QSI INTERNATIONAL SCHOOL OF CHENGDU

PARENT & STUDENT HANDBOOK

2026-2027

Director: Dr. Clare McDermott

Academic Coordinator: Dr. Tryphina Robinson

University Counselor: Mr. Tim McDermott

TABLE OF CONTENTS

Director's Welcome 1
Accreditation 2
School Calendar 3
Background and General Information 4
Vision and Mission 5
QSI Educational Model 6
QSI Chengdu Expectations 9
School Communications 11
Parent Support Group (PSG) 12
Admissions Policy 13
Withdrawal Procedures 15
Closed Campus 15
Attendance Reporting 16
Safe Arrival and Permission to Leave School 17
Visitors 18
Emergency Procedures 18
QSI Curriculum 19
Intensive English 20
Homework 21
Field Trips and Week without Walls 22
Academic Integrity 23

Standardized Tests 26
Sample Secondary Schedule at QSI Chengdu 27
Graduation Requirements 28
Questions About QSI Status Reports 29
Success Orientations 32
Why Focus On Success Orientations 33
Guidance and Counseling 34
Textbooks, Supplies, Online Learning 34
Our Library 35
Lunch and Water 35
Outdoor Recess and Playground Policy 36
Health Services & Dispensing of Medication 37
Air Quality Policy 38
General Behavior Guidelines & Rules 39
Discipline Policies 40
Harassment & Intimidation 43
Cyberbullying & Online Harassment 44
Dress Code 45
Public Displays of Affection 46
Lockers 46
Electronic Devices and Telephones 47
Lost and Found 48
Bus Services 48
Driver Drop Off and Pick Up 50
Appendixes 51

Director's Welcome

Dear Students and Parents,

Welcome to the 2026-2027 school year at QSI International School of Chengdu! Please take some time to review the information in this handbook as it has been updated since last school year.

We hope our families are taking advantage of our new spaces and course offerings. Each year we assess our equipment and review our courses to best meet the needs of our students. This past year, we purchased new touch screen laptops for our elementary tech program and upgraded most of our PE and sports equipment. Each year we import new textbooks and library books, so our teachers and students have access to the best materials for learning.

QSI Chengdu continues to provide incredible opportunities for our students to learn and excel in academics and athletics and socially. Our graduates continue to make us proud by enrolling in top universities, and our teachers support and encourage rigorous application of the concepts taught in classes.

I am excited to begin my ninth year as Director of QSI Chengdu. Our leadership team includes Dr. Tryphina Robinson, Academic Coordinator, Mr. Tim McDermott, University Counselor, Ms. Suzie Shu, School Counselor, and Mr. Patrice Moukete, Athletic Director.
Each new school year is the beginning of a new chapter in the book of our lives. Welcome to chapter 2026-2027.

QSI Chengdu
Dr. Clare McDermott, Director

Accreditation

Middle States Association of Colleges and Schools

The QSI International School of Chengdu is fully accredited through the internationally recognized Middle States Association of Colleges and Schools (MSA). MSA verifies that the QSI International School of Chengdu meets or exceeds quality educational standards, engages in a program of continuous school improvement, and provides quality assurance through self-evaluation and peer review.

Advanced Placement

QSI Chengdu offers the Advanced Placement Capstone Diploma.

U.S. State Department Sponsorship

The QSI International School of Chengdu receives support from the United States Government Office of Overseas Schools. Their support provides professional development for staff, and resources for students, particularly those aspiring to attend US universities.

School Calendar 2026-27

1 First Term

Number of school days: 74

First Day: 20 August (Thursday)
Last Day: 11 December (Friday)

Holidays
25 September - Mid Autumn Day
28 September - 5 October - National Day Holiday
13-14 November - Professional Development
14 December - 1 January - Winter Break

1st Quintile: 20 August – 19 October
2nd Quintile: 20 October – 9 December

2 Second Term

Number of school days: 54

First Day: 4 January (Monday)
Last Day: 26 March (Friday)

Holidays
16-23 February - Chinese New Year
30 March - 3 April - Qing Ming Holiday

3rd Quintile: 10 December – 26 February
4th Quintile: 1 March – 26 April

3 Third Term

Number of school days: 52

First Day: 29 March (Monday)
Last Day: 17 June (Thursday)

Holidays
9 June - Dragon Boat Day

5th Quintile: 27 April - 17 June

The school week is Monday through Friday.

Background and General Information

QSI International School of Chengdu is a private non-profit day school for children of all nationalities who hold foreign passports. We serve students aged 2-18 and offer an American-style curriculum based on mastery learning concepts that incorporates modern trends in education. In secondary, we offer the Advanced Placement Capstone Diploma as well as rigorous QSI courses, so students can personalize their study plans. Experienced teachers and administrators from around the world work with our diverse student body. QSI International School of Chengdu encourages all students to strive for academic and personal excellence. We also embrace and nourish our different cultures and identities.

QSI International School of Chengdu opened in September 2002 and has grown steadily since then. Mindful that students will be leaving to continue their education on all continents, we equip students with the skills and knowledge they will need for higher education in all the world's educational systems.

QSI INTERNATIONAL SCHOOL OF CHENGDU

QSI Vision & Mission

QSI exists to provide the highest possible standard of education and to help each student achieve academic excellence and personal growth. We seek to develop independent critical thinkers, lifelong learners, and responsible world citizens.

QSI International School of Chengdu meets each child's educational needs and creates opportunities to develop his/her full potential by:

- providing a safe and supportive environment in which to learn;
- providing a well-rounded education including academic, physical, social and cultural growth opportunities;
- adopting varied teaching and learning strategies;
- providing and maintaining the highest standards of continuous evaluation and improvement of all programs;
- providing consistently challenging individualized targets;
- creating opportunities for re-teaching, reinforcement, and reassessment;
- encouraging the virtues of self-respect and respect for others;
- emphasizing that good communication between all parties is fundamental to the efficient running of the school;
- promoting management, which is supportive and enabling, committed to the development of all people in the organization and to constant improvement;
- promoting an appreciation of various traditions and values, including Chinese culture and language;
- working in partnership with parents and the local community.

Key Components of the QSI Educational Model

Outcomes – There are four hierarchical levels of Outcomes: Exit Outcomes, Program Outcomes, Course Outcomes, and Unit Outcomes (These are a bit like babushka dolls all nested within each other.)

Exit Outcomes - The starting point is to imagine our definition of a model graduate. What would this person need to be able to do, know, and be like as a person? This leads to dividing the Exit Outcomes into three parts: 1) Competencies (Do), 2) Knowledge (Know), and 3) Success Orientations (Be or Believe).

1. Competencies – Verbal & Written Communication Skills; Numeracy & Mathematical Skills; Psychomotor Skills; Commercial Skills; Fine Arts Skills; Thinking & Problem-Solving Skills; Decision Making & Judgement Skills.
2. Knowledge Categories – English/Literature, Mathematics, Cultural Studies, Science, Languages other than English, Creative & Applied Arts, and Personal Health & World Environmental Issues.
3. Success Orientations – Trustworthiness, Responsibility, Concern for Others, Kindness/Politeness, Group Interaction, Aesthetic Appreciation, and Independent Endeavor.

QSI particularly stresses the 'Success Orientations'. SOs are an integral part of every aspect of the school and are inherent in the 'Program Outcomes'.

Program Outcomes - These are derived from the Exit Outcomes. They outline the school's curriculum in each of the seven 'Competencies' and 'Knowledge' categories. Each course, such as Algebra, British Literature, or 5 Year Old Music, is identified in one of the seven 'Program Outcomes.'

Course Outcomes - These are derived from the 'Program Outcomes.' They give a more detailed description of each course and include information on learning objectives, materials, and resources available for the course. There are essential units, which must be taught and assessed, as well as selective units from which the teacher and students may choose. The average course is designed to lead to the mastery of 10 units.

Unit Outcomes - A unit consists of a general statement and a number of 'Unit Outcomes,' or TSWs (which stands for The Student Will…) which are clearly defined and measurable learning objectives. The number of 'Unit Outcomes' (TSWs) may vary. The average unit requires 12 to 18 class periods to attain mastery in ALL 'Unit Outcomes' (TSWs). Teachers and students use rubrics to identify what knowledge and skills must be demonstrated in order to receive an A or a B for each 'Unit Outcome' (TSW). Mastery may be determined using formative and/or summative assessments such as oral evaluations, paper/pencil tests, assignments, projects, performances, or other appropriate means of determining student success.

The following tenets are crucial to the QSI Educational Model:

Alignment - The teacher teaches, the materials support, and assessments reflect the objectives of the ‘Unit Outcomes’ (TSWs). In other words, teachers teach what they test, and test what they teach. To do otherwise is unethical. We want Mastery Learning, not Mystery Learning.

Expanded Opportunities - Students differ in time needed to attain mastery on a ‘Unit Outcome’ (TSW). A variety of ways are employed to allow each student the appropriate learning time. Those who need less time to demonstrate mastery engage in selective outcomes and may receive additional credit.

Credentialing - Our reporting systems aligns with the philosophy of mastery learning and reflects the overall structure of the four outcome levels. Mastery of each unit is evaluated at the time of completion with an 'A', 'B' (mastery grades), or ‘P,’ which stands for ‘in progress’ and means that the student has not yet demonstrated mastery. Mediocre or poor work is not accepted. If a student has mastered a unit with a 'B,' s/he is given the opportunity to earn an ‘A’ though work that demonstrates higher order thinking skills. This can happen immediately or within two units. This approach encourages continued learning. Data is gathered and reported on a regular basis allowing 'Status Reports' to be produced at any time. A time period is not evaluated. Instead, student performance is continuously evaluated for each ‘Unit Outcome’ (TSW).

QSI Chengdu Expectations

WE EXPECT OUR ADMINISTRATORS TO:

- place the security of students and faculty above all else;
- place a major focus on the teaching-learning processes;
- be flexible, helpful, and supportive;
- be willing and able to meet with students, teachers, and parents about any school-related issue, problem, or concern;
- develop activities and functions that meet student needs and interests;
- provide helpful feedback in the classrooms as needed;
- model our Success Orientations.

WE EXPECT OUR TEACHERS TO:

- be dedicated and caring professionals who are well planned and prepared to teach;
- address a variety of learning styles in their teaching;
- be flexible, responsible, cooperative, and supportive while working towards a common goal;
- take on responsibilities beyond the classroom in support of extra-curricular and school-wide initiatives, considering them as integral to the success of the school;
- respect colleagues and everyone within the QSI community;
- follow proper channels when communicating;
- model our Success Orientations.

WE EXPECT OUR STUDENTS TO:

- be respectful of teachers, all school staff, and each other;
- have a positive attitude towards learning;
- be inquisitive and ask questions;
- be cooperative and supportive with others;
- be responsible for their own behavior;
- give their attention to the required task;
- work toward mastering all of the Units and Success Orientations.

WE EXPECT OUR PARENTS TO:

- be responsible, cooperative, and supportive of the school's mission;
- be respectful of all members of the greater school community;
- follow proper channels of communication;
- help their child(ren) with the daily routines of the school;
- follow the school's procedures as outlined in the Student-Parent Handbook.

School Communications

Channels of Communication

QSI Chengdu believes that maintaining good communication between the school and the home is critical to student success. Phone calls, messages, and e-mail are welcomed and encouraged. In case of an emergency, it is vital that parents keep channels of communication with the school open at all times. For more information on emergency procedures, QSI Chengdu publishes a separate Emergency Handbook, which is available on our website.

Website, Email & Social Media

QSI Chengdu maintains a school website that contains important information. We urge all parents to visit our website regularly. The school also communicates information via WeChat, email, and other social media platforms. Parents will be added to WeChat groups with their homeroom teacher.

Quintile Status Reports

The school year is divided into five terms (Quintiles), each 36 days long. The yearly calendar lists when Quintile Status Reports should be expected to come home. Students will receive comments from teachers via narrative reports twice each year.

Parent-Teacher Conferences

Parent-Teacher Conferences are an opportunity for parents and teachers to discuss individual student growth and needs. Parent conferences are scheduled at the end of the 1st Quintile, and a Student-Led Conference is held during the 4th Quintile. Parents or teachers may request a conference at any time during the year.

Contacting Teachers

When a problem arises concerning your child's work in school, please contact the classroom teacher first. Make an appointment by calling the office staff or by sending a message or email to the teacher. Please remember that teachers and paraprofessionals are with our children 8:00am–3:30pm, so an immediate response is not possible. Allow 24 hours for a response to messages.

Parent Support Group (PSG)

All parents are members of the Parent Support Group and are encouraged to become involved. The Parent Support Group or PSG, meets once per month to work toward the following goals:

- Enhance school-home communication
- Provide support for school events during the year, for example, the Fall Festival, and International Day
- Organize educational and social events for students or the school community
- Promote fund raising events to facilitate the purchase of items or services not easily obtained by the school

Volunteers

Parents are welcome to volunteer at school. We have opportunities within classrooms, in the library, with our sports teams, and at events. If you have a skill you would like to share, or have time to assist us, please contact your homeroom teacher to coordinate days and times. All volunteers must submit a background or police check before joining us.

Admissions Policy

QSI International School of Chengdu is open to students of all nationalities holding foreign passports. No student will be denied entry on the grounds of race, religion, or ethnic background.

The minimum age for admission to the Pre-school (3 Year Old class) is 2.5 years of age prior to September 1st of the school year for which the child is to be enrolled. All students in the Pre-school program must be toilet-trained. The age rule of November 1st applies to all other years in the school, e. g. 8 years of age prior to November 1st for 8 Year Old program, 12 years of age prior to November 1st for 12 Year Old program etc.

No exceptions to this rule will be considered without formal testing and full consultation so as to determine academic ability and social readiness. Students who are considered exceptions to the age rule would only be accepted on condition that the parents sign an agreement stating that, if for any reason QSI administration came to believe that the student's best interests were not being served by his/her placement, s/he will be moved to their proper age group, if space exists, in order for the student to be successful.

New students will not be admitted to QSI International School of Chengdu until the admissions office has received verification of age. This should be in the form of either a birth certificate or a passport.

The student will be placed by age when born between January 1st and October 31st.

If born on or after November 1st, the student will be placed in the preceding year.

Age	Year born
3YO	2023
4YO	2022
5YO	2021
6YO	2020
7YO	2019
8YO	2018
9YO	2017
10YO	2016
11YO	2015
12YO	2014
13YO	2013
Sec I	2012
Sec II	2011
Sec III	2010
Sec IV	2009

Withdrawal Procedures

When a family decides to withdraw their child, we request that they inform the school office at least ***2 weeks*** in advance. Any shorter period of time may not allow the school enough time to gather all documents requested for transfer to another school. Notice of early withdrawal from school should be made to the school office by **written notification from parents**. If withdrawal is expected close to the end of a quintile, parents are asked to notify the school office as soon as possible so that the school can work with the teachers in getting work accomplished and evaluations entered on the permanent record. Credit will only be granted for work completed, turned in, evaluated, and recorded. Any student who withdraws will be given a withdrawal form, which is shared with all teachers and the librarian. These signatures indicate that all books and materials have been returned or paid for. This form is then taken to the accounting office to verify that there are no outstanding financial obligations. Once the accountant has cleared the student, the form is presented to the main office, and the student's records will be issued. No information will be released by the school without written (verbal in limited cases) permission from the parents/guardians of a student. Requests to examine records should be made by appointment at least 48 hours in advance to allow proper and complete gathering of all materials. Appointments may be made by calling the school office.

Closed Campus

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

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

Attendance Reporting

School begins at 8:00 AM. QSI's attendance policy is based on the concept that good attendance is a prerequisite to high academic achievement. Regular attendance at school is one of the most important factors for a student's academic success and social development. While we understand that there may be some emergencies or illnesses, we encourage parents to support students in coming to school every day on time and staying until school is dismissed for the day.

Unless there is an emergency, we ask that parents refrain from picking up students until school is dismissed in the afternoon. Early dismissal can be disruptive to the learning process. We strive for 100% attendance throughout the year. Notify the school office as soon as possible if children will be absent. This prevents us from contacting you at work or interrupting your activities at home. **Tardiness and absences limit school achievement. Excessive tardiness may result in required attendance at an after-school detention.**

Please refrain from returning from holidays after school begins, or from taking your child(ren) out of school early for vacations, holidays, etc.

When parents anticipate that their child will be out of school for an extended time, they should inform the office. When both parents are away from Chengdu, they must contact the school to inform the school as to who will be the guardian of their child(ren) and how the parents may be contacted in case of an emergency. Students will be counted tardy (late) after 8:05am. All students arriving late must check in at the reception desk and take a "late slip" to class.

- See attendance policy in appendix

Safe Arrival & Permission to Leave School

Our Safe Arrival Program is a partnership between the home and the school. It is intended to ensure that children arrive safely at school each day and serves as an attendance verification system.

- Parents should phone the school or message the homeroom teacher before 8:00 AM if their child will be absent. A note in advance for a planned absence is fine.
- By 8:05 AM each morning, teachers submit attendance forms to the office.
- Absences are checked with phone calls/notes to the home.

If a student needs to be excused from school during the day, for any reason, the following procedures should be used:

- A signed request, phone call, or message by the parent must be received, including the name of the person who is picking up the child.
- Parents or drivers must come to the reception desk to pick up their child. Please wait at the desk and do not go to the classroom.
- No child will be released to anyone other than a parent, guardian or authorized person.
- Students may not go home with other students unless the school has written or verbal permission from their parent/guardian and the parent/guardian of the other student.

Visitors

ALL VISITORS MUST HAVE AN APPOINTMENT AND SIGN IN AT THE MAIN GATE. Visitors will be given an identification badge. Anyone who is on campus without this badge will be asked to return to the guards at the gate. Students are not allowed to bring other school-age visitors to school without advance permission (one or two days) from an administrator. Parents are encourage to volunteer in the classroom; this should be arranged in advance with the teacher.

Emergency Procedures

At QSI Chengdu, the safety of our children and staff are our top priority. The school works closely with the United States Embassy in Beijing on all matters of safety and security. In case of an emergency, the school follows specific steps as outlined in our Emergency Handbook. Drills are held on a monthly basis to ensure that students and staff know how to proceed.
QSI Chengdu has specific plans and directives set in place to handle the following crisis situations:

- Public Health Emergency
- Fire
- Bomb Threat
- Natural Disaster
- Civil Unrest/Civil Disorder
- Student/Staff Injury
- Bus Safety
- Sexual Assault
- Suicide
- Child Napping/Child Lost
- Hostage/Intruder
- Death of Student/Staff
- Safe School Zone

The most important thing during a crisis situation is to remain calm and to keep lines of communications with the school open at all times. The school will coordinate the crisis response together with the appropriate authorities.

QSI Curriculum

The school offers a performance-based, mastery-learning educational program. Instruction takes advantage of small class sizes and the diverse educational backgrounds of the students. The Advanced Placement Capstone Diploma is offered along with the QSI Chengdu Diploma. Advanced Placement courses are available starting in Secondary I, either on-site or online through QVS (QSI Virtual School). The language of instruction is English. Foreign languages offered include Chinese, French, and German. Students participate in a wide range of interscholastic and extra-curricular activities.

The QSI curriculum reflects the understanding that our students have highly individualized learning styles. In the classroom, students and teachers collaborate to develop meaningful goals within an environment that stresses cooperative and inquiry-based learning with mastery as the end result. Our curriculum is research-based and reflects modern trends in education.

Our Curriculum:

- is framed by the philosophies and goals of Mastery Learning;
- is developmentally appropriate;
- emphasizes skills and processes;
- nurtures global awareness;
- reflects a variety of teaching and learning styles;
- develops the use of language across the entire curriculum;
- incorporates a range of authentic assessment strategies.

Specific Outcomes have been established for each age group in each subject area: Mathematics, English, Science, Cultural Studies, Personal Health, Languages other than English, and the Creative and Applied Arts. Quintile Status Reports directly reflect the mastery and progress students are making towards these outcomes.

Intensive English

The Intensive English (IE) Program serves students 5 Year Old through 13 Year Old whose English skills limit full access to mainstream classroom instruction. The IE program is intended for those students who have had little or no exposure to the English language. The ultimate goal for all IE students is to join the regular mainstream classes as quickly as possible.

The IE program at QSI is a combination program of pullout and inclusion. IE teachers support their students in both settings by providing appropriate support instruction within the classroom and in separate IE classes.

The IE program is a language-rich environment where individual needs are accommodated and students feel comfortable taking risks. These classes are small so that all students are active participants. Both the mainstream and IE teachers assess students each term, and students will re-enter the mainstream classroom when deemed ready by all teachers.

Homework

We consider homework to be part of the overall learning process. Homework assignments must be purposeful and pertinent to concepts learned in class. Homework promotes individual responsibility, independent practice, good work habits, as well as parent involvement.

- The 5-13 year old students are expected to read for at least 20 minutes each evening.
- 5-year-olds should have no written homework.
- 6-10 year old should spend no more than 30-40 minutes per night on homework in addition to the 20 minutes of reading.
- Middle school should spend no more than 60 minutes each night on homework in addition to the 20 minutes of reading.
- Secondary students may have an average of 60-90 minutes of homework per night. AP courses may require one hour or more per night per course. Students will need to use their time at school and at home wisely and plan ahead when projects are assigned.

Field Trips and Week without Walls

All trips that take students off campus are intended to supplement instruction in the classroom. Student participation in these field trips is expected as they are linked to curriculum activities, and these experiences cannot be duplicated at home. Students participating in school trips will have to return a permission slip signed by the parent or guardian. Parents are welcome to assist with field trips. Parents will be notified well in advance of each field trip, and all travel and tour information will be provided.

Week without Walls takes students farther afield, with tours of cultural sites and interesting activities for middle school and secondary students. These week long excursions build friendships and trust, foster independence, and provide memorable experiences.

As an extension of the regular school day, it is expected that students will conduct themselves in an appropriate and civil manner. If it becomes evident that a student's participation on a field trip may become disruptive, they can be excluded from such a trip. Parents will always be notified in advance if this is to occur.

Students are strongly discouraged from bringing large sums of money and valuable personal property to school and on field trips. The school assumes no responsibility for lost or stolen property.

Academic Integrity

Questions concerning Academic Integrity at QSI Chengdu should be addressed in light of an action which “makes a student look more academically able than s/he actually is, by using another student’s, person’s, work or created by Artificial Intelligence, and representing it as his/her own.” (See Plagiarism). The following statements address the questions regarding various academic situations and possible questions which students, staff, parents, and administrators might raise for clarification. These comments are not intended to be exhaustive or cover all situations. They are intended as guidelines for working positively with each individual incident.

HOMEWORK:

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

Examples of homework activities which **do not violate** the Guidelines of Academic Integrity include:

- working with another person on a cooperative study assignment when both names are affixed to the final submission for grade attribution;
- review of a question or problem by another person for the purpose of getting a suggestion of the process or strategy for solution—the solution, however, is entirely worked out by you;
- work which is assigned and announced by the teacher as ungraded and on which you work with another person or persons with the knowledge of the teacher.

Examples of homework activities which DO violate the Guidelines of Academic Integrity include, but are not limited to:

- someone else solving problems on an assignment for which you will receive a grade;
- copying another's work in whole or in part and turning it in with your name on it to receive a grade (including AI or ChatGPT);
- turning in someone else's work as your own (including AI or ChatGPT);
- allowing/encouraging someone else to copy all or part of your work and claim it as their own.

TESTS and QUIZZES:

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

- discussing (in detail) a test or quiz with a person who has already taken it;
- bringing and/or using hidden notes or using notes during a quiz or test
- looking at another person's work or allowing another person to look at your work during a test or a quiz;
- talking to another person during a test or a quiz unless specifically permitted to do so by the teacher;
- assisting another person during a test or quiz through noises or silent signals;
- possessing, in ANY form, a copy of the test or quiz before it is administered;
- doing another person's quiz or test for them at their request, or your initiative;
- Copying or photographing questions to complete with the help of AI or ChatGPT

PLAGIARISM:

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

Examples of plagiarism include, but are not limited to:

- copying specific ideas of an individual author or source or copying large portions of exact words from any source without both giving proper citation and/or using quotation marks;
- paraphrasing (re-writing using different words) or summarizing (completely re-writing a passage or section) another person's unique and non-common-knowledge ideas found in any source, without giving proper citation;
- downloading or purchasing papers, copying and pasting information from the Internet or electronic sources (including AI or ChatCPT);
- copying and pasting from any source without citation;
- intentionally making other people's ideas appear to be your own by any means.

Because all violations of Academic Integrity strike at the very core of the nature of the school, the response to plagiarism and cheating is severe, including the possibility of redoing all outcomes of that unit or course. It may also result in suspension or expulsion from the school.

Standardized Tests

QSI Chengdu assesses student progress externally by using the computerized adaptive Measure of Academic Progress (MAP) testing twice a year for all students ages 5 to Secondary 2. MAP assessments provide detailed, actionable data about where each child is on his/her unique learning path. Students are tested in Reading, Language Arts, and Mathematics.

The administration and teaching staff review the scores with students and parents to explain the meaning of scores. Scores are used to differentiate instruction in the classroom, assess learning, and evaluate annual growth. Scores are kept as part of the student's permanent records in the office. These scores will be sent with the records when students move.

The school is a testing center for College Board, including, Advanced Placement, PSAT, and SAT exams. Students in the 13-year-old class and secondary 1-2 take the PSAT each fall. The SAT is offered 2-3 times per year, and AP exams are in May.

Sample Secondary Schedule at QSI Chengdu

Secondary I	Secondary II	Secondary III	Secondary IV
• Literature 1 * • Writing 1 * • Algebra 2 ** • Biology * • World Geography * • Physical Education * • Foreign Language 1 * • Music, Art *	• Literature 2 * • Writing 2 * • Pre-Calculus* • Chemistry * • Modern World History * • Wellness* • Foreign Language 2* • Music, Art	• American Literature * • Calculus • Physics • US History * • Psychology • Foreign Language 3 • Music, Art, PE • Technology	• British Literature * • Research Project * • Statistics • AP science • Foreign Language 4 • World Government* • Economics * • Music, Art, PE • Technology*
Total Credits 60-80	Total Credits 60-80	Total Credits 60-80	Total Credits 60-80
			Total Secondary Credits 240-320

* Required Courses
** Most students take Algebra and Geometry in Middle School, which counts for secondary credit.
*** AP courses may be taken in place of courses listed for Math, English, Science, and Culture Studies

QSI Graduation Requirements

All QSI schools offer a program which leads to a Secondary School Diploma. Most graduates of QSI schools attend a college or university upon completion of their studies. Previous graduates of QSI schools have been very successful in obtaining admittance to colleges or universities of their choice.

TWO DIPLOMAS ARE OFFERED BY ALL QSI SCHOOLS and ONE ADDITIONAL OPTION:

- **QSI DIPLOMA**
- **QSI DIPLOMA WITH HONORS**
- **AP CAPSTONE DIPLOMA**

THE QSI DIPLOMA is a college preparatory course of study. Students who satisfactorily complete this program should expect admittance into an American college or university or universities in other countries.

- A MINIMUM OF 220 CREDITS, INCLUDING ALL REQUIRED COURSES AND ELECTIVES, IS NECESSARY FOR THIS DIPLOMA.

THE QSI DIPLOMA WITH HONORS is the most advanced diploma offered by QSI schools. Requirements include more advanced coursework and a minimum of four (4) Advanced Placement (AP) courses (earning ten credits each course).

- A MINIMUM OF 240 CREDITS, INCLUDING ALL REQUIRED COURSES AND ELECTIVES, IS NECESSARY FOR THIS DIPLOMA.

AP CAPSTONE DIPLOMA offered through College Board upon successful completion of:

- a minimum of 4 AP exam scores of 3,4, or 5
- AP Seminar
- AP Research

Questions About QSI Status Reports

The Student Status Reports are distributed to parents five times per year (at the end of each quintile), but can be printed at any time of need. The reports keep a continuous record of a child's progress during the school year in each of his/her courses. The following are answers to questions parents may have regarding the reports.

Q: How are Status Reports different from traditional reports?

A: Traditional report cards give parents a general idea how their child is performing in class. When a student receives a 'B' in mathematics, it means s/he is doing well in mathematics; however, it gives no information as to what the student has specifically learned.

QSI Status Reports provide grades on specific learning outcomes of the curriculum known as "essential & selective units." Teachers evaluate students for mastery of each unit and this becomes part of the report. Therefore, parents not only have a better idea of what their child has learned, but they know what their child has actually mastered. This ensures that the child does not miss learning important concepts.

Q: What is Mastery Learning?

A: Each class is broken down into units, and each unit is further divided into specific learning outcomes. Teachers provide a program of instruction for each of these units and the learning outcomes within. Teachers evaluate each student for mastery of concepts and skills. A variety of evaluation tools are used including written tests, projects, direct observation, and student activities. Students who do not completely master a unit are given additional instruction directed at a variety of learning styles to affect students' progress toward mastery.

Q: What is the difference between an 'A' and a 'B' at QSI?

A: We believe all children can and do learn. The grade of 'B' denotes mastery of the material at a basic level. The grade of 'A' not only indicates that the student has mastered the material well, but is also able to

consistently demonstrate higher order thinking and performance skills such as problem solving, analysis, creativity, etc. This also implies in-depth applications of the content of the essential unit.

Q: What do the other letter grades at QSI stand for (P, H, W, D)?

A: 'P' denotes that the unit is "in progress." When the student demonstrates mastery of the unit, the 'P' is changed to either a 'B' or an 'A.' 'H' means the unit has been placed "on hold." The teacher may determine it is best for the student not to pursue this outcome at the current time. It may be that the student needs other background knowledge or skills before s/he continues to work on this unit, or it is interfering with the progress the student is making with another unit. At the right time, the teacher will have the student re-engage in the outcome. 'W' stands for "withdrawn" and means that the student has dropped the course/unit. A 'D' stands for "deficient" and is given when the student has not made a reasonable effort and is thus not attaining mastery of the unit.

Q: What does the bar graph below the Competencies and Knowledge section on the Status Report mean?

A: This area of the report lists information with reference to the three skill areas of instruction found in the elementary program: Reading, Language Arts, and Mathematics. Our computerized data bank compiles mastery of these core area outcomes and expresses them as a bar graph and as a percentage of outcomes that are mastered through the nine years of elementary school.

Q: Does this reporting system cause problems when children return to a school that uses a traditional report card?

A: No! Even though many schools use traditional types of report cards, there are many differences in the reports from one school to the next. Many schools no longer use the traditional A, B, C, D method of grading. When our students transfer to a new school, we send copies of the status reports and a brief school profile that describes the curriculum. Students who transfer while they are in our secondary program receive an official transcript that is standardized to meet the needs of other secondary schools and universities.

The Process for Receiving a 'D'

A 'D' is given to a student who has not made a reasonable effort and is therefore "deficient" in attaining mastery of the outcome. This may occur when a student:

-refuses to work towards mastery.
-consistently turns in work late.
-consistently misses scheduled evaluations.
-consistently turns in poor quality work.
-does not meet with the teacher during scheduled meetings (during school or after school).
-accumulates numerous 'P's without mastering units.
-does not work in class productively.
-cheats on a test or homework or uses AI, ChatGPT, or plagiarizes a paper.

Step 1 - The teacher meets with the student and informs them that a 'D' is being considered. The teacher may offer the student extra help during school or after school. The teacher may also assign the student to a supervised tutorial for time to study or extra help. The teacher contacts the parents and administration and informs them that a 'D' is being considered and asks for their help in this situation. A conference may be scheduled at this time.

Step 2 – If the student does not complete the work in a timely fashion, usually about 4 school days, or according to the teacher, or pass the unit test (this must be a different form of the first test) at a mastery level, the student will receive a 'D' for the unit and it will appear on their Status Report.

Step 3 –The parent will be informed that the student is receiving a 'D' and that the student will be recommended for an 'N' in the Success Orientation category of Responsibility. The teacher will schedule an appointment with the student and parent to discuss a plan to remove the 'D' from the status report.

A student receiving their second ‘D’ on their status report will be placed on Academic Probation. A meeting will be called with teachers, parents, student and an administrator. During the meeting a contract is written with all deciding parties. This contract will clarify to everyone what steps will be taken to ensure the student does not obtain another ‘D.’ Parents and student will be informed that the student is now on Academic Probation and what the next steps would be should the pattern of ‘D’s continue. Students on Academic Probation lose the opportunity to play or practice with teams, participate in any extra-curricular activities, or go on field trips or excursions until they have removed all ‘D’s from their Status Report.

A student receiving three ‘D’s in the same course will immediately be removed from the course. The student will be assigned to some other supervised area at this time.
ext

SUCCESS ORIENTATIONS

At QSI Chengdu, students are evaluated on Success Orientations five times during the school year. Each Success Orientation is briefly described below. Students demonstrate

- **RESPONSIBILITY** by
  being prepared,
  coming to class on time,
  meeting deadlines

- **KINDNESS AND POLITENESS** by
  using polite language,
  helping others when in need,
  using good manners

- **AESTHETIC APPRECIATION** by
  keeping instructional areas clean,
  keeping personal things in order,
  making observations about the beauty around us,
  picking up trash

- **TRUSTWORTHINESS** by
  being honest,
  always telling the truth,
  never cheating or using other people's work

- **GROUP INTERACTION** by
  keeping hands, feet, and objects to themselves,
  including others in their group,
  cooperating with others

- **CONCERN FOR OTHERS** by
  using inside voices,
  walking safely in the halls,
  showing respect to all people

- **INDEPENDENT ENDEAVOR** by
  always doing their best,
  getting their work done on time,
  keeping track of assignments

Why Focus On Success Orientations?

QSI Chengdu believes the Success Orientations to be primary indicators of future success in advanced education, employment, and life in general. Recognition for success in these seven orientations is given five times during the year. Teachers, students, and parents will be constantly aware that these are important components of a student's development.

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

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

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

Guidance and Counseling

Guidance and Counseling services are built on a team approach that appreciates the value of communication among students, parents, staff, and administration. QSI International School of Chengdu has a university counselor and a social/emotional counselor on staff. They are also actively involved in students' college application processes and act as a resource to families.

Textbooks, Supplies & Online Learning

Textbooks are loaned to students. It is important that the school keep a complete record of all texts given to each child. Therefore, each child will be assigned a numbered text in his/her school subjects. This record will be kept by the teacher. Please discuss with your child that it is his/her responsibility to maintain each text in good condition. Books that are lost, stolen, or damaged should be reported to the classroom teacher immediately. The replacement of lost or damaged texts is the responsibility of the parents.

Parents and students are responsible for consumable items such as paper, notebooks, pencils, pens, etc.

QSI Chengdu uses **Microsoft Teams** as a platform for online and blended learning. Each student age 8 and above has an account, and parents may request access to the platforms as a means to stay informed of their child(ren)'s learning.

Our Library

The QSI Chengdu Libraries are designed to serve 2-year-olds through secondary students, teachers, and parents.

The collection currently contains over 15,000 volumes of fiction and non-fiction books as well as a reference collection. Teachers have access to an audiovisual collection and professional materials. A Chinese collection is housed in the library, and we also have a French and German library with access to all community members. There is an automated library system.

Elementary classes have a scheduled time for checking out and returning books during the week. This is the same time each week so the student should know their “library day.” Parents are encouraged to read with their children each day and have a special place where the student keeps his/her library book in the home. Library skills are taught during the weekly class.

Books may be borrowed for one week. Borrowed material may be renewed unless there is a request for that particular title. The library collection is available to all students. Reference materials are not circulated to students.
Our library does not charge overdue fees. However, when a book has not been returned for a period of several weeks, an overdue letter is sent home. If the book does not return after parent notification, a replacement charge is assessed which reflects purchasing, processing, and shipping expenses.

Lunch & Water

Children may elect to participate in the hot lunch program or bring lunches from home. Menus will be posted in the weekly newsletter and on WeChat. The school provides water from dispensers. Students should not drink water from the tap at school. We suggest children bring a bottle or cup for drinking, or if desired, they may bring bottled water from home.

Outdoor Recess

Recess is a scheduled part of the regular school day. This time serves as a break for students and provides a few moments to expend some energy and stretch after classroom activities. This is also a good time for socialization and learning to get along with other children. Elementary and preschool children typically go outside to play during morning and lunch recess but may be asked to stay indoors on poor air quality days. Upper school students have the field after lunch. All children should come to school properly clothed for outside conditions.

Playground Policy

1. Safety, fair play, common sense, and appropriate language are the major considerations on the playground. Students may not cause problems for any person or damage equipment.
2. The playground supervisor is always in charge and may stop any activity that s/he feels may be dangerous or inappropriate.
3. When the whistle blows at the end of recess, students are to stop what they are doing immediately and line up.
4. Students should stay alert and pay attention to any games going on and not go near games in which they are not engaged.
5. Fighting is strictly prohibited, as are games involving pushing, shoving, tackling, or tripping.
6. Throwing any items such as toys, rocks, or dirt is also strictly prohibited.
7. Students at recess are not to go back into the building or outside of recess boundaries without permission from the playground supervisor.

Health Services & Dispensing of Medication

QSI Chengdu has a qualified nurse on duty during school hours and sporting activities. In case of injury, teachers and students should notify the school nurse. The nurse will notify parents as soon as possible if an injury occurs at school. If a student has a chronic illness or some physical handicap, all pertinent information should be given to the school office. Students who come to school with contagious illnesses, severe colds, or fevers will be sent to the nurse. Parents will be notified and requested to come and collect their child to prevent infections from spreading.

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

- telephone/cell phone numbers where parents can be reached,
- names and (local) telephone numbers of relatives or friends who should be contacted when parents are not available, and
- immunization information, recommended doctor or medical services

If your child is sick, please keep him/her at home. Please check students in and out of school through the main office.

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

Air Quality Policy

At QSI International School of Chengdu, we are concerned for the well-being of all students and staff while at school or on special trips. In our ongoing effort to ensure that our schools are clean and healthy and with a concerted effort to institute safety measures in case of earthquake, fire, and other emergencies, we consider poor air quality to be an additional safety concern.

Below is the air quality matrix that specifies actions. QSI Chengdu will use the air quality index that is reported by Chengdu Air Pollution: Real-time Air Quality Index. At the time of the writing of this policy, it is the most accessible and reliable reading for air quality in Chengdu.

We will use hourly AQI readings to determine how we will proceed on any given day. Special attention will be given before morning recess, before lunch recess, and at 3 PM before school sports.

Air Quality Index	Action Taken	
0 - 150	No Action Taken	Student recess and outdoor play/sport as usual.
151 - 200	Action taken to limit exposure	PE classes limited in scope, PE teacher choice to remain inside or move to gym. After school sport limited in scope/exertion or moved indoor. Recess outdoor limited to once per day.
200+	Action taken to prevent exposure	All outdoor activity canceled including sport.

General Behavior Guidelines & Rules

1. Students are expected to solve their disagreements through peaceful dialogue.
2. Students should always contact an adult when they observe inappropriate behavior.
3. Students should walk quietly at all times when in the building.
4. The care of all textbooks and library books issued to the student are his/her responsibility, as are all the parts of the building and other equipment. Students are encouraged to have a book bag or backpack to carry materials to and from school.
5. There are hooks or lockers in designated areas to hang up clothing.
6. Skateboards and rollerblades are not permitted at school with the exception of use during an ASA.
7. Any student staying after school should do so only when involved in supervised activities and with parental permission. Students staying after school for any reason must be under the supervision of an adult. Students found staying after school without permission will be escorted to the main office, parents will be called, and the students will be escorted to the reception room where they will remain until a parent or driver picks them up.

Our behavior rules and expectations apply throughout the school day and during all school activities, including field trips, sports, events, and other outings.

Discipline Policy

The primary goal of the QSI Chengdu's Discipline Policy is to help students understand acceptable behavior at school. The responsibility rests first and foremost with the home. The school is responsible for working with the parents in achieving this goal. In cases in which consequences must be issued by the school, it is not intended to be punitive, but to allow the student the opportunity to correct the behavior. Violations of rules may lead to parent notification, conferences, counseling, detentions, suspensions, expulsion from school, or other appropriate consequences. Any student whose actions violate the school rules or bring dishonor to the school, whether on or off campus during a school function, will be disciplined. An environment where students feel safe and secure helps students excel academically, socially, and emotionally. There are instances where disciplinary actions are required to maintain a healthy school atmosphere. Students will be held to high expectations of behavior in a respectable and trustworthy manner, and show concern for others at all times during school, extra-curricular activities, field trips, and any type of school activities.

Detention

Generally, if you receive a detention as a consequence for a misbehavior, it will be served at school. In some cases, individual teachers may detain a student in their classroom with proper notice. If a student has multiple detentions, teachers will contact parents and establish a meeting with the parents and an administrator to develop a plan of action.

If a student has trouble making it to school or class on time s/he must make up the time during a detention. Parents will be notified by the teacher. If tardiness continues, additional consequences may be earned.

If a student is required to attend a detention, receives an N, or will be suspended, parents will be contacted and the parent will be responsible for arranging transportation for the student.

Suspension

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

Expulsion

Expulsion is a serious action taken by the school. A student who is expelled from school cannot return.

LEVEL 1 Misbehaviors	LEVEL 2 Misbehaviors	LEVEL 3 Misbehaviors
These misbehaviors distract from student learning. Examples include, but are not limited to:	These misbehaviors contradict the Success Orientations and make the school feel unsafe. Examples include, but are not limited to:	These misbehaviors put others in immediate physical and emotional danger. Examples include, but are not limited to:
• Electronic device violations • Dress code violations • Tardiness • Disruptive behavior in classroom and at school • Profanity • Public displays of affection	• Insubordination • Harassment (any form) • Forgery • Cheating/Plagiarism • Bullying, intimidation, physical aggression, threatening • Theft • Vandalism • Lying/Dishonesty	• Fighting • Sexual harassment • Use or possession of alcohol, drugs, tobacco • Bribery • Use of a weapon at school (knife or gun)** • Making a bomb threat** • Arson**
Consequences may include: • “N” on Status Report • Warning from teacher or administrator • Conference with teacher, administrator, counselor and/or parent • Detention: lunchtime or after school • Parent notification • Removal from ASA Other appropriate consequence	Consequences may include: • “N” on Status Report • Parent notification & conference • Detention • Suspension: in-school or out-of-school • Counseling as needed • Removal from ASA • Other appropriate consequence	Consequences may include: • “N” on Status Report • Suspension • Expulsion • Notifying local police • Other appropriate consequence **NOTE: Immediate expulsion from QSI Chengdu

Harassment & Intimidation

The school is committed to providing a safe, positive, productive, and nurturing environment for all its students. The school encourages the promotion of positive interpersonal relationships between members of the school community. Aggressive behavior, bullying, and online and sexual harassment are strictly prohibited and will not be tolerated. This includes physical, verbal, electronically transmitted (cyber or high tech), and psychological abuse. The school will not tolerate any gestures, comments, threats, or actions which cause or threaten bodily harm or personal degradation. This applies to all school functions, on or off campus.

Any student found harassing another student may be recommended for long term (up to 10 days) suspension from attendance at school. **BULLYING IS NOT TOLERATED** and all reported incidents will be investigated. Parents will be contacted immediately, and an N will be assigned on the student's Status Report for Concern for Others.

We reserve the right to apply this policy to actions that take place off-campus, IF the action interferes with the operation of the school or an individual student's ability to receive an education.

Cyberbullying & Online Harassment

Cyberbullying is the use of information and communication technologies such as email messages, cell phones, text messages, personal web sites, online chat and social media sites that are intended to threaten or harm others, or which cause emotional distress to an individual or an individual's ability to receive an education.

Cyberbullies usually hide behind the anonymity that the Internet provides and do not fear being punished for their actions. Cyberbullies spread hurtful messages to a wide audience with remarkable speed. Cyberbullying includes, but is not limited to, the following:

- posting slurs or rumors,
- sending email or text messages that are mean,
- threatening or sexually explicit actions such as using a camera or camera phone to take and send embarrassing photos, posting fake or misleading or AI generated photographs of students on any form of social media.

Any student who believes that they or another student have been the victim of cyberbullying should immediately report the situation to a teacher, school administrator, or school counselor. Reports can be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. The school will investigate all reports of cyberbullying.

Dress Code

QSI International School of Chengdu believes that a certain amount of freedom of choice in dress is appropriate. However, our school is a multi-cultural environment, and students should always be mindful of giving the best possible impression. Clothing should be neat, clean, and appropriately worn. **In case of doubt, we recommend erring on the side of propriety and modesty.**

- Clothing should fit and cover all areas of the body that are considered private.
- Skirts or shorts should allow one to sit and move comfortably without showing undergarments
- No undergarment should be seen at any time.
- No inappropriate messages on clothing (inappropriate language, suggestive messages or symbols, any symbols which are drug, alcohol, or tobacco related, etc.)
- Clothing displaying graphics, whether pictorial or in words, must be consistent with the school's mission statement, not disruptive to the school's program, and not offensive to others.
- Tattoos, which are now illegal to obtain before the age of 18, should remain covered for all students.

Public Displays of Affection

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

QSI International School of Chengdu's Policy for Public Display of Affection stands as:

- Students are expected to conduct themselves in a manner that is appropriate for a school setting.
- Holding hands is an acceptable behavior, but kissing, groping, fondling, and embracing are not appropriate.

Students who violate this policy may face disciplinary action which could include a parent conference, after-school detention, or possible school suspension for repeat offenders.

Lockers

Middle school and secondary students are expected to use a school locker. The locker is considered the private domain of the student, and no other student has the right to access another student's locker. **Lockers are school property and may be searched at any time by school administration.** If it is determined that a locker must be searched and the locker has an individual lock on it, the lock will be cut off the locker if administration is unable to locate the student.

Electronic Devices & Telephones

The school understands that we live in the technological era. Cellphones, digital cameras, iPads, laptops, watches and other devices are common. The school encourages teachers to find ways to utilize technology in the classroom. However, the school does not allow students to use electronic devices for non-educational purposes during school hours. Devices are only allowed in one section of the school library during breaks or study halls. If students are using electronic devices for gaming or non-educational purposes, the following steps will be taken.

1. Students will receive a verbal warning.
2. With a second warning, device will be put away in locker or backpack; access will no longer be allowed. All teachers will be informed.
3. With a third warning, device will be taken until parents attend a meeting to create a personal electronics plan. Student will not have device for class use and will not be permitted to borrow one.
4. Further offenses will be considered insubordination and will be dealt with as a second level behavior infraction (see chart).

- As a Bring Your Own Device school, students should have a tablet or laptop for use during the school day. Phones may not be used for this purpose.
- Students should keep their devices in their bags or lockers until the teacher requests they use it.
- Cellular phones and earbuds or headphones should not to be used during the day without permission and should be kept in bag or locker during the school day. (See cell phone policy in appendix)

Lost and Found

Please help us by clearly labeling items of clothing such as mittens, caps, hats, jackets, coats, sweaters, and boots. It is also very helpful to have the child's name on his/her lunch box and backpack. Many mix-ups occur during the year and an unbelievable amount of lost clothing remains unclaimed. The Lost and Found is located near Elementary reception. As the Lost and Found becomes full, we will make an announcement to students to check it. Whatever is not taken will be donated to charity at the end of the year. Remember, the school is not responsible for lost or stolen items.

Bus Services

QSI Chengdu provides a bus service to all families who are interested. Each bus/van will have a monitor to ensure safety and order. Students will wear seatbelts at all times. Parents will be given the phone number for the bus/van and the approximate departure and arrival times. To avoid late arrival at school, the bus/van will wait no longer than 2 minutes for a child to arrive at the bus stop. Students are expected to follow the monitor's instructions. Students who are reported for minor infractions will meet with an administrator to discuss the behavior. If the behavior continues, parents will be notified and the student may be suspended from riding the bus for a period of time. Parents will be notified immediately regarding behaviors that seriously affect the safe operation of the school bus. Removal from the bus may be necessary for serious incidents, even for a first time offense. **To ensure safe pick up and drop off, it is imperative that parents provide the school with written confirmation of any changes to the bus routine. Please send these communications to your child's teacher, the academic coordinator, and the bus coordinator.**

Bus Policy – Students:

- You must be at the arranged pick up point at the appointed time. The bus will wait for 2 minutes, then the monitor will contact the parents. The bus cannot wait for latecomers.
- You will be under the authority of the bus monitor who may assign you a seat.
- You should seat yourself as quickly as possible and remain seated while the bus is in motion with your seatbelt tightly in place.
- If the bus is in such a position that you must cross the street, the bus monitor will accompany you unless special arrangements are made with parents. This may not apply to older students.
- If you are 8 years old or younger, your parents must pick you up at the bus stop. Special arrangements can be made upon requests by the parents (waiver).
- You will not be allowed to create disturbances on the bus. The monitor will inform the administration if this becomes necessary.
- You are not allowed to drink or eat on the bus.
- Improper language or behavior will not be tolerated.
- You may not lean out or place hands or arms out of windows or throw items from the bus.
- Everybody is expected to help keep the bus clean.
- Any student-caused damage to the bus will be the responsibility of the student, and price for replacement or repair will be charged to that student's family account.
- Behavior that requires intervention from the bus monitor may result in a suspension from the bus and a behavior plan.
- Only students who have paid for bus service may ride the after-school late bus.

All students riding the bus will pay an extra fee, not attached to tuition, and may pay by term or year. Companies will be invoiced along with the tuition if the parent so desires.

Special Requests

Special requests for primary students to ride a different or late bus must be communicated to the school (the bus monitor and the homeroom teacher) in writing no later than 13:00. Notes and verbal communications are not sufficient.

Driver Drop Off & Pick Up Responsibility

The delivering and collecting of students is a hectic time, but one that can be free of danger if diligence, adherence to, and support for established safety procedures are followed. Remember that the safety of children is our main concern. Any minor inconvenience this may cause is regrettable.

Drivers picking students up will need to park their cars in the parking lot across from the school entrance and walk children to the entrance of the school, as well as to collect them. No student under 11 years old will be allowed to leave the walkway without a driver. All students riding buses will be walked to the buses by a teacher or teaching assistant.

Appendixes

Middle School and Secondary Academic Policy

QSI Grading System

Quality Schools International (QSI) uses Mastery Learning for the assessment for MS/Sec students at QSI Chengdu.

The following summarizes the meaning of each grading term:

P Student is actively working or progressing on a unit

B Student has mastered the unit

A Student has achieved above mastery on the unit (not more B-level work)

H Unit has been put on hold, so that student can work on current units. (Only two units should be open at a time; however, there are some exceptions.) The aim is for all students to successfully complete as many units as possible. If at any point a student is capable of opening an H and earning mastery throughout the year, they should be encouraged to do so.

D Student is Deficient in Effort. A notification must be sent to parents prior to issuing a Deficient in Effort ("D") grade with a timeline of work expectations. Two-way communication with students and parents is imperative. If written communication does not generate a parent response, the teacher must follow up with a phone call to ensure parents are informed. If these expectations are not met, a Deficient in Effort grade should be issued with a specific plan for recovery in the form of a Deficient in Effort Letter. This should be emailed to parents, and the Academic Coordinator (AC) should be carbon copied.

Open Units

- No more than two units should be open at a time. (Any exception should be firstly cleared with the AC).
- If a student hasn't completed a unit by the end of the following unit, the prior unit is put on hold.

Recommencement of work

If a student has a Deficient in Effort grade and they begin actively working on the unit (returning to an acceptable work pattern), then the Deficient in Effort grade becomes a P, for in Progress. Teachers define an acceptable work pattern. A written plan (or "Deficient in Effort letter") between the teacher and student with completion dates will play a big part in resolving the issue.

Upgrading

A student has the opportunity to upgrade from a Mastery (B) to an Above Mastery (A), and it is the teacher's responsibility to provide that opportunity. Students may upgrade a unit during the next unit. For example, Unit 1 could be upgraded during the engagement of Unit 2. When Unit 2 closes, Unit 1 can no longer be upgraded.

Criteria should be in place to determine if a student is ready to be reassessed.

At the teacher's discretion, there might be only one opportunity to upgrade. At the AC's discretion, the student might have the opportunity for further upgrades; balance of work and time is heavily considered in this situation.

Level of Expectations

Students will often represent QSI Chengdu in functions which take them away from the school site. These include athletics, educational excursions, and other field trips. In order to participate in these experiences, students are required to meet standards of scholarship and behavior as follows:

- SCHOLARSHIP: Students are expected to be diligent in their studies and show mastery of the school work of which they are capable.
- BEHAVIOR: Students are expected to demonstrate the behavior outlined in their student handbook.

With these criteria in mind, the school has the right to select those students to represent the school who enhance the school's image. Denial of participation in any function may be made in individual cases.

In summary, it is the goal of QSI Chengdu for students who represent the school to reflect positive attitudes in behavior and to demonstrate diligence in scholarship.

If a student receives a Deficient in Effort on a unit, and still has a Deficient in Effort by the end of the following unit, then that Deficient in Effort unit is put on hold (three units can't be open at a time).

Assigning D's and N's

QSI-wide policy stipulates that parents must be informed prior to a teacher entering an 'N' or a 'D.' Teachers should email the parents and ask for their response to ensure the communication was received. If the parents do not respond, the teacher should follow up with a phone call through the front office. 'D's' do not hold the same meaning as a 'D' in a traditional school. 'D's' are a communication tool to let the family know the student is deficient in effort and must start putting forth an effort for the teacher to assess for mastery. It is a communication tool with the goal of supporting a child in getting back on track.

The Process for Receiving a ‘D’

A ‘D’ is given to a student who has not made a reasonable effort and is therefore “deficient” in attaining mastery of the outcome.
A ‘D’ can be given for the following reasons. *Please note that this list is not inclusive of all reasons.

- A student refuses to work towards mastery.
- A student consistently turns in work late.
- A student consistently misses scheduled evaluations.
- A student consistently turns in poor quality work.
- A student does not meet with the teacher during scheduled meetings (during school or after school).
- A student accumulates numerous ‘P’s without mastering units.
- A student does not work in class productively.
- A student cheats on a test or homework or plagiarizes a paper.

Step 1 - The teacher meets with the student and informs them that a ‘D’ is being considered. The teacher may offer the student extra help during school or after school. The teacher may also assign the student to a supervised tutorial for time to study or for extra help. The teacher contacts the parents and administration and informs them that a ‘D’ is being considered and asks for their help in this situation. A conference may be scheduled at this time.

Step 2 – If the student does not complete the work in a timely fashion- usually about 4 school days, or as determined by the teacher- or pass the unit test (this must be a different form of the first test) at a mastery level, the student will receive a ‘D’ for the unit and it will appear on their Status Report.

The Process for Receiving an 'N'

Scores of Ns are not awarded lightly, and teachers view giving Ns as a serious matter. The process of receiving an N is initiated when a student begins to demonstrate behaviors that are inconsistent with one or more of the Success Orientations. The teacher informs the student and parent that s/he is considering a RECOMMENDATION for an N in a specific Success Orientation. The parent is given the opportunity to aid the student/teacher in adjusting the behavior.

Before the end of the quintile, recommendations are examined by ALL TEACHERS WHO INTERACT WITH THE STUDENT. The student receives an N based on the consistency of the behavior throughout other classes. (Example: all teachers who know the student agree that the student has not yet fulfilled the expectations according to a particular Success Orientation). The student only receives an N if there is a consensus among teachers. In extreme circumstances, a student will be assigned an N without following the above steps. These cases may include: cheating, fighting, stealing, etc. The Academic Coordinator will assign this N and contact the parent.

A recommendation for an E follows a similar process when a student consistently demonstrates exemplary behavior in a Success Orientation.
Before the end of the quintile, recommendations are examined by ALL TEACHERS WHO INTERACT WITH THE STUDENT. The student receives an E based on the consistency of the behavior throughout other classes. (Other teachers agree that the student has exceeded the expectations according to the TSWs in a particular Success Orientation.)

Attendance Policy

Regular attendance is a prerequisite for success in school; conversely, those who are not in class will miss important learning opportunities. Poor attendance can lead to under-achievement, and this is especially true in the secondary years as courses become more demanding. It is important, therefore, that we work together to ensure that every child is in school and is challenged to meet their full potential.

All absences and tardies are recorded, regardless of why a student may not be in class. Absences should not be more than 10% of class time. If a student fails to meet the attendance requirement, the school may ask that this time be made up to ensure a minimum class attendance of 90%.

If parents/guardians know that their child is going to be absent from school for any reason, they are asked to give the school advance notice by sending an email to the school reception copied to the relevant Homeroom Teacher and Director/Academic Coordinator. If the absence is unanticipated and it is not possible for the parents to send an email, we ask that parents and guardians call the reception in the morning to inform the school, and that this call is followed up as soon as possible with an email.

Frequent absenteeism or tardiness, because of its detrimental effect on learning, is a serious matter. Therefore, all tardies and absences will be recorded on a student's record of attendance, and the school will follow up with individual students and families to promote punctuality. This could involve the school revoking some student privileges.

Persistent absenteeism or tardiness will result, firstly, in a communication to parents. Should a student fail to improve his/her record of attendance, both parents and student will be asked to attend a conference with the school's Academic Coordinator.

According to the Department for Education, students who miss less than 5% of school achieve at much higher levels than those who are absent for longer, which is why we strongly encourage and support good attendance. For our students to gain the greatest benefit from their education, it is vital that they attend school regularly, on time, every day the school is open unless the reason for the absence is unavoidable.

Cell / Mobile Phone Policy

Quality Schools International (QSI) understands that we are living in a society where cell phones and digital devices have become a part of our everyday lives. We also understand that above all, the education of our students is a primary goal. Staff, parents, and students recognize and accept that there is a time and place for the use of electronic devices. It is also believed, that the use of cell phones in school is a PRIVILEGE and not a right.

Whether intentional or not, the phone can remove us socially, intellectually, and emotionally from being present with those who surround us. We want us all to have a greater opportunity for face-to-face connections.

QSI Chengdu staff reserves the right to limit or control the use of cell phones and digital devices during the school day. Students must obey and respect all rules and procedures of each classroom teacher in regard to cell phone possession in class. Approved devices are laptops, iPads and notebooks. If your student does not have access to a device, we will be happy to provide a device for your student to utilize at school when necessary. We ask that families and students use the main office when communicating messages from home or school.

Cell phones & smart watches may not be used while on campus. If you feel your child must have a cell phone, it must remain in their backpack, TURNED OFF while at school. Texting and videotaping are not permitted anytime during the school day.

Students who "forget" are warned the first time. Students using phones or electronic devices without authorization for the second time will be asked to surrender his/her phone to the teacher and can pick up the phone at the end of the day from the Director or Academic Coordinator with parent notification. The third offence there will be a meeting with the administration to create a personal electronics plan/contract.

Requests to use the phone or cell phone will be screened and the conversation monitored. Students are to make personal arrangements BEFORE they arrive at school that day.

Brain research has found that the information we first receive in instruction is more significantly retained if our focus is dialed in the first time we hear/see/do something, rather than being distracted in a failed attempt to multi-task.

A huge part of why we come to school is for this in-person socialization. In our connected environment, we learn from each other, teachers and other students. We learn to work together, take turns, listen well, speak up, question things publicly, and to be collaborative. At school, we do these actions face-to-face.

Requesting Official QSI Documents and Recommendations Policy

- All requests for QSI documents and recommendation letters must be made in writing. Requests must be made 7-10 school days prior to the deadline. Requests made less than 7 days in advance are not guaranteed to be fulfilled before the deadline.
- Requests made after 3:30 PM or on weekends will be acknowledged on the next business day.
- Official transcripts for university applications will be uploaded directly to the university website or application platform. Official transcripts will only be given directly to students if specified by the university in writing.
- QSI cannot provide documents to agents. Students and parents must make requests for documents directly to the school.
- Requests for transcripts, certificates of enrollment, and school reports must be emailed to xia-qing@chengdu.qsi.org.
- Requests for recommendations should be emailed directly to the recommender AND xia-qing@chengdu.qsi.org.
- Teacher/Counselor/Director recommendations are confidential. A link should be emailed directly to the recommender from the receiving institution. If a link is not available, the student/parent will provide the email address of the receiving institution. In addition to sending the link to the recommender, all recommendation requests should be followed by an email to the recommender and copy the admin staff, Ms. Qing (xia-qing@chengdu.qsi.org) and Ms. Shining (shining-xia@chengdu.qsi.org). Recommendations will not be given directly to students or parents unless directed by the receiving institution in writing.
- It is best practice that recommendation requests are accompanied by a student resume or CV.
- Requested recommenders have the right to decline to write a recommendation. Please discuss the request with the intended recommender prior to making the official request.

Student Email Policy

Student Email Policy

Secondary and middle school students can be provided Office 365 email addresses from the @*school*.qsi.org domain. These emails are for school purposes only and are intended to be used to install the desktop versions of Microsoft Office applications, to communicate with teachers and staff at QSI, and to use Online Microsoft learning applications.

By default, student accounts can only send and receive emails **inside the QSI domain**. These email addresses are blocked from sending or receiving emails outside of the school domain. This restriction is designed to:

- protect the student using the account (keep viruses and “phishing” emails away from students)
- to protect the school domain name
- to prevent “spam” email being sent from accounts within the @qsi.org domain

The school email account is active only while the student is enrolled in school. While active, the student account is provided a **free license** to the full Microsoft Office Suite which can be used to install Office applications on up to five computers or devices. Withdrawn students will have their accounts closed one month after their last day at a QSI School.

School Email Exceptions

Students may encounter the need to use their school provided email addresses for legitimate school purposes outside of the school domain. If a student has been assigned to an online course or if there are other situations that may warrant an exception, an exception may be granted. Exceptions will be evaluated on a case-by-case basis.

If an exception is approved for the student account, the following expectations must be followed:

- The student only uses the email account for school related purposes
- The student does not use the email account to sign up for any non-preapproved outside services or social networking services

If a student is unable to meet the above expectations, the provided exception may be removed or the account may be suspended entirely.

+86 28 85113853

chengdu@qsi.org

chengdu.qsi.org

American Garden
#188 South 3rd Ring Road,
Chengdu 610041
China

QSI INTERNATIONAL SCHOOL OF CHENGDU