Baku International School

Student-Parent Handbook

2026-2027



QSI QUALITY SCHOOLS INTERNATIONAL

BIS student/parent handbook may be updated during the school year to improve areas connected with safety, student health, Mastery Learning, or Success Orientations.

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Welcome Message from the Director

Dear Parents, Students, Staff, and Friends,

Welcome to the 2026–2027 school year at Baku International School (BIS)!



This marks my third year as Director, and I am excited to begin another wonderful year with our school community. Each year brings new opportunities for growth, connection, and achievement, and I look forward to building on the strong foundation we have established together.

We are proud to be an international school with a diverse student population representing more than 27 countries. BIS offers a vibrant global community that fosters a supportive, inclusive, and enriching learning environment for all students.

As one of 35 Quality Schools International (QSI) schools across 31 countries, BIS benefits from a worldwide network of dedicated educators and shared best practices. We are fully accredited by the Middle States Association (MSA) of Colleges and Schools, are members of the Council of International Schools (CIS), and are supported by the United States Office of Overseas Schools.

Our faculty consists of highly qualified educators, with most core subject teachers trained and certified in the United States. We offer a rigorous American curriculum, and our QSI Mastery Learning approach ensures that every student has the opportunity to succeed, reach their full potential and to SOAR. In addition, we emphasize the QSI Success Orientations—character traits that support academic achievement and help students thrive in all areas of life.

This year, BIS proudly celebrates its 32nd year of educational excellence. We are deeply grateful for the continued support of our families, whose partnership plays a vital role in making our school such a special place.

You are always welcome to visit and see our dynamic school in action or to schedule a time to meet with me. I am looking forward to another outstanding school year!

Warm regards,

Dr. Jodi Burnside

Director

A Message from the Director of Instruction

Student-Parent Handbook letter for 26-27! Tempus fugit!

It is a privilege to serve as the Director of Instruction at BIS. I am honored to work alongside a dedicated team of educators, engaged families, and motivated students who together cultivate a vibrant and supportive learning community.

My goals are both clear and purposeful: to ensure that every student develops the knowledge, skills, and understanding needed to thrive in an ever-changing world; to nurture a supportive and caring environment; and to foster a culture of belonging in which every student feels known, valued, and supported.

One of the reasons I am especially proud to work with Quality Schools International (QSI) and BIS is that we live our values with intention each day. We call these values our Success Orientations, and they guide how we learn, lead, and interact with one another: Trustworthiness, Responsibility, Aesthetic Appreciation, Kindness & Politeness, Independent Endeavor, Group Interaction, and Concern for Others. These principles shape our culture and define what success truly means within our BIS community.

I value the strong partnership we share with our BIS families and look forward to continuing that collaboration. I welcome opportunities to connect with you throughout the year as we work together to support each student's growth and achievement.

One of the greatest rewards of my role is witnessing our graduates earn admission to some of the most exceptional universities worldwide, including leading institutions across Europe and North America. Their accomplishments reflect the strength of our academic programs, the dedication of our faculty, and our steadfast commitment to preparing students for excellence on a global stage.

Please do not hesitate to contact me if you have any questions or if there is any way I may support your child's learning and growth.

MaryKay Gudkova, Director of Instruction

Baku International School

School Calendar



Contact & School Information

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

Accreditation

Baku International School (BIS) is fully accredited in the United States of America through Middle States Association of Colleges and Schools (MSA) from Preschool through Secondary levels. MSA accreditation verifies that BIS meets or exceeds quality educational standards, is engaging in a program of continuous school improvement, and is providing for quality assurance through self-evaluation and peer review. During the 2021-2022 school year, Quality Schools International shifted from individual school accreditation to a "district-wide" accreditation called Systems Accreditation. In the Spring of 2022, BIS became accredited through MSA's QSI Systems Accreditation. During the 2025-2026 school year, BIS went through a mid-cycle review process with MSA.

U.S. State Department Sponsorship

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

Baku International School Overview

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

For students five years of age and older, the curriculum includes: literacy (reading, grammar, composition, and library), mathematics, cultural studies, science, art, music, physical education, and technology. There are additional electives for secondary-level students. Intensive English classes are offered to elementary students who need additional help with English through the school's Intensive English pull-out program. Computer use

is integrated across the curriculum. Other language study is offered to seven years and older students with a choice of French, German, Azerbaijani or Russian.

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

Facility, Building and Grounds

Grounds

The school grounds are fully enclosed by a high wall and monitored by security guards twenty-four hours a day, seven days a week. Students enjoy the following during recess and lunchtime:

- Outdoor playground on padded artificial turf
- Covered soccer field on artificial turf
- Expansive outdoor jungle gym with slides

Building

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

Summary of Educational Model

Success-Oriented Learning

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

Performance-Based Education

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

Mastery Learning

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

Success Orientations

"Success for All" is the motto of all QSI Schools. Personal character traits and the ability to interact successfully with others are deemed just as valuable as the knowledge and academic competencies students learn at school. Success orientations are taught within each classroom through QSI's ***Empower*** program. We use the acronym **TRACKING** as a reminder of the QSI Success Orientations.

- **T**rustworthiness
- **R**esponsibility
- **A**esthetic Appreciation
- **C**oncern for Others
- **K**indness and Politeness
- **IN**dependent Endeavor
- **G**roup Interaction

QSI Mission Statement

All QSI schools operate under the 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 of our students can succeed, that their successes encourage them to continue in a pattern of success, and that it is the schools' responsibility to provide the conditions for success. These conditions include i) developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning, ii) providing the time and resources needed for each student to attain mastery, and iii) ensuring that students engage in learning at a level which is challenging and yet a level for which each student has the prerequisite skills necessary for success.

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

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

BIS Vision Statement

During the 2024-2025 school year the BIS steering committee met and developed 3 different vision statements for the school. The school community voted on the vision statement that we adopted during the 2024-2025 school year.

At Baku International School, we strive to inspire and motivate each student to achieve success, cultivate self-awareness, and become compassionate, independent leaders. By fostering a safe, inclusive, and culturally diverse environment, we empower students to develop a global mindset, engage in critical thinking, and become adept in technology. Our mission is to equip students with the skills and values necessary to excel academically, embrace lifelong learning, and positively impact the world. Together, we create a community where growth, respect, and collaboration flourish, encouraging all to reach their fullest potential.

QSI Philosophy

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

1. Attitudes Toward Learning - We believe that more learning will occur if the student has a desire to learn, has positive feelings concerning the school environment, and succeeds. Each student is encouraged to strive for excellence and to be creative. Each student's possibility of success increases when he works at the appropriate level of difficulty and senses positive expectations from teachers.

2. Areas of Learning - Mastery of core skills is considered a vital part of education, essential for success in studies of other subjects as well as in most situations in life. A broad and varied program of physical education, fine arts, and other activities is considered important to enhance the interest and education of the students.

3. Social Behavior - For a useful and meaningful life we encourage the development of personal qualities leading to acceptable values and harmonious relationships.

4. Cultural Awareness - An understanding and acceptance of the different cultures represented in the school are considered important. We believe emphasis should be placed on gaining an appreciation and knowledge of the region and the local/host country.

5. Environmental Awareness - We believe it is essential to have an awareness of the value of protecting and improving our environment.

Admissions

Applications for admission are available through the school's website, https://baku.qsi.org/admissions on an on-line platform called OpenApply.

Admission to the school requires that parents submit completed application materials. A photocopy of the student's passport or birth certificate is also required along with previous school records. MAP testing for 6YO-S4 is also required for placement purposes. New students who start school during the school year will begin on Wednesdays in order to give our teachers and staff time to prepare for the new student.

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

The regular school program offered at Baku International School is not appropriate for students who have moderate to severe learning needs. The administration of Baku International School reserves the right to counsel with the parents of students who have moderate to severe learning needs in helping them find a viable educational program other than Baku International School. The families of students who are found to need regular tutoring or one on one assistance within or outside of the school day because of individual learning needs will be charged an additional cost for these additional services.

Baku International School welcomes students with little to no English language skills enrolling at the pre-school through elementary levels. Children at the elementary level who do not speak English, or whose English language competency is not yet sufficient for instruction, will receive Intensive English (IE) instruction from teachers who specialize in teaching English to non-native English learners.

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

Student Placement

Pre-School Placement (2YO-4YO)

Pre-school students through four-years of age are placed according to their age as of the birth-date cutoff of October 31. The child must be the age of the classroom age level by October 31 of the current school year. However, it is encouraged to deeply consider your child's placement if they have a September or October birthday as they are the youngest in the class, as all other students turn a year older starting November 1.

Elementary Placement (5YO-10YO)

The elementary birth-date cutoff is October 31. The QSI mastery learning system of education places students according to ability, not necessarily age, in the subjects of mathematics, and literacy. The Placement Team determines the placement of students based on assessments and previous school records. QSI policy supports flexible placement or "sliding" students one level up or down depending on the need in only mathematics, and literacy. Students who slide up or down are generally placed according to their age in non-core subjects of art, music, physical education, cultural studies, science, and library.

The homeroom class for all elementary students five through ten years of age is determined by age using an October 31 birth-date cutoff. However, it is encouraged to deeply consider your child's placement if they have a September or October birthday as they are the youngest in the class, as all other students turn a year older starting November 1.

Middle & Secondary Placement (11YO-Sec 4)

Students eleven years of age and older entering the middle or secondary school must be fluent in English and are initially placed based on an analysis of records from previous schools, in combination with any BIS-administered assessments.

Withdrawal From School

The parents of students withdrawing from Baku International School are **required** to fill out a **Withdrawal Form** a minimum of one week prior to the last day of attendance. The school must obtain confirmation from the homeroom teacher, core-subject teachers, the librarian, the IT department and the school finance office, that all educational materials have been returned to the school and fees have been paid in full. Once payment is received, it will take the school one week to process all school documents. It is QSI policy that no official documents can be released until all accounts are paid

Educational Program

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

Pre-school programs at BIS are not daycare programs—all activities are designed to teach cognitive skills, facilitate positive social interaction, establish essential English-language, pre-literacy, and pre-numeracy skills, and foster emotional well-being.

The educational program utilizes a wide variety of active hands-on learning experiences designed to promote self-confidence and build upon the natural interests of children. Class activities are designed to create learning readiness, develop listening skills, enhance attention span, encourage spatial and perspective understanding, facilitate physical coordination, and encourage age-appropriate social interaction. Activities at this level include songs, music, nursery rhymes, creative arts, movement, manipulatives, drama, social games, story time, calendar, physical coordination activities, and other meaningful play. Pre-school classes typically take field trips aligned with the curriculum to support exploration and learning.

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

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

Students are grouped in achievement levels for literacy (reading and writing) and mathematics lessons. These subjects are taught at the same time of the day, giving opportunity for students to move from group to group, as appropriate for their achievement level.

The Elementary program is an eight-period day with core and electives being periods one through seven and activities or additional homeroom classes held during period eight. Elementary level students have a double period of English focused on reading, and writing. The core subject of mathematics is also studied each day, while other subjects are studied two to four times a week, namely: science, cultural studies, art, music, Language other than English and physical education.

Five-Year-Old through Ten-Year-Old Clubs (During the school day.)

Students in the five-year old through ten-year-old classes select activities that are held from 3:15 to 4:00 p.m. on Tuesdays & Thursdays. Activities may include gymnastics, ballet, chess club, robotics, arts and crafts, team sports, or foreign language clubs.

Middle and Secondary Schools Academic Programs

Eleven-year-old through thirteen-year-old students at BIS are considered middle school students, Secondary I through IV students are considered secondary students. Certified subject area teachers instruct all courses for all middle and secondary level courses at BIS. The school counselor and administration work with middle and secondary school teachers to schedule academic and university counseling sessions as necessary.

The middle and secondary school program includes eight periods each school day. All students must take literature, mathematics, cultural studies, and science daily. Languages including Russian, German, French and Azeri are taught as elective classes. Elective courses such as Dramatic Arts, Physical Education, Photography, Media, Art, and Music are also available. Study halls are available each period for no credit. Advanced Placement (AP) courses are an important part of the secondary curriculum for students. Students interested in taking AP courses will need to apply through our BIS application process. These applications are reviewed by a team of teachers, to determine if your student is ready and will be successful with College Level classes.

BIS secondary students also have access to QSI's Quality Virtual School (QVS) where they can enroll in many courses that may not be offered on campus. Students who choose to take a QVS "graduation" course must put down a deposit of $300. All deposits will be returned upon successful completion of the QVS course. Anyone who does not successfully complete the course or the course is dropped, will be charged 1,200.00 USD or the full fee cost of the class. Students enrolled in QVS courses will have a study hall added to their daily schedule.

Exceptions: Elective courses on QVS are those courses which are not required for a graduation diploma. Elective courses will be an additional 1,250.00 USD (or full fee) charged to the parent per course. The school will also not pay for a course that is offered *face to face* at the school, unless approved by the school Director.

Credit recovery courses/credits are also offered through QVS. There is a flat fee cost to the parent of $675.00 for credit recovery for 1-5 units. Students who do not successfully complete a course during the school year, will be able to pay for QVS credit recovery during the school year or during the summer. Credit recovery or class advancement during the summer is an additional cost to the parent.

Two graduation diplomas are offered at BIS:

- General Diploma

- Honors Diploma

Students who complete the AP Capstone Program will also receive the AP Capstone Diploma. All diplomas are recognized by universities in the United States, Europe, and around the globe. Each secondary student works with the School Counselor and administration to develop their own graduation plans, which includes the analysis of previous school records.

Intensive English

Intensive English for Students in 6-10 Year-Old Classes

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

Exiting Out of Intensive English

Students whose academic performance indicates that they are ready to move out of the Intensive English program are placed into regular core subjects — most commonly no lower than one level below their age group (slide down in literacy). Once in the classroom, students often continue to receive small-group instruction by Intensive English staff during selected afternoon sessions and do not engage in a Language Other than English (LOE) until grade level proficiency in English is achieved. This additional instruction is designed to help the student make rapid progress in English-language acquisition, and to support the transition to mainstream classes. (Parents will be charged tuition rates per day until the date of official withdrawl from the school.)

Pre-School Procedures and Policies

Separation from Parents: It is common for some children to cry during their first few days of school. However, children quickly come to trust their teachers and feel comfortable with their new surroundings. We will keep you informed of your child's progress. Please feel free to call us any time to see how your child is adjusting. Our goal is to make your child's transition to school a positive and happy experience.

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

Toilet Training: We expect all children starting school at **2 years old** to be fully toilet trained. Being toilet trained is an important step in supporting your child's independence and ensuring we can provide the best care and learning experience for all children.

The school is **not responsible for toilet training**. Families are encouraged to begin and complete toilet training before their child starts attending school.

We understand that **accidents can happen**, especially during the early stages of settling into a new environment. In the event of a toileting accident:

- Staff will support your child in a respectful and reassuring manner
- A separate ***Intimate Care*** **Consent Form** must be signed by parents/guardians
- This form gives staff permission to assist children with toileting accidents when necessary.

If a child is not fully toilet trained at the time of starting, we may ask families to delay the start date until toilet training is complete.

Extra Set of Clothes: Bladder and bowel training is a developmental skill and even toliet-trained youngsters periodically have "accidents." For this reason, a spare set of clothes should be provided by parents of all two and three-year old children attending BIS. These spare sets of clothing will be kept in storage in case of an "accident."

Mid-Morning Snacks: Snack time is scheduled for the two, three, and four-year old's each midmorning and afternoon. Snack is included in the lunch fee.

Classroom Shoes: The two, three, and four-year olds centers are clean-shoe areas and require 2 sets of shoes, an inside pair and outside pair of shoes. We suggest comfortable shoes with Velcro closure.

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. Please note: birthday celebrations at school should not include gifts. In addition, parents who wish to bring a birthday cake to school must fill out the ***Birthday Celebration Form***, indicating the ingredients listed in the cake. The form must be completed 3 days prior to the birthday celebration. Forms can be requested from the school secretary, Ms. Gunay.

Middle School & Secondary School After School Activities and Sports

Middle and secondary students enjoy an active Student Government and an array of after school activities and sports. The Activity schedule is published on a weekly basis in the weekly school newsletter. Additionally, secondary teachers offer office hours, homework help, and AP and SAT exam preparation guidance.

Grades and Participation in Secondary Sports Program, After School Activities and School Events

After school activities and sports are a privilege and not a right. Students attend BIS to learn and the main focus of school is academics. Students are expected to complete work and close units in a timely manner. Students who have units open more than 35 days are on Launchpad, or if they have been assessed a D or H grade, will NOT be able to participate in any afterschool activities or school events until the unit is closed with an A or a B.

Student Evaluation

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

Evaluations written on "Status Reports"

- "A" All essential parts of the unit were mastered at an appropriately high level. The student consistently demonstrated noteworthy achievement of a high quality, particularly in the higher order thinking or performance skills.
- "B" All essential parts of the unit were mastered at an appropriately high level in which the student successfully engaged in higher order thinking or performance skills.
- "P" The student is "in progress" in the unit.
- "H" The unit is "on hold". The student has begun the unit but is currently not pursuing it.
- "D" The student has not made reasonable effort and is therefore "deficient" in attaining mastery of the unit.

- "E" Exposure. The student made a reasonable effort in the unit and attained a level of mastery consistent with his/her capabilities. (Elementary IE students only, but not in the areas of mathematics, reading, or language arts.)
- "W" The student has withdrawn from this unit.

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

Status Reports, Progress Reports & Parent Portal: Status Reports can be accessed on parent portal. A status report is the culmination of student evaluation at the end of each quintile of learning. Parents will be expected to sign a paper indicating they have read the status report. Student progress or mastery of the curriculum is reported as either "A" or "B." Narrative Progress Reports which are written notes by the teachers about each student's progress are sent home twice a year.

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

Adult Supervision at Home

When parents leave town, or families are separated for a period of time and the family chooses to keep their children at home and in school, it is QSI policy that parents notify the school of the adults who will be caring for their child. Parents are to inform the office and provide contact information for both the individuals taking care of their children and contact information outside the country where the parents may be reached.

School Day Schedule

The school day runs from **8:30 a.m. to 4:00 p.m.** Students are permitted to enter the building beginning at **8:15 a.m.**, with the **first bell ringing at 8:30 a.m.**

From **Monday through Thursday**, the school day consists of **nine periods**. The daily schedule includes a **morning snack time** as well as a **40-minute lunch period**, which incorporates time for **outdoor play**.

On **Tuesdays and Thursdays**, Elementary students participate in **Club Time** during the school day. This allows students to explore and engage in a variety of interest-based activities.

On **Fridays**, the schedule is adjusted. All students begin the day with **Empower Hour**, a QSI program focused on **social-emotional learning, child protection, and success orientations**.

Attendance

School attendance is extremely important for successful learning. Attendance is a part of all official school transcripts that follow your child for the lifetime of schooling. University placement officials often ask for student records of attendance as an indicator of the reliability and motivation of the individual. It is expected for students to be in school except for sickness or extenuating circumstances. Parents of students who miss more than 10 days of school, will have a meeting with administration to assist the parent in getting their child to school and on time. **For students who miss more than 10 days of school, administration reserves the right to determine if the student should or should not participate in after-school activities or school events.**

Attendance is considered a full 8 period school day. A student is marked absent when the student does not attend physical or online classes or leaves school early. There are no exceptions to being

marked absent. Secondary students with over 10 absences in a school year may have to repeat courses or take QVS credit recovery. School attendance is vital to students of all ages and secondary students who wish to graduate on time must be at school daily for a full school day.

If a student is absent, regardless of the reason, it is counted as an absence, even if the parent has notified the school. If the child is not in school, the child will be marked absent from school.

If a student needs to be absent from school for several days and the absence is planned, it is the student or parent's responsibility to collect work from the teacher 2 days prior to the absence and notify the administration. Students who miss school have one day to get their missing work completed and turned in. This is a one-to-one day ratio, so if you miss 2 days, you have 2 days to get your work completed...etc.

Sick Students: Sick students need to be sent to the medical office. The school nurse will decide what treatment and action will be taken. If a student is ill and needs to go home the nurse will contact the parents. When the parent/driver arrives for the sick child, he/she must sign the student out, and the student may leave campus. Students may not contact drivers directly to go home. More than 3 visits to the Medical Office per quintile will be brought to the attention of administration.

Tardy Policy

First Period-Tardy to School: Students should arrive at school between 8:15 and 8:30. Preschool students report to their classrooms, Elementary (5YO-10YO) students should report to the gymnasium and secondary (11YO-S4) should report to the cafeteria. The first bell rings at 8:30 and students got to homeroom. The first period of each school day begins at 8:44 AM. Students who come to school after 8:44 AM lose instructional time, disturb their classmates, and are recorded as "tardy" for that day.

Students who are tardy to school must sign-in at the school security office and receive a "tardy" slip from the school office before going to class. Students are allowed 5 tardies to 1st period class (8:44). On the 6th tardy within a quintile, consequences will be determined by school administration and secondary students will be placed in Launchpad and not allowed to attend afterschool activities, or school events for the remainder of the quintile. Being on time to school demonstrates **Responsibility.**

Classroom Tardies In-Between Periods*:* Bells ring at the end of each period, three minutes passing time is allowed, and students are expected to be on time to their next class. Being responsible and on time means they are in their class and prepared to start learning. Upon receiving the 6th tardy per quintile in a class, the teacher will report the student to school administration. Students who cannot get to class on time, cannot participate in after-school activities or school events. The tardy count will start over each quintile allowing students to have a fresh start. Being on class on time demonstrates Responsibility. We use an electronic pass system called ***SmartPass*** to monitor the use of passes and the amount of tardies to class.

Student Drop Off & Pick-Up

Students should be dropped off between 8:15 and 8:30 AM and picked up within 10 minutes of dismissal (4:00). Students must be picked up within the school building area, at the close of school and escorted off school grounds by an adult registered with school security.

Security guards and local police officers are on duty during school hours are on duty each morning, to guide traffic, give pedestrians the right-of-way, and screen individuals entering school grounds. Only individuals registered and photographed with school security are allowed to enter school grounds to drop off or escort students off campus.

Students Leaving School Early or with a Different Driver

Students are expected to attend each class, 8 periods, every school day. If a student needs to leave school before the end of the school day, the parents/guardians must inform the school office by

telephone, in writing, or in person. Under no circumstance is a student allowed to leave school grounds before the close of school without parental permission through the school office. This confirmation may be communicated to a school administrator by a phone call or via an e-mailed message. This procedure also applies to student release at the end of the school day if the student is leaving with a person or driver other than someone registered on the child's security form.

Security

Students and staff are issued security badges for entry and exit of the building. These badges are REQUIRED to enter the school. This is a security matter in knowing who is in the building at all times. Starting September 2nd students without badges will not be allowed in the building and parents will need to bring their badges to the school to enter the building.

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

Child Protection

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

All students ages 5YO through Secondary IV will participate in weekly age-appropriate ***QSI Empower*** lessons which focus on child safety.

Secure Campus & Classroom Observation Policy

Secure Campus Policy:

To support a safe, secure, and focused learning environment for all students, our school operates as a secured campus during the instructional day from 8:30 a.m. to 4:00 p.m. We deeply value our partnership with families and welcome parent involvement; however, limiting access during instructional hours helps us protect student confidentiality, maintain instructional continuity, ensure campus safety, and minimize classroom disruptions. By maintaining these boundaries, we are better able to provide a calm and productive learning environment where all students can thrive while still fostering strong, positive connections with our school community.

Parents, guardians, and visitors are **not permitted on campus during the school day** unless:

- An appointment has been scheduled in advance
- Approval has been granted by school administration
- The visit is for official school business

All approved visitors must:

- Sign in at the main office upon arrival
- Wear a visitor badge while on campus
- Sign out when leaving campus

Unscheduled visits will not be permitted during instructional time to minimize disruptions to teaching and learning.

Preschool Drop-Off and Pick-Up Exception:

Parents, guardians, or designated adult supervisors of preschool students are permitted to drop off and pick up their child from the preschool area.

To maintain safety and minimize disruption:

- Preschool parents/adult supervisors must **enter and exit through the designated preschool doors only.**
- Preschool parents/adult supervisors are **not permitted to enter through the main office or other school hallways** unless they have a scheduled appointment with administration.
- Preschool parents/adult supervisors must **remain in the preschool area only** and may not access other areas of the school building.

This exception applies **only to preschool drop-off and pick-up times**.

Classroom Observation Policy: When a parent or other stakeholder requests to observe a classroom lesson, the following procedures must be followed to ensure the integrity of the learning environment and protect student confidentiality:

Administrative Approval Required
All classroom observations must be approved in advance by school administration.

Confidentiality Agreement
Parents/stakeholders must sign a confidentiality form prior to the observation.

Advance Scheduling
Observations must be planned in advance and coordinated with the classroom teacher.

Documentation of Observations
The school will maintain records of who observed which class and at what time.

Reasonable Observation Limits
Parents should be allowed a reasonable number of classroom observations (typically 1–2 class periods per subject).

Observer Role
Parents/stakeholders are observers only and may not participate in classroom discussions or activities unless invited by the teacher.

No Recording Devices
Parents/stakeholders are not permitted to take photographs, videos, or audio recordings during classroom observations.

General Rules of Behavior

Classroom Rules:
Teachers post and maintain a set of classroom expectations that support the school's mission statement, Success Orientations, and school-wide expectations.

Personal Communication Devices Policy:
The school strongly discourages students from bringing personal communication devices (including cell phones, smart watches, and similar electronic devices) to school. We encourage parents/guardians to refrain from sending such devices with their children.

If a student does bring a device to school, it is done at the parent's/guardian's own risk. The school is not responsible for any lost, stolen, or damaged devices.

Upon arrival at school, all personal communication devices must be turned in and will be securely stored in the administrative office for the duration of the school day. Devices will be returned to students at dismissal (4:00 PM) or when the student signs out and leaves the building.

Students are not permitted to have personal communication devices in their possession during the school day. If a student is found with a device:

- The device will be confiscated immediately.
- A parent/guardian will be required to come to the school to retrieve the device.
- The device will not be returned directly to the student.
- The incident will be recorded as a conduct violation and may result in disciplinary action.

During the school day, parents/guardians who need to contact their child may do so by calling the school office. The school secretary, Ms. Gunay, will ensure that messages are delivered promptly to the student. Likewise, students may contact their parents/guardians through Ms. Gunay when necessary.

The school provides device storage as a courtesy service; however, it assumes no liability for any damage or loss.

School-Wide Expectations*:* A few school-wide rules are observed at BIS and are included in the TRACKING matrix:

- Cell phones and smart watches are not allowed during the school day. Students must put cell phones and smart watches or any personal communication devise in their designated place upon arrival to school. Students may pick up their cell phones when they exit the school building.
- Everyone is expected to be respectful of one another and consider the interests and needs of others.
- Students should use respectful and appropriate language.
- Students should report dangerous situations to a staff member or to the school's QR code reporting system.
- Students must always exercise care when using the stairs.
- Walking in the hallways is the expectation.
- Students are not allowed in the faculty work room.

- Food and drink are only allowed in specified areas of the campus.
- Skating on roller-blades, roller-skates, skateboards, or “Heelys” are not permitted on school property.
- At BIS English is the language of inclusion. It is the language of instruction and communication throughout the school day. School is an English-speaking zone.
- Any electronic device not being used appropriately can be confiscated by school administration.
- Students are not allowed to take pictures or video recordings of other students or staff during the school day on any device.
- Listening to personal music (ear buds/headphones – in one ear only) during instructional or study time is prohibited, unless permission is granted by the staff member.

Hallway & Stairway Expectations

- Students must always walk on the right side of hallways and stairwells.
- Keep hands, feet, and objects to yourself.
- Use quiet, indoor voices in all hallways and stairwells.
- On stairways, students are expected to step on each stair—no skipping steps.
- For safety, headphones and earbuds may only be worn in ONE ear while in classrooms, hallways or outside; students must remain available to hear directions and stay aware of surroundings.
- **Respect school property:** Keeping walls, lockers, and displays free from damage or graffiti.
- **Follow adult directions at all times.**
- **Passes during class time:** If applicable, note that students must have a hall pass or have signed out on SMART pass when in the hallway during class periods.

Playground Expectations*:* The playground is off-limits during times other than morning recess and lunchtime unless a homeroom teacher or paraprofessional supervises their students on the playground. The expectation is to follow all Success Orientations when on the playground. Students will be given a verbal warning to correct their behavior. Students who do not play appropriately will be given time-out on a bench. Should a student not understand the situation within the “time-out” time frame the student will be sent to the homeroom teacher or counselor for further explanation.

Participation in Recess and Physical Education*:* Playing outside is an important part of the school day. Active, outdoor play contributes to healthy bodies and healthy minds. Therefore, all students who are at school are expected to go outside for recess and PE and should wear clothing appropriate for outside play and bring any items (hats, jackets, etc.) that will help them to adapt to the weather. Should the school deem it necessary to wear outdoor clothing to be outside, students must wear the appropriate clothing.

Cafeteria Expectations: Students line up to obtain their meals. Students under nine years of age are to sit with their class for lunch under the supervision of a staff member. Students are required to clean up after themselves and return all cafeteria items and trash to the tray-return area. Middle and secondary students are allowed to take their lunches to the designated outside area, but must clean up after themselves, returning all dishes to the tray-return area after finishing their meal.

Smoking, Alcohol, and Drug Substances

All QSI campuses are tobacco free, vape free, alcohol free, and drug free. Students found using such substances on campus can expect serious consequences. Possible consequences fall under an immediate conduct violation as noted in the *Behavior Policy* section of this handbook.

Conduct/Behavior Policy

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

Philosophy: The administration, teachers, and support staff of Baku International School believe that rules are necessary to ensure a safe and pleasant environment that is conducive to learning and facilitates positive interaction with others.

Fix It Tickets: Fix it tickets will be issued to students who are not exhibiting the Success Orientations in the classroom or on the playground. A fix it ticket gives the student an opportunity to "fix" their behavior. Fix it Tickets are prepared in triplicate form. 1. For the parent to sign and return. 2. For the teacher. 3.For administration. After receiving 5 five Fix it Tickets, the administration reserves the right to issue a conduct violation to the student, which includes a day of in-school suspension.

Conduct Violations: Conduct violations will be given to students who have incurred serious infractions or have repeat violations (as determined by the number of Fix it Tickets or by school administration) of any code of conduct violation listed in this handbook. Below are the consequences for conduct violations. Conduct violations are recorded each year.

- 1st Violation:
  - In school suspension for the remainder of the school day, and/or the next school day. A charge of $65.00 will be added to the parent's account for a full day, and $30.00 for half a day. This is the cost for the additional staff needed to supervise the student.
  - Will receive an automatic "N" on the status report in one or more SOs.
  - Parent meeting with administration.
  - Student will be counseled and placed on a behavior plan.
- 2nd Violation:
  - 2 days in-school suspension paid for by the parent. ($130.00)
  - Parent meeting with administration.
  - Will receive an automatic "N" on the status report for one or more SOs.
  - Student will be counseled, and the behavior plan will updated.
- 3rd Violation:
  - 2 or 3 days in school suspension paid for by the parent. ($130-195.00)
  - Parent meeting with administration.
  - Will receive an automatic "N" on the status report for one or more SOs.
  - Student may be brought before the advisory board, for possible withdrawal from school.

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

- Positive feedback from teachers and the school administration in verbal and written form.
- Eagle Bucks: Where students can "purchase" items at the school store or be included in a school-wide drawing for rewards.
- Quintile awards for exemplary demonstration of Success Orientations.

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

Dress Code and Physical Education Attire

Dress Code: QSI schools do not have uniforms, but students are encouraged to wear school spirit wear. Students should wear clothing appropriate for school that does not distract from learning and reflects consideration for others with different values or from diverse cultures. The dress code is gender neutral and applies to all students.

1. Clothing must adequately cover the areas indicated in the accompanying diagram, including the underarm region, shoulders, and midsection. Shoulder straps should be at least two finger widths wide and should not reveal undergarment straps. Skirts and shorts must extend to at least the length of the wearer's fingertips when arms are fully extended downward at the sides. This can be easily verified by standing straight with arms relaxed at your sides, as shown in the diagram above. This rule also includes sportswear.
2. Clothing with rips or tears must not show undergarments.
3. Fully enclosed tennis shoes must be worn at all times; no flip-flops or slides.
4. See-through or mesh garments cannot be worn.
5. Headgear that is religious in nature are allowed on campus, but headgear, not for religious purposes, should not be worn while in the school or during classes.
6. When wearing a hoodie, the hood must be worn off the head.
7. Undergarments must be worn for hygiene and safety reasons.
8. Clothing with offensive language/hate speech/pictures or sex/drug/alcohol-related images and slogans are not allowed.
9. Administration reserves the right to determine if a student's attire is deemed to be too distracting or offensive.
10. Students will either be sent home, and/or request parents to bring to school a new set of clothes or have to wear temporary replacement clothes.

Physical Education Attire: Students are not required to change clothes for physical education classes, but they will be given time at the beginning and end of each lesson to change if they wish to do so. All students taking PE classes at BIS should have sport shoes to wear on the days they have PE classes that have soles that do not leave black marks on the gym floor.

Homework Policy and Planners

Pre-School Students (Two-Year-Old through Four-Year-Old Classes): Homework is not typically given to students in the two-year-old through four-year-old classes.

Elementary and Secondary (Five-Year-Old through Secondary IV): Students in the five-year-old and above classes typically have homework each school day and occasionally on the weekend. As a general guideline, students in the five-year-old and six-year-old classes may have about 10 minutes of homework each day, which may increase to 20 minutes in the seven-year-old class, 30 minutes in the eight-year-old class, and so on (increasing by 10 minutes each school year). Students in the secondary school should expect one to two hours of homework each day, and the same amount each weekend.

Advanced Placement: Students enrolled in Advanced Placement (AP) courses should expect up to one additional hour above and beyond regular course work homework each evening.

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

Academic Honesty (Secondary School)

Students are expected to complete their **own work honestly and responsibly**. American-style education emphasizes a student's ability to **analyze information, think critically, and express their own ideas**.

To support responsible technology use, teachers will clearly indicate the **level of AI assistance allowed for each assignment using the AI Student Use Scale (0–4)**. This scale explains how much, if any, AI tools may be used for a particular task. Students should always follow the AI level assigned by the teacher and ask questions if they are unsure about what is allowed.

Students should also inform their teacher if they receive help from another student, an adult, or an AI tool when it is permitted, and they should **properly cite all sources of words, ideas, and information used in research projects or essays**. Teachers will help students learn how to use sources and AI tools responsibly.

Copying on tests (**cheating**) or submitting another person's work or AI-generated work as one's own when it is not permitted (**plagiarism**) will not be tolerated.

QSI promotes **honesty, responsibility, and independent effort** as part of the school's success orientations.

Trustworthiness
Students may not look at another student's exam, access tests before the scheduled exam time, share exam questions with students who were absent, or use electronic devices or notes to find answers during an assessment unless specifically allowed.

Responsibility
Students should come prepared for exams and assignments so that cheating or misuse of AI tools is not a temptation.

Independent Endeavor
Students are expected to complete their own work. Copying homework, plagiarizing, asking peers for help during assessments, or having another person or AI tool complete work that is assigned for independent completion are strictly prohibited.

Consequences for students caught plagiarizing, will receive plagiarism violations. Plagiarism is defined as turning in any work that is not yours, copying other student work, using AI when instructed not to, or anytime a paper is flagged by a plagiarism checker program. All final papers are passed through a plagiarism checker.

First Offense Plagiarism Violation: If it is a first offense, the teacher will:

- Notify administration and parents
- Attend a plagiarism class with school administration.
- One day in-school suspension. ($65.00 charge to the parent)
- Will receive an automatic N on the status report for Trustworthiness or other SOs.
- The student will redo the assignment, and an additional assignment in handwriting – no use of technology for the remainder of the quintile, in any class.

Second Offense Plagiarism Violation: If it is the second offense or a major offense, all of the above will occur, as well as the below additional measures:

- Meeting with the parent and administration about dropping a class, or readdressing the classes or schedule.
- Attend level 2 plagiarism class with school administration.
- Will receive an automatic N on the status report for Trustworthiness or other SOs.
- 2-day in school suspension. ($130.00 charge to the parents)
- The student will redo the assignment, and an additional assignment and all work must be handwritten in all classes.
- The unit may be put on hold, and may have to be completed during credit recovery, on CVS or during the summer break.

Third Offense Plagiarism Violation

- Meeting with the parent
- 3 day in-school suspension ($195.00 charge to the parent)
- The student will redo the assignment, and an additional assignment, and all work will be handwritten in all classes.
- Will receive an automatic N on the status report for Trustworthiness or other SOs.
- The class will be dropped, and the student will have to take the class the following year or will complete the class during the summer.
- The student will be brought before the advisory board for expulsion from school.

In Secondary 1-4, violations of plagiarism carry over from one year to the next year, in two-year segments from S1-S2 and S3-S4. In middle school (11YO-13YO) the violation count is year to year. All infractions will be maintained in student records and reported to universities upon university request or maybe documented in recommendation letters to universities.

Status Reports for Secondary Students

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

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

- A student refuses to work towards mastery.
- A student consistently turns in work late.
- A student misses scheduled evaluations.
- A student consistently turns in poor quality work.
- A student does not meet with the teacher for meetings outside class.
- A student does not work in class productively.
- A student cheats on a test or homework or plagiarizes a paper.

End of Unit Notice of Incomplete Academic Work: Once a teacher closes a unit, the teacher will send an End of Unit Notice of Incomplete Academic Work, letter to the student and parent detailing the missing work or what is needed to demonstrate mastery of the unit. Students will have an additional seven (7) instructional days to complete and close the unit.

D letter: If the student has not closed the unit after 7 additional days an official "D" letter will be sent to the student and the parent, detailing what is needed to master and close the unit. The student has 10 instructional days to complete or master the items listed in the "D" letter.

H Letter: After the "D" letter and the additional 10 days, if mastery has not occurred for the unit, then a D grade will be assessed and an "H" letter will be sent home by administration. An "H" letter will give the student 5 more instructional days to complete or master what was listed in the "D" letter. If the student does not master and close the unit, the grade will reflect an "H". An "H" places the unit on HOLD. This could mean several things.

- A parent meeting will be held to discuss why the student is not able to master the material.
- Administration may drop a class and add a study hall.
- The student will not be able to upgrade the unit to an "A".
- The student may have to complete the class in credit recovery and the parents will have to pay $675.00USD for every 5 units needed.
- The student will be placed in Launchpad.

Launchpad: Helping Eagles Soar to New Heights

At Baku International School, we believe that every Eagle has the ability to SOAR—but sometimes, they need a little launch to get there. That's why we've introduced **Launchpad**, a supportive academic recovery program designed for Secondary 1-4 students who have fallen significantly behind on assignments, or who need more time for mastery of the material.

Launchpad offers a focused, structured environment during afterschool hours where students can complete missing work, receive guidance, and build the momentum they need to succeed. It's a place where Eagles refocus, recharge, and prepare to lift off.

To help students stay on track **before** they reach Launchpad, families will receive a **Lift-Off Alert**—a proactive message letting you know your student may need additional focus and support to avoid entering the Launchpad status. This early communication gives students time to course-correct with the help of teachers and family.

While in Launchpad, students temporarily pause participation in afterschool activities to concentrate fully on their academics. Once they've completed their work and are back on track, they're cleared to return—stronger, more confident, and ready to **soar to new heights**.

Launchpad is not a punishment—it's a partnership. It reflects our belief that accountability and support go hand in hand. With the right tools, time, and encouragement, every Eagle can rise.

🛫 How Students Enter and Return from Launchpad

At BIS, **Launchpad** is a supportive academic recovery program designed to help students catch up, refocus, and soar forward. Students may enter Launchpad in one of three ways:

✅ How Students Enter Launchpad:

1. **Self-Selection**
   Students who recognize they need extra time, structure, or support to complete assignments may voluntarily choose to attend Launchpad. We encourage this self-advocacy as a sign of responsibility and growth.
2. **Extended Unit Deadline**
   If a unit has been open for **36 days or more**—about twice the time most students need—and key assignments are still incomplete and mastery has still not be achieved, students may be assigned to Launchpad to stay on track and avoid deeper academic delays.
3. **Missed Instructional Time**
   Students may be placed in Launchpad if they've missed essential class time due to:
   - **More than 10 absences** during the school year, or
   - **More than 5 tardies** to first period within a single quintile

These students often benefit from focused time to catch up on instruction and assignments.

🦅 Cleared for Re-Entry

Once students:

- **Close units that have been open over 35 days.**
- **Once students are caught up according to QMS 2.0, they will exit Launchpad and be cleared for re-entry into their daily afterschool activities and events.**

Then they are **cleared for re-entry** and resume **full academic operations** and **full flight status into afterschool activities—ready to SOAR**.

Launchpad isn't a punishment—it's a launch point of support. Whether students choose to enter or are placed in the program based on clear academic indicators, our goal is to help them refocus, recover, and **soar forward as confident Eagles**.

With support, structure, and a little extra time, every Eagle can regain momentum and rise to meet their potential.

Upgrade and D Policy

BIS encourages students who master a unit at the "B" level to upgrade to "A" level. Teachers will provide rubrics and/or other guidelines explaining what students must do to demonstrate "A" level mastery in a specific unit. Please be aware that students are allowed a maximum of 15 instructional days after a unit has closed to show progress to upgrade units from a P/B to an A.

Upgrading from a B to an A: Teacher's allotted time limit for upgrading from a "B" to an "A" = 15 instructional days. Students have 15 instructional days once a unit has been closed to upgrade to an "A".

Upgrading from a D to a B: If students receive a "D" letter they have 10 instructional days to close the unit to a "B". The "P" will change to a "D", if the student does not show mastery or significant progress towards mastery of the missing TSWs by the end of the 10-day period. Per QSI policy, if a "D" has been assessed on the status report a student may not upgrade to an "A". If the student received a "D" letter, followed by an "H" letter, the student has 5 additional days to close the unit to a "B", and cannot upgrade to an "A".

Eligibility for Assessment: Students do not take an assessment just because the rest of the class is being assessed. Taking an assessment is not a student right. The student earns the privilege to be assessed based on his/her successful completion of homework and other assignments, as well as class participation and demonstrated mastery of the material. Teachers will not assess a student if he/she does not have a good chance of success because of missing homework, missing classwork or poor attendance. Attendance significantly impacts preparation for successful assessment and mastery of the material.

Academic Support Policy (Secondary School)

The school's curriculum is rigorous and demands hard work and higher-order thinking. Over the course of an academic year, it is not uncommon for students to need reassessment in some classes to receive "A" or "B" grades. The teachers will contact the parents to inform them of the specific units with which the student is struggling. Options for support include:

- Consulting with parents to tailor a support program.
- Seeking guidance from the school counselor.
- Slowing the pace of the course.
- Check In and Check Out at the start and end of the school day.
- Study Hall - zero credit class where students can study and get assistance.
- Extended Day Study Hall after school hours from 4:00-6:00pm.
- Creating individual plans to best address the needs of the student.

AP College Board (Advanced Placement - AP)

AP courses are recognized by universities worldwide and provide students with the opportunity to earn university credit, advanced placement, or both, depending on the institution's policy. Typically, students who earn a score of 4 or 5 on an AP exam may qualify for university credit. In addition, the

wide variety of AP course offerings allows students flexibility in selecting classes aligned with their academic interests and future areas of study, helping them better prepare for university-level work.

Advanced Placement (AP) courses are university-level classes offered either face-to-face at school or through QSI Virtual School (QVS). Students must submit a completed AP Application packet to enroll in AP courses.

The school will fund up to two AP courses taken through QVS if those courses are not offered face-to-face at the school. However, if a student drops a QVS AP course for any reason, parents will be responsible for the full cost of the course (approximately $1,250–$1,400 USD).

Students enrolled in AP courses are required to take the corresponding AP exam for each course. Parents are responsible for the cost of all AP exams.

Secondary Assessment Policy

Secondary assessment guidelines:

- Students will be allowed to complete two different assessments.
- If a student does not achieve mastery or misses assessment A, the student must complete assessment B.
- To retest or take an assessment to demonstrate an upgrade of mastery, students must first complete reteaching, enrichment, or other assigned activities.
- Struggling students who take multiple tests and still do not demonstrate mastery, may be misplaced, and teachers will initiate a placement evaluation with administration.

Late Assignments: Assignments and classwork which are turned in later than the assigned due date or later than the class expectation, can only be assessed at a "B" level and not an "A" level.

Achievement and Standardized Testing

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

PSAT/SAT: The PSAT/SAT suite of assessments are used throughout the year for 13YO-Secondary 4 students. The PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) test is offered at BIS annually, each October for Secondary 3 students. There is a fee assessed to the parents for PSAT/SAT suite of assessments.

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

AP Exams: When students take AP (College Board Advanced Placement) student must take an AP Exam for each class. This exam fee is paid for by the parent.

Policy on Prayer and Fasting During School

At Baku International School we support students who want to pray during school hours or participate in fasting doing Ramadan. However, we are not a religious school, so we are focused on protecting our academic and instructional time. Prayer times might be arranged during snack or lunch (non-instructional time) with staff supervision when available. Students who are fasting are expected to complete QSI curriculum and participate in all physical activities with the class, even in Physical Education and Health & Fitness classes. For prayer and/or fasting during Ramadan, ***parent permission must be given by filling out a form which can be requested through the school office.***

Student Government

Student Council: Students in the eleven-year-old class and above practice democracy through participation in an active Student Council. Student body elections are held each school year. The Student Council is actively involved in planning and hosting cultural, service and social activities.

Bus Services

Bus service is available for an additional fee, and is chaperoned by a paraprofessional, supporting staff member, or teacher. This service requires the student to be delivered to someone authorized by the student's parents and registered by school security. All buses are equipped with seat belts. Parents may sign up for one-way or two-way service but must commit to using the service for an entire quintile and be charged on a quintile basis even if the service is occasionally not used because of sickness or alternative transportation.

Books, Library Services, Lockers, and Personal Items

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

QSI Student AUP (Acceptable Use Policy)

QSI International School of Baku International School is pleased to offer students access to the school's digital systems, computer network, Internet, and approved educational technologies to support learning and prepare students for life, school, and work in a digitally connected world. When using these resources, students are expected to understand and practice safe, responsible, and ethical use of technology, including emerging tools such as artificial intelligence (AI). To obtain access, all students must have parental permission and must sign and return this agreement to the school office.

A. Terms and Conditions

Students are expected to demonstrate appropriate behavior when using school digital resources, just as they would in classrooms or other school spaces. Communications on school networks may be public, stored, or monitored, and all general school rules for behavior and communication apply. The school's network and digital systems are provided to support research, learning, collaboration, and communication. All technology must be used in a responsible, ethical, and legal manner.

Individual users are responsible for their actions and communications while using school systems. Users are expected to follow school standards and honor all agreements they have signed. The School may monitor the use of its digital systems to support safety, security, and appropriate use, in accordance with local laws and regulations.

While digital tools offer valuable educational opportunities, access to these resources is a privilege, not a right, and carries shared responsibilities.

- **a.** Internet and computer access are provided through the school's network and approved systems.
- **b.** Students are provided access to a school-approved suite of productivity and learning applications. Student work and projects may be stored securely on cloud-based platforms and/or school servers.
- **c.** At the beginning of each school year, all users are responsible for reviewing and complying with the Acceptable Use Policy.

d. All acceptable use guidelines apply to school-provided digital resources as well as personal devices used for school-related activities.

B. Student Responsibility

Students are expected to use the Internet, school networks, digital platforms, and all devices in a responsible, respectful, and ethical manner. Students are expected to:

a. Respect the rights of others. This includes demonstrating appropriate online behavior toward others, practicing kindness and responsible digital citizenship, and avoiding misuse of social media or online platforms. Students must not waste resources such as paper, file storage, or network bandwidth through unauthorized gaming, downloading, streaming or other non-educational activities. (SO: Concern for Others, Kindness & Politeness.)

b. Care for devices and systems. Students must not damage or vandalize equipment, attempt to hack or bypass security, access another user's files, accounts, email, or online profiles, or interfere with the work or digital identity of others. (SO: Responsibility, Trustworthiness.)

c. Students are expected **to immediately inform a teacher or trusted adult** if they encounter inappropriate material, unsafe online behavior, or unauthorized activities. (SO: Trustworthiness.)

d. Use Artificial Intelligence (AI) responsibly. Approved AI tools may be used to support learning, creativity, and problem-solving under teacher guidance. Students must use AI ethically, protect privacy, and follow academic integrity expectations. AI tools are intended to support learning, not replace student thinking or work.

e. Handle personal data responsibly. Students are expected to treat their own and others' personal data safely and respectfully, in line with General Data Protection Regulation (GDPR) principles and country data regulations. This includes protecting privacy, using data appropriately, and not sharing personal information without permission. (SO: Responsibility, Trustworthiness.)

f. Account Access and Security (MFA).To protect accounts and personal data, the School applies security measures such as Multi-Factor Authentication (MFA). Some secondary students may be required to use MFA to access email communication outside the QSI domain. Students who do not enable MFA may be limited to sending and receiving messages within the QSI domain.

Unacceptable Use includes:

1. Any malicious attempt to damage, disrupt, or destroy QSI digital resources, systems, devices, networks, or the data of another user.

2. Sending, sharing, posting, or displaying offensive, threatening, harassing, or inappropriate messages, images, audio, or video, including through social media platforms or other online services.

3. Taking photos, audio recordings, or videos at school or during school activities without permission from the school and all individuals being recorded.

4. Sharing, posting, or transmitting photos, videos, recordings, or personal information of others on social media or any online platform without permission from the school and the individuals involved.

5. Deliberately accessing, creating, or distributing obscene, harmful, or objectionable content through school systems or personal devices used for school-related activities.

6. Plagiarizing others' work, misusing AI-generated content, or violating copyright laws. This includes unauthorized copying, peer-to-peer file sharing, or presenting AI-generated work as one's own.

7. Using another person's username, password, or account, misrepresenting identity, or impersonating others on social media or online platforms.

8. Using school networks, devices, or accounts for commercial, promotional, or personal business purposes.

9. Using school devices, networks, or accounts for unlawful purposes. Online activities may be subject to the laws of multiple countries and jurisdictions, and all applicable laws must be respected.

10. Using social media, non-school-approved communication tools, chat rooms, or messaging services during school time without permission. Streaming media and online platforms may be used for educational purposes only and with teacher approval.

11. Attempting to repair, modify, install, or alter any equipment, device, software, security setting, or QSI/School digital resource without authorization. All technical issues must be reported to school staff.

C. Personal Devices

Personal digital devices are defined as privately owned electronic devices, including but not limited to laptops, tablets, smartphones, e-readers, smartwatches, and other portable Internet-enabled devices. Students must receive prior approval from a teacher or school administrator before using personal digital devices during the school day or in the classroom. All conditions and requirements of the AUP apply to personal digital devices, and violations may result in loss of privileges and/or disciplinary action.

- **a.** Personal digital devices may be used exclusively for educational purposes and only when permitted by a teacher during instruction or school policy.
- **b.** Students may not use personal digital devices to record, photograph, transmit, or post images, audio, or video at school without the express permission of a teacher or school administrator and all individuals appearing in the recording.
- **c.** QSI/School staff do not provide technical support, maintenance, or troubleshooting for personal digital devices.
- **d.** QSI/School is not responsible for any data, service, or usage charges associated with personal digital devices.
- **e.** QSI/School is not responsible for loss, theft, damage, or data loss involving personal digital devices brought to school.

D. Digital Citizenship Instruction

Each year, all students receive instruction on responsible online behavior, including cyberbullying awareness and response, cybersecurity, and proper interaction with others on the Internet.

Students complete an Essential Unit on Digital Citizenship, required for every student from age five through secondary. This unit develops digital skills, ethical competencies, and safe practices for using technology, including emerging tools such as AI. Within Success Orientations classes, students also discuss how to use technology responsibly, respectfully, and safely.

Students are expected to follow these principles at school and beyond. Any technology use that negatively affects other students, disrupts learning, or violates school rules will be addressed by the School.

The School's Code of Conduct also applies to this policy. Violations of the rights and responsibilities may result in loss of access to technology, as well as other disciplinary action. Any deliberate damage of computer hardware or the network will be billed to the parent or guardian of the abusing student.

BIS Personal Digital Device Policy

Students in the 11YO class and above may bring a personal digital device (PDD) to support and enhance the learning process.

- Suggested PDD includes a tablet or laptop capable of running the Microsoft 365 suite of apps, the QSI application software issued to students.
- Students will follow the teachers' classroom guidelines on when to use PDD as a learning tool.
- Students will adhere to the signed QSI Acceptable Use Policy (AUP) for technology and practice Digital Citizenship traits taught in QSI technology curriculum.
- Students/parents are responsible of the maintenance for the hardware and software of the PDD
- Students moving within QSI common spaces should have all tech devices closed and stored away for safe movement.
- When applicable to the device, it is recommended that students use a protective case, screen protector, charging cord, and external charging battery.
- Students are responsible for their own PDD and should take measures to keep it safe when in use and stored.
- Staff and Administration reserve the right to confiscate the personal digital device if not being used appropriately at any time during the school day.

Cellphones or personal communication devices:

The school strongly discourages students from bringing personal communication devices (including cell phones, smartwatches, and similar electronic devices) to school. We encourage parents/guardians to refrain from sending such devices with their children.

If a student does bring a device to school, it is done at the parent's/guardian's own risk. The school is not responsible for any lost, stolen, or damaged devices.

Upon arrival at school, all personal communication devices must be turned in and will be securely stored in the administrative office for the duration of the school day. Devices will be returned to students at dismissal (4:00 PM) or when the student signs out and leaves the building.

Students are not permitted to have personal communication devices in their possession during the school day. If a student is found with a device:

- The device will be confiscated immediately.
- A parent/guardian will be required to come to the school to retrieve the device.
- The device will not be returned directly to the student.
- The incident will be recorded as a conduct violation and may result in disciplinary action.

During the school day, parents/guardians who need to contact their child may do so by calling the school office. The school secretary, Ms. Gunay, will ensure that messages are delivered promptly to the student. Likewise, students may contact their parents/guardians through Ms. Gunay when necessary.

The school provides device storage as a courtesy service; however, it assumes no liability for any damage or loss.

Earbuds/Headphones: Students may use only one earbud or one side of headphones while in the school building. Earbuds or headphones may not be used during instructional time, learning or study hall. Students may not wear both earbuds or headphones at the same time, except when required for MAP testing.

Library Services

The school has an Automated Library System which enables students and staff to check books in and out using a barcode scanner. All students can use the library for checking out books, research, and reading each school day within the context of regular reading lessons, during recess, during lunchtime, and after school. Students can check out two books and one DVD each week. Damaged or lost books/DVDs will be charged to the student at the rate of double the sale price of the book plus one dollar.

Cubbies, Hooks & Lockers

- Students 2-10 years of age are assigned an open cubby or coat hook space in which to store or hang their book bag, snack, books, and other personal items. Coats and sweaters may be hung on designated hangers.
- Students 11 years old and older are assigned a lockable metal locker in which they may store their book bag, books, and other personal items. Students are advised that lockers may be searched at any time by an administrator.
- To maintain a safe and secure learning environment, the school reserves the right to search backpacks, lockers, cubbies, clothing, jackets and any other personal items brought onto school property at any time while students are on campus. By bringing items onto school grounds, students acknowledge that these belongings may be subject to inspection by school administration or authorized staff.

School Supplies

Suggested Supplies for Students to bring to school

- An A-4 size book-bag or backpack for students in the five-year-old classes and older.
- A sweater or sweatshirt to account for changing weather or air-conditioning within the school.
- A pair of gym shoes for physical education class.
- A reusable water bottle.
- Middle School and Secondary students are encouraged to bring their own computer/device daily.

What Students Should Not Bring to School: The following items should not be brought to school under any circumstance:

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

Lost Property

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

Food Service and Snacks

Student Council Snack Sales: A snack policy has been introduced to support healthy choices while continuing to fund Student Council activities. The Student Council sells snacks to raise money for

school events and initiatives; however, students aged 5 to 8 years old are now limited to purchasing items labeled with a BLUE code. These BLUE-coded snacks have been carefully selected to contain reduced sugar levels, promoting better nutrition and well-being among younger students. We encourage all students to make mindful choices and support the Student Council in a way that aligns with our commitment to health and balance.

Lunch & Snack Service: A home-style nutritious snack and lunch service is provided at Baku International School by professional cooks. All items are cooked in the school's industrial kitchen, including breads and pastries. Some snack and pastry items are available for sale before school starts. A menu for the upcoming week is published in the weekly newsletter.

Food Delivery Services: To keep our school safe and secure, no outside food delivery services are permitted unless pre-approved by the school administration. All food delivered for lunch should be brought to the school at the start of the school day or delivered to school at the start of the school day, NOT during snack or lunch times.

Sack Snack & Lunch: Students are welcome to bring their own packed lunch from home with them at the start of the school day. Snack and lunches must be brought with the student at the beginning of the school day. Lunches cannot be delivered to the students during the day.

Water: Purified, filtered water is made available free of cost to students in the school building. Students may bring a reusable water bottle for use during school.

Food in Classrooms: Food and drink are not allowed in secondary classrooms or other school areas. All parties must take place during lunch periods or in the cafeteria, as arranged by the classroom teacher.

Parent Services

Parent Support Group (PSG)

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

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

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

Communiqués and Grievances: Parents with concerns, recommendations, or ideas pertaining to a particular class should first share it with their child's homeroom teacher or the teacher most directly related to the issue. Only if a parent is not satisfied with the outcome from their discussion with the teacher should it be taken to the Director of Instruction or Director.

Weekly Newsletters

A weekly Baku International School Newsletter, The BIS Eagles Skyview, is sent each week and is an important aspect of school-to-home communication. The Newsletter includes the next week's hot lunch menu, an outline of upcoming school events/activities, photographs from the week, and announcements.

Field Trips and Taking Students off Campus

The administration strongly encourages classes to take field trips to enhance and enrich the curriculum. BIS teachers work hard to schedule out-of-school experiences to ensure that our students benefit from the rich opportunities for historical and personal exploration here in Baku. Detailed permission slips for field trips will be sent home several days before planned trips. In all cases, the students will be supervised by adult chaperones.

Birthday Celebrations Policy

We recognize that birthdays are a very special and meaningful occasion in a child's life, and we enjoy helping students celebrate these important milestones in a way that feels joyful and inclusive. At the same time, our priority is to maintain a positive learning environment and to be mindful of the diverse dietary needs of all students.

To help us balance celebration with classroom routines, we ask families to follow these guidelines:

A Birthday Celebration Form must be submitted to the school office at least **two days prior** to the planned celebration.

- For **elementary students**, celebrations should be scheduled at a time that works best for the classroom teacher.
- For **secondary students**, celebrations may take place **during lunch periods only**.

To keep the focus on community rather than gifts, we kindly ask that **no presents** be brought to school for the birthday child or classmates.

If bringing a treat, please limit items to **cakes or cupcakes only**. To ensure safety and consistency, **piñatas and other types of treats are not permitted**.

We appreciate your support in helping us create celebrations that are thoughtful, safe, and respectful of all students while preserving valuable instructional time. Thank you for partnering with us to make each child's birthday feel special in a meaningful way.

BIS School Health Policies and Practices

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

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

BIS School Health Program

The School Health Office works collaboratively with students, parents, and staff to provide health services which include evaluating students' illnesses, administering first aid and emergency care, administering some medications, and identifying health problems. The School Health Office maintains confidential health records for all students. A nurse staffs the school health clinic Monday through Friday, from 8:30am-4:00 PM.

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

Collection of Medical Information

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

Immunization/Vaccination Status: Vaccinations are highly encouraged. The school nurse is available for consultation as to recommended vaccination schedules, based on students' ages and health status.

Dissemination of Medical Information

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

Communicable Diseases: If a teacher or other staff member suspects that a student has a communicable disease, they will report this to the school nurse promptly.

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

Reporting to parents

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

Accidents & Injuries: Reporting Injuries to Parents

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

Administration of prescription medications during school hours:

- BIS prefers that prescribed medication be administered outside of school hours, whenever possible.
- Under no circumstances will BIS administer any controlled medications.
- Under no circumstances will BIS administer homeopathic medications.

- Parents/guardians will be required to discuss with the school nurse any student requiring prescribed medication during school hours.
- Parents/guardians will be required to complete a medication administration agreement form for each medication to be given.
- Administration of prescription medication is the responsibility of the school nurse or a designated First Aid Officer and will only be done with a copy of the prescription (in English). The medication and prescription with dosing instructions must be brought to the school health office by a parent/guardian or other responsible adult.
- Parents/guardians will provide a written statement from their healthcare provider stating that the medication to be administered is prescribed for the student noted on the prescription label.
- All prescription medications will be stored securely in the school health office.
- All medications administered during school hours will be logged by the school nurse or his/her designated representative (i.e., classroom teacher).
- STUDENTS SHALL NOT CARRY MEDICATION ON THEIR PERSON WHILE IN SCHOOL
    - EXCEPTION: Self-administration of prescription medications by students.
- A student may possess and self-administer prescription asthma or anaphylaxis medication at school or a school-sponsored activity if:
    - The parent provides written consent for the student to self-administer the medication at school or school-sponsored activities.
    - The medication is prescribed for the student indicated on the prescription label.
    - Self-administration complies with the prescription written by the student's healthcare provider.
    - A written statement by the student's healthcare provider is provided, stating:
        - The student has asthma or anaphylaxis and is capable of self-administering,
        - The name and purpose of the medication are described,
        - The prescribed dosage,
        - Times or circumstances under which the medication can be administered.

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

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

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

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

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

Illness/Sick Students:

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

Fever is defined as body temperature greater than 38 degrees C/100.4 degrees F.

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

Communicable (contagious) Disease:

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

Medical Crisis:

In the event of a medical crisis, students will be transported directly to SOS International.

Fire Evacuation Plan

Procedures: When the fire alarm sounds, students, faculty and staff will calmly line up at the doorway and exit the building in an orderly manner according to the fire evacuation map posted in each classroom. BIS routinely holds fire evacuation drills.

Earthquake Plan

During an earthquake, an alarm will sound and students should push their chairs away from the tables, crawl under the tables, duck their heads, and cover their heads and necks with their arms. After the earthquake has passed, the teacher will lead students in exiting the building as outlined in the Baku International School Fire Evacuation Plan. BIS routinely holds earthquake drills.

Bomb, Terrorist, Civil Unrest Threat

During a bomb, terrorist or civil unrest threat the school director, or the person in charge of the school, will state over the intercom, explicit directions according to one of the following scenarios:

1. Lock Down in Classrooms: Students and faculty/staff may be required to remain in their classroom and conceal/hide from view. In such cases teachers may be directed to lock their classroom door.

2. Hallway Lockdown: Students and faculty/staff may be required to exit their classroom and will sit facing a wall just outside their classroom away from all windows. This emergency procedure is typically used if a terrorist is suspected to be outside the building or if there is a bomb threat outside the school building.

3.Evacuation of School: Students and faculty/staff may be required to evacuate the building just as done in the Baku International School Fire Evacuation Plan and assemble outside the school

building. This emergency procedure is typically used if there is a suspected bomb or stationary threat within the building.

4.Safe Haven/Shelter in Place: In the case of extreme civil strife within the city and/or other hazards that have compromised the safety of both the building and outdoors, the school will follow directions from the US Embassy and shelter in place.

5. Off Campus Evacuation: We do have a plan for off campus evacuation. Should this become necessary, parents will be informed via School Buddies of the location and pick up details.

In all of the aforementioned cases, the United States Embassy will immediately be contacted by telephone and/or radio. Baku International School will always follow the guidance of the United States Embassy according to their assessment of these situations.

Distance Learning Plan

In the event that it becomes necessary for the school to transition to distance learning, a comprehensive Distance Learning Plan will be shared with the entire school community. This plan will outline expectations, schedules, platforms, and procedures to ensure continuity of learning.

To maintain readiness, the school will schedule regular Distance Learning Log-In Days throughout the academic year. On these days, teachers and students will access designated online platforms to practice procedures, confirm access, and ensure familiarity with digital tools.

Distance learning may be implemented in a variety of situations, including but not limited to:

- Severe weather conditions (e.g., snow days)
- Public health concerns
- Government directives
- Other unforeseen local or global events

The school is committed to ensuring that all students can continue their education effectively, regardless of circumstances, through a structured and well-supported distance learning approach.

A Brief History of Sanaa International School

Quality Schools International the 1st, QSI School

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

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

In 1974 the established Advisory Board composed of leading expatriates and Yemenis, joined by a few others in Sanaa, met and formulated the school's Articles of Organization and By-Laws. This established the school as a non-profit organization and formed a Board of Directors. Accurate accounting records have been kept throughout the school's existence. As a non-profit entity, the school has been able to receive grants, loans, and land.

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

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

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

Quality Schools International

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

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

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

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

QSI Regional Supervisors are located in regional locations. Regional supervisors provide guidance and support to designated QSI schools. BIS's regional supervisor is Dr. Jason Craig and he is located in Tbilisi Georgia.

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

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

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

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

Student Behavioral Guidelines:

Students should:

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

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

Student Name (print): _____ Class:_____

Student Signature: _____ Date:_____

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

Parent/Guardian Name (print) _____

Parent/Guardian Signature: _____ Date:_____

(Please see Tracking Matrix on page 45.)

Student AI USE Scale

Level	Type of AI Use	Student Role	Examples
No AI 0	No AI involvement	Independent work required	Complete the entire task on your own
AI for Brainstorming and Editing 1	Minimal AI use for idea generation or editing	AI assists with early ideas and edits	Brainstorming project topics, grammar checking, proofreading, or suggesting word changes
AI for Specific Tasks 2	AI handles specific tasks the teacher permits and is cited as a source	Collaborative: AI completes specific tasks and the student does the rest	Summarizing sources, generating visuals or data, using AI-generated content with proper citation
Full Use of AI 3	Major AI contribution to the work	AI does a large part of the work and is cited	AI-written essays, AI-designed projects, AI-created images, all fully disclosed and cited

Tracking Matrix

TRACKING BIS – Matrix for Success Orientations

Are YOU TRACKING?	T Trustworthiness	R Responsibility	A Aesthetic Appreciation	C Concern for Others	K Kindness & Politeness	IN Independent Endeavor	G Group Interaction
The Standard	*People can count on you to make good choices and to do the right thing. *People can rely on you.	*People know you will do your best to complete a task. *You will take ownership of your actions and behaviors.	*Everyone can count on you to pitch in and seek to help keep things clean, clutter free, and beautiful.	* People know you are always concerned about and looking out for others. *You seek to help, assist, and encourage others.	*Everyone knows you use kind and caring words *You always communicate in English.	*The staff knows you seek to do things on your own, without anyone asking you to do it.	*People want to be in your group, because you listen, participate and take turns.
Learning Areas	*Everyone can count on you to follow instructions and to do the right thing. *You turn in your own work, which is completed to a high level and of great quality. *You take care of your textbooks and library books.	*Be on time and prepared to learn. *Listen and participate. *Ask for help when needed. *Stay on Task. *Turn in your own work on time.	*Keep learning areas clean and organized. *Keep your materials organized. *Put things back where they belong. * I help to make our school a beautiful place.	*Share space and materials. *Appreciate staff and treat with respect. *Be considerate of other people's property.	*Display courteous behavior to others. *Use words like, thank you and please. *Say positive things to others.	*Ask for help when needed. *Keep track of all your learning materials. *Clean up after yourself.	*Speak when appropriate. *Take turns. *Ask others to share what they are thinking. *Compliment others.
Hallways & Stairwell	*All staff consistently sees you demonstrate that you can pass safely, quietly and on time through the hallways. *You can be trusted to keep your hands and feet to yourself.	*Pass quietly in the hallway, especially when learning is in progress. *Keep to the walls in the stairwells. *Use the Elem & Sec stairwells. *Use lockers appropriately.	*Keep clean and clutter free. *Pick up areas, that are not clean. *Keep walls and bulletin boards nice and clean.	*I am able to wait patiently and yield to to others while in line or on the stairs. *I look out for the best interest of others.	*I am willing to let others go before me in line or through the doors. *I will hold doors open for others.	*Use the stairs safety and with caution. I use each stair, and do not skip steps. *I keep moving in the stairwell and hallways and do not block traffic.	*Travel quietly as a group. *I can quickly travel to my destination without wandering off or away from the group.
Cafeteria & Outdoor Areas	*Everyone can count on you to follow the rules in the cafeteria. *When outside you are able to keep your hands to yourself and follow the rules.	*I eat a healthy meal and do not waste food. *I keep BIS property and equipment in the proper place & condition. *Enter and Exit quietly and safely. *I use my time wisely.	*Wipe feet upon arrival into the building. *Dispose all trash, even if it is not my own, in the appropriate place. *Clean up your area. *Return your dishes to the proper locations	*Take only what you will eat. *Sit with people who you might not always sit with. *I encourage others to join in our conversation.	*I am polite when eating. *I include others at our lunch table and in outside activities. *I use kind and caring words with others.	*I put equipment away in its appropriate place and use the equipment appropriately. *Slide feet first. *Take care of your needs: get a drink or go to the restroom, before lining up.	*I show good sportsmanship skills when playing outside. *I can happily wait my turn. *I can encourage others to behave in ways that help others.
Restrooms	*You can be trusted to get your business done in the bathroom quietly, quickly and cleanly. *You can be trusted to report any problems to an adult.	* If the stalls are full, I will wait in the hallway until someone exits the bathroom. *I am able to use the bathroom with no problems.	*I use the toilets and trash bins. *If I make a mess, I clean it up. *If I see a mess, I report it to an adult.	*I respect the privacy of others. *I report misbehavior such as swearing, vaping, and loitering to adults.	*I treat others with respect and kindness. *I respect the privacy of others.	*I wash my hands before leaving the bathroom. *I make sure the bathroom is clean when I leave it.	*I encourage others to enter and exit the bathroom quickly. *I do not spend time with others in the bathroom.