbs give definition to the Exit Outcomes:

- To be Success Orientations
- To do Competencies
- To know Knowledge

COURSE OFFERINGS

ELEMENTARY COURSE OFFERINGS (5-YEAR-OLD THROUGH 11-YEAR-OLD CLASSES)

Reading, Language Arts, Mathematics, Science, Cultural Studies, Computer Literacy, Music, Art, Physical Education, Library, Intensive English (if needed)

Foreign Languages: Spanish, French, Armenian, Russian

12-13-YEAR-OLD COURSE OFFERINGS

Reading, Language Arts, Mathematics, Science (Earth Science and Life Science), Cultural Studies, Computer Literacy, Music, Art, Physical Education, Intensive English (if needed)

Foreign Languages: Spanish, French, Armenian, Russian

SECONDARY COURSE OFFERINGS

Cultural Studies	World Geography		I, II	10
		World History	I, II	10
		US History	III, IV	10
	World Government And Economics		III, IV	5 and 5
English	Literature I, II	Literature I, II	I, II	10
	Writing I, II	Writing I, II	I, II	10
	American Literature	British Literature	III, IV	10
	Media & Publications II	Media & Publications I	III, IV	10
	AP Language and Composition		III, IV	10
Technology	Technology		I, II	10
Mathematics	Algebra I	Algebra I	I, II	10
	Geometry	Geometry	I, II	10
	Advanced Math I, II	Advanced Math I, II	II, III, IV	10
Science	Physical Science		I, II	10
		Biology	I, II	10
		Physics	III, IV	10
		Chemistry	III, IV	10
		AP Env. Science	III, IV	10
	AP Biology		III, IV	10
	AP Chemistry		III, IV	10
Foreign Languages	Spanish	Spanish	I, II, III, IV	10
	French	French	I, II, III, IV	10
	Russian	Russian	I, II, III, IV	10
	Armenian	Armenian	I, II, III, IV	10

Creative /Applied Arts	Instrumental/ Vocal Music	Instrument al/ Vocal Music	I, II, III, IV	5
	Art	Art	I, II, III, IV	5
Physical Education		Team Sports	I, II, III, IV	10
	Wellness		I, II, III, IV	10

QVS (Quality Virtual Schools) ONLINE COURSES / AP ONLINE COURSES

QSIY offers online courses when there is a need. A Secondary III or IV transfer student with a scheduling conflict may take a required course online. A Secondary III or IV student who has finished all the onsite courses in a curricular area may take an online course.

- Students in the 12 and 13-year-old classes may take some courses at the Secondary level: technology, language other than English (if not in Intensive English), and some other courses as deemed appropriate for their level of achievement. Example: A 12-year-old student achieving a secondary level of Geometry may be provided Geometry. The student will receive secondary credit for completion of the course. For all other classes the student is with his or her age level.
- In all cases if an elementary student engages in a secondary course, he/she will be given secondary credit for the course.
- If a middle school student is placed in a secondary course, the parents will be informed by the Director since grades received in those courses will impact the future GPA of the student. The parents will sign a form.

GRADE EXPECTATIONS

Students are expected to finish all required units in a class by mid-June. For almost all classes, this means 10 units, but the teacher may choose to require selective units to be completed as well. Throughout the school year, teachers will be setting deadlines for assessments and assignments to be finished and will communicate these deadlines to parents and students via Class Dojo, e-mail, phone call, and/or in a meeting.

SUMMATIVE ASSESSMENTS

Units of study at QSIY are accompanied by a rubric that teachers use to assess student mastery. These rubrics are available for parents and students to have before the unit begins so that the teacher clearly understands expectations. Although the rubrics differ from class to class and unit to unit, most will clearly identify the path to a B or an A. Some evaluations involve (but may not be limited to) testing as an important assessment tool, if not the primary one; thus, taking a test is critical in most unit evaluations. Students must prove to teachers they are ready for assessments BEFORE they take the assessment; they are expected to study for tests and take tests the day they are scheduled.

Teachers determine when students are ready by monitoring homework, classwork, participation, attendance, etc. (Attendance is important because if students are not in class, it is hard to tell if they are ready for assessments.) Teachers can make exceptions to this rule on a case-by-case basis.

GRADING POLICIES

POLICIES ABOUT NON-MASTERY OF ESSENTIAL UNITS

“P” Policy

“P” means an essential outcome is in progress. Usually, only one essential unit is in progress at a time, but in some cases several essential units may be in progress at the same time. Usually, teachers change “P” grades to “A” or “B” when the class completes an essential unit. However, if an individual student has not yet completed the essential unit when the rest of the class does so, the unit can be extended for that student. Upper elementary, middle school, and secondary

students will be given five days to meet with the teacher and plan, with a time limit, for completion of the essential unit. If the plan is not successfully completed because the student is unable to do the work, the "P" may become an "H." If it is not successfully completed because the student has not made a reasonable effort, the "P" will become a "D."

"H" Policy

A student will receive a grade of "H" under these conditions: she has not finished an essential unit when the rest of the class has done so; re-teaching and other plans for completing the essential unit have not been successful; and it has been determined that it is best to keep this essential unit on hold to be finished later. Students who receive "H" grades will receive help to complete the essential unit later in the school year. Secondary students' "H" grades will become "Ws" at the end of the school year.

"D" Policy

A student will receive a "D" when she/he has not achieved mastery of an essential unit because she/he has not made a reasonable effort. When a student has a "D" grade she/he is not allowed to participate in afterschool activities until the "D" is resolved. When a student receives a "D", a plan for improvement with a time limit will be written and approved by the director. If the plan is not successfully completed, the "D" will automatically become a "W." At the end of the school year, on final essential units, teachers will identify potential "D" students, create a plan for improvement, and allow time for the student to resolve the "D" before the end of the school year. An unresolved "D" will be marked as a "W" on a fifth quintile status report.

"W" Policy

"W" means a student has been withdrawn from an essential unit and the teacher has limited responsibility for assisting the student in making up the essential unit. "W's" are only given with the consent of the director and after a conference with the teacher, the director, and the parents. Grades of "W" may be given for various reasons including:

- Extended absence
- Lack of readiness for the class
- A plan to resolve "D" grade was not successfully completed.
- Essential Units Not Mastered at the End of the School Year

ESSENTIAL UNITS NOT MASTERED AT THE END OF THE YEAR

All essential units must be mastered to get credit for a QSI course. If, at the end of the course, a student has "W" grades in three or more essential units, the course must be repeated in order to earn credit. No more than two essential units can be made up during the summer. A plan for improvement with a time limit will be written and approved by the director. If the plan is not successfully completed the course must be repeated.

RE-EVALUATION DEADLINE RULE

The "Re-evaluation Deadline Rule" means that for a student who does not fully pass the test (or other evaluation tool) the first time—in other words, does not make a "B" or an "A"—the following actions may occur:

A student who almost demonstrates complete mastery on the unit assessment can immediately schedule a quick review with the teacher to finish unmastered TSWs. This only applies for one or two missed TSWs on the assessment and must be made up in 5 calendar days.

A student who does not demonstrate mastery on the assessment (i.e., does not demonstrate mastery of least 3 or more TSWs) will immediately be put on a Remediation Plan by the teacher.

REMEDIATION PLAN

At times students demonstrate either a lack of effort in mastering units in a timely manner or need more time in achieving success. In these cases, students are placed on a remediation plan, during which they will have specific meetings and objectives set by the teacher to help them master the material. In some cases, students are also assigned a D grade to demonstrate deficiency of effort. Students that are not able to achieve mastery within a class might be misplaced and need to be reassigned to a different course. Therefore, if a student has more than two remediation plans in a given

course, the teacher, Academic Coordinator and Director will evaluate whether the student has been misplaced and possibly suggest a move.

The Remediation Plan will be made collaboratively between the teacher and the student. They will agree on when re-teaching will occur and what other activities the student must do to demonstrate mastery before the re-evaluation. The re-evaluation will be set for no later than 10 days after the Remediation Plan goes into effect.

- Remediation Plans will be scanned and emailed on the day they are created to the following people: teacher, student, parents, Academic Coordinator and Director.
- A student will have 10 calendar days to meet the Remediation Plan. If the student fails to meet the criteria and deadlines set in the Remediation Plan, his/her grade will automatically become an H if the student is not able to complete the plan. If a student lacks effort in completing the plan, they may be assigned a D for the unit.
- Students on a remediation plan receive a B grade upon mastery of the unit.
- NOTE: There is no "Re-re-evaluation Deadline Rule." In other words, a student may re-test only one time.

UPGRADING

Upgrade Expectations

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 CONTRACTS

If a student fails to meet two consecutive remediation plans in the same course, the Director of Instruction and Director will place the student on an Academic Contract signed by a school administrator, the teacher, the student, and a parent or guardian. The Academic Contract will include the following:

- an outline of the remedial work to be done
- all relevant due dates
- actions students need to take
- outline of the terms under which the student will be removed from the class*

* A student having more than two outstanding or incomplete units in any given course may be removed from the course. In the case of a secondary student, withdrawal from a course can negatively impact graduation status; thus, withdrawal may require a modified graduation plan and possible change of graduation date.

CURRICULUM OVERVIEW

The QSI Curriculum reflects the understanding that our students have highly individualized learning styles. In their classrooms, students and teachers collaborate to develop meaningful, individualized goals within an environment that stresses curriculum philosophies such as cooperative and inquiry-based learning, with mastery as the end result.

The Curriculum:

- Is framed by the philosophies and goals of Mastery Learning,
- Is developmentally appropriate,
- Emphasizes a skills, process and Mastery approach,
- Nurtures global awareness,
- Reflects a variety of teaching and learning styles,
- Develops the use of language across the entire curriculum,
- Incorporates a range of authentic assessment strategies.

Specific Outcomes have been established for each year group in each subject area: Reading, Language Arts, Math, Science, Cultural Studies, Physical Education, Music, and Art. Quintile reports directly reflect the mastery of, or progress they are making toward these outcomes.

READING AND LITERATURE

The QSI Reading and Literature Program enable students:

- To learn about literature through exposure to a variety of genre,
- To learn cause and effect through literature,
- To effectively use reading strategies to comprehend text,
- To continue reading instruction and comprehension in all subject areas,
- To develop age-appropriate research skills.

The Reading / Literature Program at QSI will include:

- The integration of sight vocabulary, phonics and structural analysis to decode words and passages,
- An emphasis on mastery of skills,
- Practice in both oral and independent reading,
- Exposure to a wide variety of texts,
- An emphasis on comprehension and appreciation of literature.
- Journeys - Common Core by Houghton Mifflin Harcourt is the Elementary series and McDougal Littell is the Secondary series used to support this program.

WRITING

The QSI Writing Program enables students:

- To learn language arts through active engagement in meaningful language experiences,
- To learn the modes of language arts in individualized and developmentally appropriate stages,
- To learn to effectively communicate through language arts,
- To value language as a process as well as a skill,
- To develop an understanding that language arts learning is an ongoing process that occurs in and outside of classrooms and continues throughout life.

The Writing Program at QSI will include:

- The integration of reading, writing, listening and speaking across the entire curriculum,
- An emphasis on mastery of skills,
- Exposure to a wide variety of texts,
- Different models of language learning,
- Individual and whole class access to the QSI Library,

An Advanced Placement course is offered in literature for secondary students.

MATHEMATICS

The QSI Mathematics Program enables students:

- To value the use of mathematics in a variety of contexts,
- To become confident in their ability to process mathematical concepts,
- To learn to communicate mathematical thinking,
- To learn to reason mathematically by developing strong basic skills,
- To master outcomes necessary to be successful in mathematics,
- To become problem-solvers of mathematics.

The Mathematics Program at QSI will include:

- An emphasis on mathematical processes,
- A hands-on approach to mathematics,
- The use of manipulatives,
- The connecting of math to real-life experiences,
- Four areas of study: numeration, measurement, spatial relations and data.

An Advanced Placement course is offered in mathematics for secondary students.

CULTURAL STUDIES

The QSI Cultural Studies Program enables students:

- To develop an integrated understanding of the history of cultures and communities from the beginning of time to present,
- To use mapping skills to understand the relationship between people and land,
- To learn how economics applies to the work people do and how they provide for themselves,
- To learn how people relate to one another as individuals, groups, families, communities and nations,
- To understand how people govern or regulate themselves.

The Cultural Studies Program at QSI will include:

- An emphasis on research processes,
- An emphasis on Armenia when related to CS topics.
- A coordinated program to integrate other subjects such as art, music and IT.
- Advanced Placement courses are offered in Cultural Studies for secondary students.

SCIENCE

The QSI Science Program enables students:

- To develop an understanding of biological science, including life science and health,
- To begin an integrated study of earth science and physical sciences,
- To learn that environmental issues are part of each science study.

The Science Program at QSI will include:

- An emphasis on the scientific process,
- A hands-on approach to science,
- Connecting science to real-life experiences of students,
- Using real world problems to discuss current science knowledge.

FOREIGN LANGUAGE STUDIES (French, Spanish, Armenian, Russian)

The QSI Language Program enables students:

- To develop an increasing level of competence in all aspects of the language –
- reading, writing, speaking, and listening,

- To develop an understanding of and respect for the culture, customs, language, and people.

The Foreign Language Program at QSI will include:

- Foreign language classes from 5 YO through Secondary (who are not in IE),
- A specifically designed curriculum to suit the needs of QSI students,
- *Qualified specialist foreign language teachers,*
- *The integration of speaking, listening, reading and writing through a topic approach taught in a developmentally appropriate manner at each year level,*
- *Opportunities for students to apply their foreign language studies in purposeful and relevant ways, and in a variety of different situations,*
- *Field trips to significant cultural sites and exhibitions as appropriate.*

INTENSIVE ENGLISH (English as a Second Language) IE

- *The Intensive English (IE) Program serves students 6 years old and up whose English skills limit full access to mainstream classroom instruction.*

The IE program at the International School of Yerevan enables students:

- *To develop basic interpersonal communication,*
- *To acquire academic English skills needed to function successfully in their mainstream classrooms,*
- *To work in a program integrating the four modes of English – reading, writing, listening and speaking.*

The QSI Intensive English Program includes:

- *Small class sizes,*
- *An individualized program to suit students' individual needs,*
- *Pull-out classes where teaching focuses on the development of language skills,*
- *Lessons where the IE teacher works with the classroom teacher to supplement subject area course such as Science or Cultural Studies.*

Music

The QSI Music Program enables students:

- *To enjoy and experience music in a practical way,*
- *Acquire skills of listening to and appraising music,*
- *Develop vocal and instrumental skills according to their ability,*
- *Express emotions through the medium of music.*

The Music Program at QSI will include:

- *Opportunities for participatory activities and experiences during class sessions and at public performances,*
- *Music appreciation,*
- *The playing of melodic and non-melodic percussion instruments,*

ART

- *The QSI Art Program enables students:*
- *To enjoy and experience art in a practical way,*
- *Acquire skills of using and appraising art works,*
- *Develop various skills and techniques according to their ability,*
- *Express emotions through various mediums of art.*

PHYSICAL EDUCATION – PE

- *The QSI Physical Education Program enables students:*
- *To develop gross-motor skills, body and spatial awareness,*
- *To develop the concept of fair play, good sportsmanship and team skills,*
- *To build on concepts and skills at each Year level to use a variety of techniques, equipment and facilities.*

The Physical Education Program at QSI will include:

- Individual and group sports,
- Rhythm and movement,
- Tumbling and gymnastics,
- Fitness,
- Ball skills.

IT – INFORMATION TECHNOLOGY

- The IT Program enables students to:
- Use the computer as a research tool,
- Find and use appropriate programs for a project,
- Find and use appropriate websites and information online,
- Word process using the correct fingering at an acceptable speed,
- Digital Citizenship.

The IT Program at QSI will include:

- Opportunities for students to use many different software programs,
- Coordination of classroom work and IT skills,
- Independent projects,
- Specific curriculum taught at each level,
- Knowledge of hardware as well as software.

GUIDELINE TO READING STATUS REPORTS

SUCCESS ORIENTATIONS

QSI developed Success Orientations to help students and staff focus on the attributes of a successful person. All students receive an S in these areas, but those students who show they are exemplary I or need to work on a success orientation (N) are noted in this section. All staff have an opportunity to recommend and decide if students receive either an E or N.

COMPETENCIES AND KNOWLEDGE SECTION

- Course is the subject area being taught.
- Unit and Title give a brief overview of the general topics. A list of the specific concepts covered for each unit is available throughout the office.
- Periods/Week states how often this unit was taught.
- Date Engaged is when the unit began. Date Mastered is when the unit was successfully completed.
- Duration is the number of days it took to complete the entire unit.
- Evaluation is designed to support the school's educational philosophy and success oriented model of education.

The following is an explanation of possible evaluation marks:

A---All essential parts of the unit were mastered at an appropriately high level. The student consistently showed high-quality noteworthy achievement, particularly in higher-order thinking or performance skills.

B---All essential parts of the unit were mastered at an appropriately high level in which the student successfully engaged in higher order thinking or performance skills.

P---The student is "in progress" in the unit. This is a normal mark to receive and means that a unit is still on-going, or that an individual student is still working on this unit. It is possible for a unit to remain a P for several months because there may only be two units to cover in a certain course over the entire year.

H--- The unit is "on hold" for a legitimate reason. The student has begun the unit but is currently not pursuing it.

D--- The student has not made reasonable effort and is therefore "deficient" in attaining mastery of the unit.

E--- 'Exposure.' The Intensive English elementary student made a reasonable effort in the unit and attained a level of mastery consistent with his/her capabilities.

W---The student has withdrawn from this unit.

PERCENTAGE BAR AT THE END OF REPORT

This percentage bar at the bottom of the 5 YO – 13 YO report indicates the percentage of all units successfully completed in the 5 – 13-year-old program.

STANDARDIZED TESTING

QSI International School of Yerevan uses MAP (Measures of Academic Progress) testing. Twice a year all students from the 5-Year-Old class to Secondary II participate in the online testing in the Fall and Spring. Students are tested in Reading, Language usage and Mathematics.

All secondary I-III students may take the PSAT in October. There is a fee to be paid by parents for all students wishing to do this test. Yerevan is not currently a testing center for the SAT. Students will be responsible for signing up on their own via the College Board. The QSIY Counselor can guide parents and students who need direction for SAT sign-up in Yerevan at American University and at UWC Dilijan.

EXTRA CURRICULAR ACTIVITIES (ECA)

The ECA program's goals are to give students the opportunity to explore a variety of areas outside the academic curriculum offered during the regular school day.

Activities are offered each quintile, lasting for approximately 6 weeks per session, and take Monday through Thursday. Students select activities based on descriptions sent home before each session begins. Enrollment is voluntary, but any change to, or absence from, an activity must be reported to the office in advance.

* Activities are for students in the 5-Year-Old class and up only. There is an annual \$200 charge per child.

FIELD TRIPS AND EXCURSIONS

QSIY recognizes the value of out-of-classroom experiences that enhance curricular objectives. School sponsored trips must be approved by the school administration.

Consideration will be given to security, safety, and the educational value of off-campus trips, and the cost to the school and families. Trips within Armenia may be subsidized by the school activities fund, with the parents paying some portion, particularly if the trip is outside of Yerevan. Overnight trips are paid for by parents and sometimes partially supported by PSG funds to keep costs lower. Students are required to have parental permission to attend field trips or excursions.

HOMEWORK

Philosophy:

The purpose of homework is to practice skills taught in school or to prepare students for future skills. There are three acceptable categories of homework: practice (reinforcement), preparation, and extension or enrichment activities. Homework may be a prerequisite to taking a test for assessment.

Homework Will:

- Be well-planned and complement classroom learning.
- Have immediate or timely feedback.
- Incorporate available resources, if research is assigned.
- Be meaningful and challenging.
- Include clear procedures and due dates for accomplishment.
- Be assigned in writing as well as verbally.

Specific Considerations:

If students feel overburdened with homework assignments, a "staffing" with teachers and administration may be used to

determine homework guidelines for the school or individual student.

- Coordination should be maintained administratively so that excessive amounts of homework assignments are not given on any particular day.
- Homework assignments are legitimately used to qualify a student for preparation of mastery assessment.
- Parents are to be notified in writing (copy to the student folder) when it appears assignments are not being consistently completed.

Homework Should Not:

- Require extensive teacher or parent direction or help.
- Repeatedly exclude students from joining family activities or other forms of childhood socialization.
- Be given as punishment.

5-Year-Old Classes

Time: Parents are encouraged to read with their child (picture books, books, etc.) for 20 minutes each day.

6- to 8-Year-Old Classes

Time: It is expected that students will have between 10 to 30 minutes of assigned homework related to the program most days. In addition, students should read a book for 20 minutes each night.

Responsibilities:

Teachers	Students	Parents
Provide a form of communication that informs parents and students of daily homework expectations.	Record homework assignments in accordance with teacher expectations.	Talk to teachers when unsure about assigned homework or the time required to complete it.
Teach the necessary skills required to complete homework assignments.	Understand what is expected and ask questions to clarify expectations when necessary.	Provide a quiet work/study area and the necessary materials
Ensure each child brings a book home daily.	Complete all assignments to the best of his/her ability.	Support completion of tasks.
Provide clear, explicit instructions and feedback.	Submit quality homework on time.	Provide positive reinforcement and
	Read daily at home	encourage their child to be an independent learner.
		Ensure children get adequate sleep-establish a regular bedtime.
		Limit the amount of time their child watches television and plays video or computer games.
		Read with children daily at home.

9- to 11-Year-Old Classes

Time: It is expected that students will have between 20 to 60 minutes of assigned homework related to the program most days. Students should also read daily at home.

Responsibilities

Teachers	Students	Parents
In September, teachers will communicate to parents the manner in which the student should record and organize homework assignment.	Take homework planner home to share with parents and return to school.	Ensure students use homework planners as organizational tools.
Establish a homework planning routine on a daily basis	Understand what is expected and ask questions to clarify expectations when necessary.	Talk to teachers when unsure about assigned homework or the time required to complete it.
Provide clear, explicit instructions and feedback.	Contact the teacher at school to find out about missing homework assignments during a student's absence.	Provide a quiet work/study area and the necessary materials
Encourage students to develop the habit of using a homework planning routine and planner with increasing independence.	Record homework assignments in homework planner and complete all assignments to the best of his/her ability.	Support completion of tasks.
Teach the necessary skills required to complete homework assignments.	Submit quality homework on time.	Provide positive reinforcement and encourage their child to be an independent learner.
Do not expect major assignments to be	Read daily at home.	Ensure children get adequate sleep-establish a regular bedtime.
completed over a long weekend or a holiday.		Limit the amount of time their child watches television and plays video or computer games.

12-Year-Old Class to Secondary IV

Approximately 5 to 10 hours of homework per week. This includes all major projects and research, assignments and exercises, test preparation, and such tasks as free reading and journal writing. A monthly calendar for the upper school classes listing school events will be displayed. Students who discover several tests or projects are due at the same time should notify the teachers and due dates will be altered. AP courses will require at least one hour of study for each course each day.

Homework assignments are given as learning experiences, and to get help from others may be considered appropriate. However, wholesale copying another person's assignments to make a teacher think that you have done the work is considered "cheating."

Examples of homework activities which <u>do not</u> violate the Guidelines of Academic Integrity include:	Examples of homework activities which <u>violate</u> the Guidelines of Academic Integrity include, but are not limited to:
<ul style="list-style-type: none"> Working with another person on a cooperative study assignment when both names are affixed to the final submission for grade attribution; Review of a question or problem by another person for the purpose of getting a suggestion of process or strategy for solution—the solution to which is entirely worked by you; Work which is assigned and announced by the teacher as un- 	<ul style="list-style-type: none"> Someone solving problems on a math assignment (another person working on the problems) for which you will receive a grade. Copying or paraphrasing another student's work in whole or in part and turning it in with your name on it to receive a grade; Turning in someone else's work as your own; Allowing/encouraging someone else to copy all or part of your work and

graded and which you work with another person or persons with the knowledge of the teacher.

claim it as their own.

CLASS LOAD

Secondary students are expected to have a full schedule. Exceptions may be made for Secondary III and IV students which will be worked out with teachers, the Academic Coordinator, the Director, and parents.

TESTS AND QUIZZES

Obtaining unfair help with tests and/or quizzes is a violation of the QSIY Guidelines of Academic Integrity. Teachers do their best to create tests and quizzes that will help them assess a student's learning. Sharing information about tests or quizzes is not allowed.

Students will be responsible for completing tests and quizzes during class time and will not be allowed to miss other classes to complete a test.

WORK OPPORTUNITIES

A specially recommended student may request a practical work opportunity in the library, a laboratory, a classroom, or another work situation. Work Opportunities are scheduled for less than a full school year, i.e. a quintile or a term, but a supervisor may extend the length of a Work Opportunity. Work Opportunities are not offered for credit, but the supervising teacher will assess the student's experience in the Comments section of the Status Report.

STUDY HALLS/Credit Recovery

Secondary students are expected to have a full schedule. Students who have AP, and QVS (Quality Virtual School) courses or need credit recovery may have one study period due to the additional workload requirements. QVS students will have an assigned study period to prepare course work, meet with their monitors, and take proctored tests.

QUALITY VIRTUAL SCHOOL (QVS) ONLINE CLASSES

For Secondary, QSIY will provide the necessary courses to complete the graduation requirements. However, there are extenuating circumstances and specific courses that students may need. We cannot cover every want of the child, but needs may be met. QSI has their own virtual school with QSI instructors: Quality Virtual School (QVS). Please see the full QSI Online Policy.

GRADUATION REQUIREMENTS

QUALITY SCHOOLS INTERNATIONAL offers a secondary program, which leads to a Secondary School Diploma. Most graduates of Quality Schools International attend a college or university upon completion of their studies. Previous graduates of Quality Schools International have been very successful in obtaining admittance to colleges or universities of their choice.

THREE DIPLOMAS ARE OFFERED BY QSIY:

- **ACADEMIC DIPLOMA**
- **ACADEMIC DIPLOMA WITH HONORS**
- **GENERAL DIPLOMA**

ACADEMIC DIPLOMA

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

A TOTAL OF 240 CREDITS (INCLUDING ELECTIVES) IS REQUIRED FOR THIS DIPLOMA

<p>English (80 credits)</p> <p>20 – Literature (Literature I & II)</p> <p>20 – Writing (I & II) or demonstrated competency</p> <p>10 – American Literature 10 – British Literature</p> <p>10 – Research Project 10 – Computer Literacy</p> <p>Science (30 credits)</p> <p>10 – Biology</p> <p>10 – Physical Science</p> <p>10 – <i>Science elective</i></p> <p>Languages Other than English (20 credits) 20 in ONE language OR demonstrated competencies in a second language. QSI</p> <p>International School of Yerevan offers French, Spanish, Russian, and Armenian.</p>	<p>Mathematics (30 credits)</p> <p>10 – Algebra</p> <p>10 – Geometry</p> <p>10 – <i>Mathematics elective</i></p> <p>Cultural Studies (40 credits)</p> <p>10 – World Geography</p> <p>10 – Modern World History</p> <p>10 – US-History</p> <p>5 – World Governments 5 – Economics</p> <p>Creative and Applied Arts (10 credits) Instrumental & Vocal Music Art I, II, III, IV</p>
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Personal Health (20 credits)

10 – Wellness

10 – Physical Education elective

THE MINIMUM REQUIREMENTS IN EACH DEPARTMENT ARE LISTED BELOW:

THE ACADEMIC DIPLOMA WITH HONORS

This is the most prestigious diploma offered by Quality Schools International. Requirements are the same as The Academic Diploma, but on the condition that the credits include at least two Advanced Placement (AP) courses (of ten credits each). A TOTAL OF 240 CREDITS ARE REQUIRED FOR THIS DIPLOMA.

QSI International School of Yerevan offers the following AP classes:

- AP German
- AP Biology
- AP Calculus
- AP Literature/AP Language and Composition (rotating each year)
- AP World History/AP Human Geography

THE GENERAL DIPLOMA

This requires 220 credits, including electives.

Below are listed the minimum requirements for each department.

<p>English (50 credits)</p> <p>20 – Literature (Literature I & II)</p> <p>20 – Writing (I & II) or demonstrated</p>	<p>Mathematics (20 credits)</p> <p>10 – Algebra</p> <p>10 – <i>Mathematics elective</i></p>
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competency

10 – Technology

Science (20 credits)

10 – Biology **OR** Environmental Science

10 – Physical Science **OR** Discovery Science

Personal Health (20 credits)

10 – Wellness

10 – Physical Education Elective

Creative Arts (10 credits)

10- elective credits (art, music, drama)

Cultural Studies (30 credits)

10 – World Geography

10 – Modern World History

10- *Cultural Studies electives*

Languages other than English (20 credits)

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

QSI International School of Yerevan offers French, Russian, Spanish and Armenian.

SCHOOL INFORMATION

SCHOOL CALENDAR

SCHOOL DAILY SCHEDULE

Elementary		Secondary	
8:15 – 9:15	Reading	8:15 - 9:45	Period One
9:15-10:10	Writing	9:45 - 11:15	Period Two
10:10-10:30	Recess	11:15-11:30	Break
10:30 – 11:20	Math	11:30 - 13:00	Period Three
11:20 - 12:10	CS/Sc	13:00 – 13:40	Lunch
12:10-12:50	Lunch	13:40 - 14:15	Flex Time
12:50 – 13:35	Specials	14:15 - 15:45	Period Four
13:35 – 14:20	Specials	15:45 – 16:30	ECAs
14:20 – 15:05	Specials		
15:05 - 15:45	Flex Time		

15:45 – 16:30	ECAs		
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LENGTH OF SCHOOL DAY

The school gates open at 8:00 a.m. and supervision of students on the playground will begin at that time. Students should not arrive prior to 8:00. The instructional day begins at 8:15 a.m.

School officially ends at 3:45 p.m. Any students not participating in the after-school activities program should be picked up by 3:50 p.m.

Preschool students should be picked up by 3:35.

After-school activities begin at 3:45 p.m. and end at 4:15 p.m. All after-school teachers are responsible for the supervision of their students until 4:15 p.m. Parents are asked to respect this time and be sure to pick-up students at 4:15 p.m. If a student has not been picked up by 4:15 p.m., the child will be taken to the main office to wait until his/her parents arrive

There are no ECAs on Fridays.

DROP-OFF AND PICK-UP PROCEDURES

Regular Morning Drop-Off

Parents/Drivers may choose to park their car and escort the student(s) directly to the main door or they may go through the "drive through" lane. If a parent/driver goes through the drive through lane the car may only stop long enough to allow the student(s) to exit the vehicle. After students have safely left the vehicle, the car must immediately exit the campus to allow the traffic to continue to flow.

Students from 5 years old to 11 years old classes should go directly to the appropriate playground once they have been dropped off. Students do not drop off backpacks in their classroom or go into the school building prior to line-up at 8:15. We ask all parents and students to abide by this rule.

Students in the preschool and upper school go directly to their classrooms.

Rainy Day Morning Drop-Off

After arriving, all students will go directly to their classrooms. Pick-Up

At 3:45 the school day ends. Students line up in the gym for Extra Curricular Activities and for pick-up. Parents will pick up their children at the back gate or at the front of the school.

Pick-Up from After School Activities

At 4:30, ECAs end. Parents are asked to be there on time. If students have not been picked up on time, a phone call to the parents will be made and the student will wait in the office.

Change in Pick-Up/Drop-Off

In case of a change in regular routine the parent must call the office or send a note to the child. If a friend or another parent is picking up your child, a direct phone call or note from the parent must be made to the office.

QSIY FACULTY

STAFF

QSIY classroom teachers are generally recruited from abroad, speak English as their first language and are certified in the area in which they are teaching. Specialists are generally hired locally, have university degrees and speak English fluently. Support staff is hired locally and speak English fluently.

PROFESSIONAL DEVELOPMENT

Professional development plays an essential role in successful educational improvement. All professional development will support the curriculum vision and school beliefs. Three professional development days are scheduled during the

school year for teachers.

Students do not attend school these days. These professional development days do not affect the scheduled classes.

PARENT SUPPORT GROUP (PSG)

The QSIY P.S.G. includes parents, administration, teachers and the QSIY community who wish to support the school.

Goals of the PSG:

- Work to enhance communication among parents as well as between parents and the school.
- Lead or support special events for QSI students and/or the school community.
- Promote fundraising 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.

SAFETY AND SECURITY

SCHOOL HOURS

In our effort to make our school secure for your children the following procedures must be followed:

The school gates are open from 8:00 a.m. to 8:15 a.m. and from 3:30 p.m. to 3:45 p.m.

To enter the campus outside of these times, visitors will need to ring the bell to signal the security guards.

Preschoolers should be picked up at 3:35 p.m. There are no afterschool programs for preschoolers and no childcare.

DRILLS

Security drills for students are run several times during the year. Drills and procedures are in place for fire, earthquake, and civil unrest. The entire school practices at least one drill each term.

SCHOOL CLOSURE

If the occasion arises that warrants the closing of school, official notice will be issued from the Director.

Procedure:

The Director will notify the teaching faculty and support staff.

An email or text will be sent from the main office to all families. A post will be made to Teams for Middle/Secondary parents.

Teachers will call all families on their emergency list to inform them that school has been closed using the phone tree provided by the school. The teacher of the oldest sibling will usually contact the family. Please avoid lots of conversation and questions as the message needs to be passed quickly to other families.

It should be assumed that school will resume the following day.

The phone tree will be initiated for each day that school is cancelled unless a specific timeline is given.

SECURITY

QSIY maintains full-time security personnel. They assist in directing the morning and after school traffic, monitoring campus entry points and directing visitors to the main office. All visitors must sign in with the security guard and show their identification. They are given a visitor's badge to be worn while on campus. The campus is monitored through closed circuit security cameras, and Security Staff maintain contact with the office and administration by radio.

CHILD SAFETY

QSIY performs background checks on all personnel to ensure that each child is in safe hands at the school. If a parent suspects a caregiver, then they should communicate with the director immediately. Parent volunteers are also required to have a background check.

COMMUNICATION

Effective communication is essential to a school's functioning. The quickest way to find a solution and avoid misunderstandings, please first speak to the person most directly involved before taking concerns to the administration.

SCHOOL NEWSLETTER

The Friday Footnotes is published every Friday to inform parents of upcoming events and activities and is sent via email from the QSIY office.

CLASSROOM NEWSLETTERS

Classroom newsletters are a tool we use to help with home/school communication. You can expect to receive a newsletter from your child's teacher at the preschools and elementary levels.

SCHOOL WEBSITE

QSIY's school website address is www.qsi.org/yerevan. The school community can find relevant school information.

SOCIAL MEDIA

Facebook and Instagram are used.

PARENT-TEACHER CONFERENCES

Conferences provide the opportunity for teachers and parents to discuss individual student growth and needs. Parent conferences will be scheduled twice a year. First conferences will be organized after the first quintile is complete. Teachers will also meet with parents for conferences after the third quintile. Every effort is made to coordinate sibling conference times. Parents or teachers may request a conference at any time during the year.

OTHER FORMS OF COMMUNICATION

Teachers may also use email, Teams (Middle/Secondary) or Seesaw (elementary) to post assignments, receive papers, update students on projects, and remind parents about upcoming events or field trips.

CONTACTING TEACHERS

When a problem occurs that concerns your son or daughter's work in school, the best person to contact is the classroom teacher. An appointment to meet with the teacher may be made by calling the office assistant or by sending a note to the teacher. Please remember that it is difficult for teachers to come to the phone between 8 am and 3:30 pm. Sending an email to the teacher is another effective way to communicate or ask for a conference.

SCHOOL PROCEDURES

DEPARTURES DURING SCHOOL HOURS

Students are permitted to leave early only at the request of the parents. A parent's verbal or written notification must be received by the teacher or office before a child can vary from normal leaving arrangements. Every student with permission to leave early must check out of the office before departure. If a student needs to be excused from school during the day, for any reason, the following procedures are to be used:

A signed request by letter or an email by the parent should be sent to the student's teacher and then to the main office.

Parents or drivers are to come to the office to pick their child up. This is a request based on the safety of your child. You are to report to the office where you sign your child out. Your child will then be called from their classroom.

No child will be released to anyone other than a parent, guardian or authorized personnel, delegated with legal authority over the child.

Students may not go home with anyone else unless the office has received written or verbal permission from their parent/guardian.

Students/parents must sign out their child upon leaving indicating the reason why so that the office knows where students are at all times.

FAMILY VACATIONS

As you plan your family trips, please make every attempt for them to coincide with the school calendar. Please notify the school well in advance of travel plans. It is expected that all work missed while on a trip will be made up as soon as possible following the child's return to school. If a student will be absent from school for an extended amount of time,

The teacher is not expected to prepare weeks' worth of student work in advance. If an elementary student is absent for several weeks and misses an entire unit of study, the student will not receive credit for the missed unit. The only exception will be made for Reading, Writing, or Mathematics. Make up work does not substitute for the experiences and activities inside the classroom. Any standardized testing missed during a family holiday will not be made up.

VISITORS TO OUR CAMPUS

QSIY is a closed campus, which means that students may not leave the campus without permission from the office. A signed note must be obtained by the student to leave campus and only with the parent's permission will this note be given. A closed campus also means visitors and non-students must check 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 or nannies are not allowed to stay in the building during the day. Anyone wishing to visit a particular class should make their request to the school's office at least one day in advance. We do invite parents to be involved with their child's education, but we must protect the safe, nurturing learning environment of the classroom and refrain from causing unexpected disturbances. Upon approval of the homeroom teacher and administration, visiting parents or students may attend QSI classes. Parent volunteers can be coordinated either through the Room Parent or directly through the classroom teacher. It is understood that a visiting student will be an active member of the classes he/she is attending and will attend for one only.

ILLNESS AND ACCIDENTS

If your child is not feeling well before he/she leaves for school, it is important to keep him/her home. This not only allows your child to rest and get healthy, but it also protects the entire school community from also getting sick.

QSIY Faculty and Staff are committed to ensuring the health and safety of its students. At the beginning of the school year, parents should complete or update an emergency information sheet to be placed on file in the main office. QSIY does employ a full-time nurse. Also, there are staff on site who are trained in basic first aid. They will use their best judgment in determining the care needed and if a child needs to go to the hospital. If a student becomes ill during the school day or has a health issue that needs to be addressed, the office manager will contact the student's parents.

In case of an emergency, teachers or individuals that witness the accident will fill out a Student Accident Report. Parents will be contacted. We want to ensure that in case of accidents students feel secure and calm and parents are contacted immediately.

The school has a full-time nurse. The campus is equipped with First Aid equipment and materials, a spinal board and a defibrillator.

Students not able to participate in Physical Education are expected to bring a written explanation from parents and a medical excuse in the case of a prolonged absence from physical activity. In a prolonged absence from P.E., a student may be ineligible for credit.

SICK POLICY

Please keep your child home from school if he/she has any of the following illnesses or symptoms listed below. Also, if your child develops any of the illnesses or symptoms below while at school, you will be asked to take your child home.

Fever: If your child's temperature is 100 F (37.8 C) or higher, then please keep your child at home. The child needs to be fever-free without the aid of fever-reducing medications for 24 hours before returning to school.

Vomiting or diarrhea: Please keep your child home for 24 hours after the last episode of vomiting or diarrhea. If vomiting or diarrhea continues for more than 3-4 hours and other symptoms appear.

Common Cold: If your child has severe cold symptoms, such as an uncontrollable cough, thick colored mucus, or a significant lack of energy even without a fever, then please keep your child home. Please note, by uncontrollable cough we mean if the child is unable to keep his/her mouth covered when coughing, especially when the cough is productive/wet, then the child needs to stay home. Similarly, if the child is sneezing uncontrollably, then the child needs to stay home. (However, if the cold symptoms are mild, the child does not have a fever, and the child otherwise feels fine, then he/she can come to school.)

Sore throat: If your child has a severe sore throat, especially with white patches, then please take your child to see a

medical provider. If the child is diagnosed with strep throat, please keep the child home for the first 24 hours after he/she has started taking antibiotics.

Conjunctivitis (Pink Eye): If your child's eye(s) is very red and irritated or have drainage (either clear/white/green), then please take your child to see a medical provider and keep the child home for the first 24 hours after antibacterial eye drops are started or until the symptoms improve for a viral infection.

Varicella (Chicken Pox): If your child has a rash and you suspect Varicella or another contagious skin disease, please take your child to a medical provider for assessment. If your child is diagnosed with Varicella, please alert QSI. The child will need to be kept at home for a minimum of 7 days after the onset of the rash (until all the blisters have crusted).

Head Lice: If your child has an active case of head lice, please keep him/her home for at least the first 24 hours to ensure the parent has time to treat the lice properly. Please alert QSI so we can provide guidance.

Hand, Foot, and Mouth Disease: is a common viral infection that causes painful red blisters in the mouth and throat, and on the hands, feet, and diaper area. If your child has red with a small bubble of fluid in top blisters on feet and the palms of the hand, with pink rash on buttocks and thighs, then please take your child to see a medical provider and keep the child home while they have a fever or open blisters on the skin and in the mouth.

Lyme disease: is an infection caused by bacteria transmitted through the bite of an infected black-legged deer tick. If you noticed a circular or oval expanding pink or red rash (like a bull's eye) more than 5 cm across, painless with fever, general discomfort, headaches, mild neck stiffness, muscle and/or joint pain call the doctor and please keep the child home while he/she gets better.

DISPENSING MEDICATION

QSIY does not permit school employees to dispense non-prescription medication. Prescription medication can only be done with directions and written/verbal consent from the parents. If medication must be given during school hours, a signed consent letter MUST be on file in the school'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 nonprescription 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.

Please refer to the school policy if you have any questions.

HEAD LICE

Head lice are tiny insects that live in human hair. They are not caused by poor hygiene, and they do not carry diseases. Head lice transfer from child to child when their hair is in close contact, e.g. while playing or doing schoolwork. For this reason, head lice are relatively common in primary school children. An all-elementary school lice check will be conducted periodically as a preventative measure.

If a student is found with live active lice, the school will call the parents and ask them to pick up their child immediately. Information on lice and treatment will be given out. Medication/treatment must be administered, and all lice must be removed before re- entry to school. Upon re-entry to school, the child will be checked once again. The child will then be checked for the next 2 weeks every 2 days or until all eggs are removed.

If a student is found with nits, a phone call is given to parents and information on lice will be sent home. Medication/treatment must be applied before re-entry to school. The school will check the child every 2 days for 14 days to ensure all eggs are removed.

Nutrition

QSI International School of Yerevan has a cafeteria where nutritious hot lunches are prepared daily. The cafeteria menu is distributed prior to the beginning of each month, and students can pay in advance for the lunches they desire. The hot lunch is a balanced lunch and must be purchased in its entirety; unfortunately, we cannot have special orders. Every Wednesday is Pizza Day.

Students should also bring a healthy snack, which can be eaten during the morning break. Students may also bring their own lunch. Please do not pack your children's lunch with soda pop.

Drinking Water

Water on campus is filtered, frequently tested and deemed 100% safe to drink. As proper hydration is important, students are encouraged to carry a water bottle that they can refill as needed.

WITHDRAWAL PROCEDURE

When a family learns that they will be leaving Yerevan, we request that they inform the school office two weeks in advance, if possible. Notice of early withdrawal from school should be made, in writing, to the school office. Credit will be granted for work completed, turned in, evaluated, and recorded. Once the accountant has cleared the student, the student's records will be issued. Student records include status reports, the last teacher narrative, verification of attendance form, and a school biography. Secondary students will also receive their secondary transcript in place of the status report.

ATTENDANCE

Learning experiences in a classroom setting cannot be duplicated through make-up assignments. School attendance is important for successful learning. Much is taught in class discussions, experiments, projects, and other class activities.

Parents need to contact the school office or homeroom teacher if their child will be absent from school. Parents need to call the office or send an email to the office assistant.

Lengthy or frequent absences are brought to the attention of the Director. *Educators at QSIY devote themselves to providing quality learning experiences that may not be duplicated outside of the classroom. However, these professionals understand that students at times are not physically able to be at school and may need alternative assignments.*

TARDINESS

The instructional day begins at 8:15 a.m. Students are to be in their classrooms, with materials ready to learn. Students should arrive between 8:00 a.m. and 8:10 a.m. Children 8 and older are to report to the office if they arrive after 8:15 am to obtain a note to enter the classroom. Tardiness and excessive absences can negatively affect school achievement.

Students need to develop good habits of punctuality for two main reasons. First, punctuality is an important social and work habit to develop. Secondly, QSIY teachers have invested a great deal of time and effort to prepare each day's lesson; therefore, students should demonstrate their responsibility, concern for their classmates, and respect for their teachers by ensuring that they arrive on time and are prepared for each of their classes.

All students must be in class, ready to begin the day no later than 8:15. Parents can play an important part in establishing good habits in their children by making every effort to see to it that they arrive on time. In addition, students transition throughout the day from one room to another, with ample time in between for breaks ranging from 15 to 25 minutes. It is expected that students will be on time for their next class after these breaks. Teachers take attendance for each period and will monitor if students are tardy. Excessive tardies are reflected in scholarship reports and university applications.

Excused tardies include doctor/dentist appointments and visa/passport renewals with proper documentation.

STUDENT EXPECTATIONS AND BEHAVIOR

The primary goal relating to student behavior is to establish a sense of responsibility, such that the student develops an internal desire to practice acceptable behavior patterns. Parents play an important role in the discipline process and are asked to reinforce good behavior at home. If necessary, parents will be asked to come to school to discuss a plan for improved behavior if a problem remains consistent.

Very serious behavior problems or repetitive minor misbehavior will be dealt with by the Director; parents will be notified. Some possible actions include counseling, group conferences, suspension from school for a set time, and expulsion. In case of severe offences, student(s) are brought directly to the office. The school maintains the right to inspect student bags, lockers, etc. for tobacco/vape, weapons, or illegal drugs or drug paraphernalia. The school maintains the right to suspend and expel students for tobacco, alcohol, drug, substance abuse or violent behavior.

The QSIY staff agrees to adhere to the following order of procedures for implementing consequences:

- **Verbal warning to student by staff member**
- **Phone call home** -by student and teacher to parent. At this stage, the teacher also informs the administration of a potential problem and documents conversations with parents.
- **Office referral**-Consequences at this level are at the discretion of the administration. Teacher documents referral and consequence and a phone call is made to the parents.
- **Parent, teacher, student conference** – A behavior management plan is created among all parties present.

Common sense and good manners are the guidelines. This includes responsibility and respect for others from all members of the QSIY community. The following are expected to be followed each school day and at all school functions and locations.

Students are expected to solve their disagreements through peaceful dialogue.

Students should always walk quietly when in the building.

The care of all textbooks and library books issued to the student are his/her responsibility as are all the parts of the building and other equipment.

There are cubbies or lockers in designated areas to hang up clothing, and store books and supplies.

Any student staying after school should be supervised and have parental permission. Students without permission must go to the main office, parents will be called, and students will remain until a parent or driver picks them up.

Behavior rules and expectations apply throughout the school day and during all school activities, including field trips, sports, events, and other outings. The primary goal of the QSI Yerevan's Discipline Policy is to help students understand acceptable behavior at school.

In cases in which consequences must be issued by the school, it is not intended to be punitive, but to allow the student the opportunity to correct the behavior. Violations of rules may lead to parent notification, conferences, counseling, detentions, suspensions, expulsion from school, or other appropriate consequences.

An environment where students feel safe and secure helps students excel academically, socially, and emotionally. Students will be held to high expectations of behavior in a respectable and trustworthy manner and always show concern for others during school, extra-curricular activities, field trips, and any type of school activities.

Electronic Devices

If a student is seen playing video games, watching videos, or surfing non-school related sites, they run the risk of losing their computer privileges at school. In addition, they are only allowed to use the computers if there is a teacher present. Students are expected to follow the school wide user policy (AUP) and agreement which requires their agreement and signature. Violations will result in loss of privileges/access and other disciplinary measures.

Phones – Students' phones should be left in lockers/cubbies and are not permitted to be used during the school day (including breaks).

Offense 1 – Verbal warning by teacher

Offense 2 – Teacher will take the phone until the end of the day

Offense 3 – The phone will be given to office; parents must pick it up

*Laptops should be brought from home for the 11-year-old and older classes **for academic purposes only**. These are not to be used during breaks or recess. The school takes no responsibility for lost or stolen items.

Hall pass – If a student needs to study in another class, go to the bathroom, nurse or counselor, they should have a pass from a teacher.

Common Language at School

English is the language of QSIY (except to give "brain breaks" at lunch and on the playground).

Transition between classes

Middle and Secondary students have five minutes between classes for transitions and it is the expectation that students are in their seats ready to begin their studies when the bell rings/the five minutes have passed. It is essential to utilize this time effectively. Please adhere to the following guidelines:

- Use restroom facilities and refill water bottles promptly.
- Retrieve necessary supplies for the upcoming class from lockers.
- Refrain from touching signs hanging from ceilings.
- Walk calmly and refrain from running in the hallways.
- If deodorant application is needed, please use the locker/bathrooms, not the hallway.
- Cologne/Perfume should be applied at home, not at school, to maintain a comfortable environment for all and to protect those with allergies.

Tardiness

Tardy means being late to class without an excused note from a teacher.

- After three tardies have been accumulated, a student may be nominated for an 'N' in Responsibility.
- Repeated unexcused class tardies may result in afterschool detention.

Harassment

Tolerance and acceptance are hallmarks of the international school environment. Harassment or bullying is unacceptable. This rule is in effect both on and off campus and after school hours. This includes cyberbullying and similar behavior on the Internet. The following are examples of conduct prohibited by this policy:

- Offensive jokes, remarks or epithets based on race, color, religion, age, sex, sexual orientation, physical appearance, national origin, or disability;
- Speech or the display of materials that is intended to be demeaning or degrading or could be considered so;
- Unwelcome physical contact including, but not limited to, violence, patting, pinching, pulling hair, hugging, or kissing that is either persistent or intentional;
- Ongoing teasing.

What should be done by those who believe they have been harassed?

- The student should first consider telling the other person(s) that the conduct is offensive and request that it stop.
- If it is difficult for the student or adult to speak directly to the person or if the offensive conduct does not stop after a request to cease, a student should report it to any faculty member or to the Director of Instruction, Counselor, or Director, or may ask a parent/guardian to do so.
- A prompt and thorough investigation by the school leadership team will follow.

Confidentiality: Reports of harassment will be treated confidentially as far as possible and will be reported to others within the school community only on a need-to-know basis. However, in almost every circumstance, the alleged offender will have to be informed so that the relevant facts can be gathered.

Consequences The Director will promptly investigate all complaints regarding harassment. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

If the complaint is determined to have merit, the school will place a record of it in a student's file and take appropriate action such as counseling, detention, suspension, probation, or expulsion. No member of the community should be afraid to make a complaint for fear of reprisal or getting another person in trouble. Retaliation or threats of retaliation against anyone who makes a harassment complaint is a violation of this policy.

Detention

Teachers may detain (referred to as "detention") a student after school in their classroom with proper notice to parents and an administrator. If a student has multiple detentions, the office will contact parents and establish a meeting with the parents and an administrator to develop a plan of action. If the teacher is occupied after school, the student will serve detention in the office with an administrator.

Detention Procedures: If a teacher is not able to supervise a student for detention because of a school commitment, the teacher may assign a student to office detention by submitting the student's name to the Director, Director of Instruction and the Office Assistant. The teacher assigning the detention is responsible for contacting parents. Detentions may be served on Thursday afternoons from 3:45pm – 4:30pm. Students serving a detention may be required to miss ECAs.

Suspension is an action determined by the school administration. No student will be suspended without parent notification. Before a student may attend classes following an incident of in-school or out-of-school suspension, the parents and student shall meet with the Director to be informed of conditions for resumption of attendance. Suspension may be assigned at home under parents' supervision or in-school in an isolated location under the supervision of the Director or designee.

Expulsion A student who is expelled from school cannot return.

LEVEL 1 Misbehaviors	LEVEL 2 Misbehaviors	LEVEL 3 Misbehaviors
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These misbehaviors distract from student learning. Examples include, but are not limited to:	These misbehaviors contradict the Success Orientations and make the school feel unsafe. Examples include, but are not limited to:	These misbehaviors put others in immediate physical and emotional danger. Examples include, but are not limited to:
<ul style="list-style-type: none"> • Electronic device violations • Dress code violations • Tardiness between classes • Disruptive behavior in classroom and at school • Profanity • Public displays of affection 	<ul style="list-style-type: none"> • Insubordination • Harassment (any form) • Forgery • Cheating/Plagiarism • Bullying, intimidation, physical aggression, threatening, racial/ethnic slurs • Theft • Vandalism • Lying/Dishonesty 	<ul style="list-style-type: none"> • Fighting • Sexual harassment • Use or possession of alcohol, drugs, tobacco, vape • Bribery <ul style="list-style-type: none"> • Use of a weapon at school (knife or gun) • Making a bomb threat • Arson
Consequences may include: <ul style="list-style-type: none"> • "N" on Status Report • Warning from teacher or administrator • Conference with teacher, administrator, counselor and/or parent • Detention • Parent notification • Removal from ECA • Other appropriate consequence 	Consequences may include: <ul style="list-style-type: none"> • "N" on Status Report • Parent notification & conference • Detention • Suspension: in-school or out-of-school • Counseling as needed • Removal from ECA • Other appropriate consequence 	Consequences may include: <ul style="list-style-type: none"> • "N" on Status Report • Suspension • Automatic recommended expulsion • Notifying local police • Other appropriate consequence

ACADEMIC INTEGRITY

Definition

The Center for Academic Integrity defines Academic Integrity as... "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility." These five values are closely linked with our school's success orientations of

trustworthiness, responsibility, concern for others, kindness and politeness, and independent endeavor. Academic dishonesty is not tolerated at TIS. Listed and defined below are the three major areas that can be considered an infringement of the values pertaining to Academic Integrity.

Plagiarism

The representation of another's ideas or work as the student's own, including but not limited to:

- Not properly citing outside sources
- Submitting another's work as one's own
- Paraphrasing without proper citation
- Copying the ideas or work of another and presenting it as one's own
- Enabling: supporting another student's dishonesty, including but not limited to:
 - Allowing another student to copy or use one's own homework, classwork, and/or ideas
 - Sharing answers on exams or sharing knowledge of exam questions
 - Working with another student when collaboration is not allowed.

Duplication

- presenting the same work for different assignments or assessments

- Copying from an electronic information source and passing it on as your own
- Looking at another person's test or asking for test answers
- Any other behavior that gains the student an unfair advantage or demonstrates a lack of integrity will be dealt with as the policy states.

Guidelines

If these values or success orientations are violated, then it is the role of the school to ensure, before university begins, that lessons are provided on what is acceptable and not acceptable for homework, assessments, and in writing. Below are some general guidelines, which have been compiled, revised, and organized by QSIY faculty.

Homework/Assignments:

Most assignments are given as learning experiences, and to get help from others may be considered appropriate. However, wholesale copying of another person's assignments to make a teacher think that you have done the work is considered "cheating."

Acceptable	Unacceptable
Working with another person on a cooperative study assignment when both names are affixed to the final submission for grade attribution	Someone else solving problems on an assignment (another person working the problems) for which you will receive a grade
Review of a question or problem by another person for the purpose of getting a suggestion of the process or strategy for solution—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

Assessments

Obtaining unfair help with tests and/or quizzes is a violation of the 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, unless allowed by the teacher. (The mere possession of such "cheat notes" indicates intent to use them and as such would be considered a violation of the 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.
- Writing Assignments
- 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.
- Strategies For Avoiding Academic Dishonesty

Students can avoid academic dishonesty by following the practices listed below:

- Reading and understanding the Guidelines for Academic Integrity.
- Asking for help or for extra time from a teacher when they feel lost or confused and are tempted to commit academic dishonesty by violating a rule.
- Completing the lessons and activities in their subject classes that teach them how to properly paraphrase, quote, and cite outside sources.
- Asking and knowing when it is appropriate to use outside sources and when a task demands solely authentic ideas or work.
- Refusing to help others commit dishonest acts such as sharing work.
- Asking and knowing when it is appropriate to collaborate with other students on an assignment.
- Using online sources for the help in correctly citing sources, such as MLA and
- Purdue's OWL.

Consequences of Academic Dishonesty

The following possible consequences are in place to help students understand the severity of academic dishonesty and to help guide them in the right methods to prepare them for university

	Consequences
1	counseling about how to avoid academic dishonesty in the future

	parent contact (email) replacement assignment by deadline
2	counseling about how to avoid academic dishonesty in the future parent meeting with teacher replacement assignment by deadline to earn a B nominated for an N in trustworthiness
3	parent meeting with teacher and administration replacement assignment by deadline to earn a B additional assignment by deadline to earn a B nominated for an N in trustworthiness
4	parent meeting with teacher and administration required to redo all of the assignments/assessments in the unit by deadline to earn a B nominated for an N in trustworthiness
5	parent meeting with teacher and administration a grade of D on the unit summer assignment to earn a B

	nominated for an N in trustworthiness
6	parent meeting with teacher and administration withholding of Diploma until assignments/assessments are completed satisfactorily nominated for an N in trustworthiness

The 12- and 13-year-olds begin at Level 1. Secondary I and II students begin at Level 2.

Secondary III begins at Level 3. Secondary IV begin at Level 4. Any student new to QSIY will immediately begin at Level 1.

GENERAL SCHOOL RULES

DRESS CODE

Student Dress Code

QSIY students should always dress appropriately.

- No hats, hoods, caps, or bandanas inside the building.
- No blouses or shirts that show the midriff.
- No leggings/tights worn as pants
- No undergarment should be seen at any time.
- Short shorts, shirts (when only tights are worn) or skirts that are shorter than mid-thigh length
- No spaghetti straps: sleeveless shirts at least 2 inches in width at the shoulder are permissible
- No clothing with inappropriate words, pictures or meaning.
- Sunglasses should not be permitted inside
- No face tattoos and/ or ear gauges
- Clothing should cover any body tattoos

Other:

Headphones during lessons and in hallways

Physical Education (PE) - Athletic shoes are required for PE. Clothing guidelines will be discussed by the P.E. teacher.

CAFETERIA / LUNCH RULES

Students must follow the following rules during lunch time:

- Enter the cafeteria in an orderly fashion.
- Use soft voices at all times.
- Keep your hands and feet to yourself.
- Keep your food on your plate or in your mouth.
- Walk at all times (including recess).
- Be as courteous as you would be in any restaurant.
- Students must stay in the cafeteria and must have teacher permission to go to the bathrooms or to go play outside. They cannot return to classrooms unsupervised.
- Clean up before you leave.
- No food deliveries except for special occasions with permission from the Director.

PLAYGROUND RULES

Safety, fair play, common sense and appropriate language are the major considerations on the playground. Students' actions may not cause a problem for any person or damage any equipment. If children have questions or if some situation is not covered by the rules, the playground supervisor is always in charge and may stop any activity that he/she feels may be dangerous.

The following are playground rules:

without permission from the playground supervisor.

PUBLIC DISPLAYS OF AFFECTION

Students must demonstrate an attitude and behavior regarding interpersonal relationships acceptable to people of various cultural, ethnic, and social backgrounds. QSIY recognizes that genuine feelings of affection may exist between students; however, overt, public, physical displays of affection on campus are not acceptable.

WEAPONS

QSIY prohibits the possession of any weapons by students (real or pretend) on the school's property (whether on a person or in a vehicle) or at a school function away from the school property. Students should not bring a weapon as part of a costume. The penalty for possession of firearms is immediate expulsion from the school. The penalty for possession of other weapons will be determined by the school administration. In view of this matter's seriousness and the safety of students and faculty, the school reserves the right to search students and their vehicles, bags, and lockers if there is reason to believe weapons may be on the premises.

LIBRARY

BORROWING BOOKS

Books are usually checked out for one week and may be returned the day before the next library visit. If a student desires to keep a book for more than one week, it must be renewed after the first week. Students wishing to return a book and check out another may do so at any time.

OVERDUE BOOKS

If books are not returned on the due date, a written reminder will be given. If the books are not returned with this reminder, a second notice will be given. In the event the books are still outstanding after these notices, a third notice will be given stating the charge for replacing the books, double the catalog price plus one U.S. dollar. Book borrowing privileges will be withheld until outstanding charges are paid.

Lost or Damaged Books

Students are required to pay for lost or damaged books. If they pay for a book and it is later found, they will be reimbursed. Any book damaged due to negligence will be charged a fine in accordance with the degree to which the book was damaged or the original value of the book, double the cost plus \$1.

Other Considerations – All library books must be returned before final status reports or transcripts are released.

LOST AND FOUND

Please help us by clearly labeling, with student's name, all the items of clothing such as mittens, caps, hats, jackets, coats, sweaters and boots. It is also very helpful to have the child's name on his/her lunch box and backpack. As the lost and found becomes full, we will make an announcement to students to check in the lost and found. Whatever is not taken will be donated.

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OUTDOOR RECESS

Recess is a scheduled part of the regular school day. This time serves as a break for students and provides an opportunity for them to expend energy, stretch, and be active. All children will go out to play during morning and afternoon recess. This is a good time for socialization and learning to get along with other children. All children should come to school properly clothed for outside conditions (which includes snow pants, mittens or gloves, hats, etc. in winter).

SCHOOL SUPPLIES

SCHOOL SUPPLIES AND TEXTBOOKS

Books are used without charge with the expectation they will be returned in a condition which reflects reasonable use. Teachers may require students to bring in specific items for personal use (water bottle, backpack, pencil case, change of clothes, calculator), but generally QSIY provides common supplies for students. Technology may be checked out by the classroom teacher for use during the school day.

Students are required to pay for lost or damaged books. If a student pays for a book and it is later found, the student will

be reimbursed the amount paid. Any book damaged due to negligence will be charged a fine in accordance with the degree to which the book was damaged or double the original value of the book, plus one dollar.

TELEPHONE, INTERNET AND ELECTRONIC DEVICES

The school telephone is a business phone; therefore, student use is limited to business matters. Students must make prior arrangements with parents to stay for an extra-curricular school activity. Students may not call home to make impromptu arrangements, homework requests, or arrange a playdate.

If parents need to contact a student, the parent shall call the QSIY office. Important and emergency messages will be delivered at once.

Cell phones are strictly prohibited during school hours. If a student has a cell phone, they are expected to store it in their locker and have it turned off. If a student needs to use the phone or a parent needs to reach their child, the office phone should be used.

Electronic Device Policy

For students in the 11-year-old class and above, our "Bring your Own Device" (BYOD) program is intended to expand opportunities for 21st Century learning. We must remember, it is a privilege, not a right, to use personally owned devices at school. Administration may revoke this privilege for an individual student or students. Therefore, students must use their devices responsibly, respect others' property, and demonstrate the academic benefits of the program.

Students are expected to use the school network when accessing the internet and not internet from their mobile carrier.

Rules and Conditions for BYOD:

The teacher has ultimate control of when and what type of electronic devices are used in the classroom.

Students in the 11-Year-old and up classes may devices in the classroom when instructed to do so by their teacher.

Cellphones

Research shows that having a cellphone in class, whether in a pocket or in a backpack is detrimental to the learning process. When phones are present, students are less engaged in the classroom and ultimately gain less from the school experience with their peers. By disengaging from cell phones for extended periods, we can offer a richer social and academic environment. Students must put their phones in an assigned locker at the beginning of the day and pick them up after the school day ends. This procedure is currently being followed at the elementary level.

Students may use the phone in the office to phone parents in the event of an emergency and parents may phone the school office to leave vital messages for their children.

When devices are permitted to be on, the volume must be kept down. If someone else can hear it, it is too loud.

Bypassing the web filters will result in the device being permanently banned from the school's Wi-Fi access.

Teachers need to approve student printing.

Network/Internet Access/Electrical

At the beginning of the Academic Year, students need to register their devices with the Network Administrator. The information for registration should be the Device Name and/or the Wi-Fi Address.

Students are expected to use the school network when accessing the internet and not internet from their mobile carrier.

No guarantee is made that the school's wireless network will always be available.

Theft/Loss/Damage/Troubleshooting/Repair

QSIY will not be held financially responsible for lost or stolen devices, nor are school administrators responsible for conducting searches for lost/stolen devices. It is recommended that the device locator feature be enabled if possible.

QSIY will not be held responsible for any physical damage or data loss, including damage/data loss resulting from connecting devices to the school's wireless network or power outlets.

Technology staff will not configure, troubleshoot, or repair student devices

VIOLATIONS OF BYOD RULES:

First Offense: Teacher warns the student or confiscates the device in class. Teacher returns device at the end of class.

Second Offense: Device is confiscated and given to the main office where administration will be notified. Student must see administration at the end of the day to pick up the device.

Third Offense: Device is confiscated and given to the main office where administration will be notified. Parent/guardian must pick up device. Students will be nominated for an N on their status report.

Fourth offense and after may include one or more of the following consequences:

- Device is banned for use during the school day.
- Device is banned for a long period of time.
- Device is confiscated until the end of the quintile.
- Repeated violations may result in suspension.

Students that wish to bring their own devices (laptop or Chromebook) instead of using a school supplied one are welcome to do so. The students must maintain the computer on their own so that it can access email, provide access to the internet for research, and effectively use the Office 365 suite.

OFFICE 365 APPLIATIONS AND OTHER EDUCATION ONLINE PROGRAMS

QSIY is offering users a free suite of applications for use to enhance teaching and learning. Office 365 is a powerful Microsoft system that uses cloud storage for student work, lessons, email and provides collaboration for student projects. For users to gain access to email and his/her Office 365 Applications account on the Internet, QSIY must obtain parental permission for all students. E-mail accounts are given to students from the 10-year-old class and up.

QSIY uses several educational software tools. For users to gain access to these programs, all students must obtain parental permission.

CONSEQUENCES OF VIOLATION OF TECHNOLOGY POCLICIES

Use of the computer network and Internet is an integral part of research and class work. Abuse of this technology can result in loss of privileges. Students who use the computer network or the Internet inappropriately may lose their access privileges and may face additional disciplinary action. The length of time for loss of privileges will be determined by building administrators and/or other staff members. If the user is guilty of multiple violations, privileges can be removed.

ACCEPTABLE USE POLICY

Computers, the Internet, and related technologies are valuable resources for students, and serve as the world's largest library and information database. QSIY is dedicated to producing students capable of succeeding in today's technology-pervasive society. Students receive technology training including QSIY's Essential Unit on Digital Citizenship. This unit, required for every QSIY 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.

Acceptable Use:

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

Unacceptable Use Includes:

- Sending or displaying offensive messages or pictures
- Using obscene language that will be offensive to anyone
- Harassing, insulting, threatening, using obscene language or imagery or any type of online bullying
- Violating copyright laws. This includes peer to peer file sharing of copyrighted files. If the student is unsure if they

- can use a work, they should not use it without permission from the owner.
- 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 and paraphrasing ideas without crediting the author.
 - Using another person's username or password or misrepresenting identity
 - Trespassing in another's folders, work or files.
 - 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.
 - 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.
 - Employing the network for commercial purpose
 - Use of school computers for illegal activities

All families from the 5-year-old class and up will be required to sign a Computer and Internet Acceptable Use Agreement which outlines QSIY's policy and expectations. If a student intentionally damages the school's technology devices, the parents will be billed.

CHILD PROTECTION

QSI International School of Yerevan is responsible for providing a safe and nurturing environment for our students. All employees of QSIY must report suspected incidences of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at risk of suffering abuse or neglect. Reporting and follow-up of suspected incidences of child abuse or neglect will proceed according to our QSIY Child Protection Policy. The school offers a Child Protection curriculum.

DATA PROTECTION

GDPR is the General Data Protection Regulation, legislation passed by the EU and enforceable as of May 25, 2018. GDPR maintains that data protection is a fundamental human right and the responsibility of any company that controls and processes data to protect that right.

Upon enrolling your child at QSIY, you will need to read over and sign the data protection form.

QSIY Parent – Student Handbook Agreement Form



We have read and discussed the QSIY Parent-Student Handbook. We understand that the school's policies and rules are to promote a safe and orderly school climate. We also understand that there are consequences for not following the school policies and rules.

By signing and dating this form and returning it to the homeroom teacher, we promise to do our very best to follow policies and promote a positive school climate.

Student Name: _____

Student Signature: _____

Date: _____

Parent Name: _____

Parent Signature: _____

Date: _____