

QSI International School of Malta



Parent and Student Handbook
2026 – 2027

Table of Contents

INTRODUCTION.....	4
0.1 Background	4
0.2 Director’s Welcome	4
0.3 School Expectations	5
SCHOOL-WIDE BELIEFS	6
1.1 QSI Mission Statement.....	6
1.2 Success Orientations	6
1.3 Mastery Learning	9
1.3 Inclusion Statement	10
GENERAL INFORMATION.....	10
2.1 Timetable.....	10
2.2 Cell Phone & Device Use.....	10
2.3 Technology.....	11
SCHOOL-WIDE POLICIES AND INFORMATION.....	11
3.1 Accreditation	11
3.2 Spoken Language	11
3.3 Arrival and Dismissal.....	11
3.4 Absence and Early Dismissal.....	11
3.5 Attendance.....	12
3.6 Tardiness	12
3.7 Withdrawal	13
3.8 Homework.....	13
3.9 Out of School Excursions.....	13
3.10 Admissions Policy	14
3.11 Closed Campus Policy	14
3.12 Visitors	14
3.13 Emergency Procedures	14
SCHOOL SERVICES.....	15
4.1 Intensive English Services	15
4.2 School Lunches	15

4.3 Bus Transportation	16
4.4 Counseling.....	16
STUDENT CONDUCT.....	16
5.1 Student Conduct and Discipline Policy.....	16
5.2 Dress Code	17
5.3 Harassment and Intimidation	18
5.4 Cyberbullying and Online Harassment	18
5.5 Public Displays of Affection	19
5.6 Academic Honesty	19
SCHOOL DISCIPLINE	20
6.1 Loss of Recess	21
6.2 Suspension.....	21
6.3 Expulsion.....	21
6.4 General Misbehaviors and Potential Consequences.....	21
HEALTH AND SAFETY.....	22
7.1 Health Services & Dispensing Medication	22
7.2 Illness Policy	22
7.3 Head Lice	23
7.4 Playground Safety	23
SCHOOL COMMUNICATION	24
8.1 Newsletters	24
8.2 Open House	24
8.3 Status Reports.....	24
8.4 Parent-Teacher Conferences	24
8.5 Contacting Teachers	24
8.6 Email	25
8.7 Other.....	25
ACADEMIC INFORMATION.....	25
9.1 QSI Diplomas	25
9.2 Grading Practices at QSIM	25
9.3 Unit Recovery Program.....	29
CONTACT US.....	29

INTRODUCTION

0.1 Background

QSI International School of Malta is a private, non-profit day school that has been serving students of all nationalities since 2007. Catering to students aged 3-18, the school follows an American-style curriculum enriched by mastery learning concepts and contemporary educational trends. With a diverse community of over 45 nationalities, including seasoned teachers and administrators from across the globe, QSI International School of Malta fosters both academic and personal excellence. The school celebrates the rich cultural diversity within its community and prepares students for successful futures in higher education and beyond, equipping them with the skills needed to thrive as internationally minded learners and leaders.

0.2 Director's Welcome

Dear QSIM Community,

Welcome to QSI International School of Malta!

We are proud to be accredited by the Middle States Association, reflecting our commitment to high-quality international education. At QSI Malta, we celebrate a rich tapestry of perspectives, learning styles, languages, and cultures. Our student body includes individuals from over 45 nationalities, each bringing unique languages and experiences from home. Our primary goal is to deliver a rigorous and comprehensive academic education to every student, ensuring our older students are well-prepared for top universities. Additionally, we strive to nurture each child's development as a globally-minded citizen in our interconnected and collaborative world.

Our vibrant learning community, which includes students, staff, parents, alumni, and friends, provides an exceptional educational experience. We hope you will enjoy and value our positive school environment, characterized by diversity, belonging, and a profound sense of care for one another in a safe, kind, and nurturing setting.

This handbook contains important information about our school's procedures, programs, and policies. If you have any questions, please feel free to contact or visit the school. We are here to assist you! Thank you for your support and for being an integral part of the QSIM community.

Sincerely,

A handwritten signature in grey ink, appearing to read "Dr. B. L.", is positioned below the "Sincerely," text.

0.3 School 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-WIDE BELIEFS

1.1 QSI Mission Statement

Virtually every five-year-old comes to school eager to learn. The mission of Quality Schools International (QSI) is to keep this urge to learn alive in every child in QSI schools. Our schools are established to provide in the English language a quality education for students in the cities we serve. These students are the children of parents of many nationalities who have come to a foreign country, usually for a limited stay of a year or more. Some students are permanent residents, citizens of the host country.

Our schools follow a logical model of education which measures success by the accomplishments and attitudes of our students. We believe that all 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

- Developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning.
- Providing the time and resources needed for each student to attain mastery.
- 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.

1.2 Success Orientations

"Success for All" is the motto of QSI International School of Malta. Personal habits, the ability to interact successfully with others, reliability, responsibility, diligent work habits, promptness, keeping up with work, kindness, and other similar proponents in this realm are at least as important as the knowledge students learn and the competencies they gain. Responsibility for success in these orientations are actively encouraged and taught in virtually all areas of the school curriculum with the view of making them a vital part of the students' life pattern.

The Success Orientations are grouped under the following headings:

Responsibility - Trustworthiness - Group Interaction - Aesthetic Appreciation - Kindness and Politeness - Independent Endeavor - Concern for Others

Success Orientations Assessments

Students will be assessed each quintile with an E ("Exemplary"), S ("Satisfactory"), or N ("Not Yet") for each success orientation.

- An S means that the student is behaving as we expect all of our students to behave.
- An N reflects that a student is habitually not demonstrating behaviors that satisfactorily meet the expectations for the Success Orientation or has demonstrated an action that is well outside the normal expectations of students at QSI.
- An E is given when a student consistently models a given Success Orientation to a degree not often seen in the student body. Acts of exceptional kindness, honesty, responsibility, etc. that make a student stand out from the other students in this area.

Success Orientations Rubric

	Exemplary (E) level	Satisfactory (S) level	Not yet there (N) level
INDEPENDENT ENDEAVOR	• Goes beyond the assigned work by creating personal challenges that explores material on a deeper level. • Uses the library and other resources to continue research into areas of academic and personal interest. • Creates extra learning opportunities to engage in materials not covered in class. • Extends learning by doing extra projects or assignments related to material covered in class. • Always sets goals that include more than the minimal effort	• Works independently during appropriate class times. • Completes homework assignments, reports and projects in a timely manner. • Uses library and research materials for school assignments. • Follows through with directions the first time they are given. • Shows self-sufficiency in completing assignments, projects and homework.	• Fails to meet agreed upon deadlines. • Talks or disrupts class during independent study times. • Does not complete assignments in or outside of class. • Does not attempt to work independently or follow directions
KINDNESS & POLITENESS	• Actively includes new students as they integrate into school • Leads opportunities to help those that are less fortunate with both time and resources. • Goes out of his/her way to help classmates and staff when an opportunity arises. • Models kindness through sympathy, encouragement, and patience. • Always treats others with courtesy and leads classmates in doing the same.	• Does not put others down and is not rude to others. • Has a positive attitude toward including others. • Student shows sympathy, encouragement, helpfulness, and patience to others • Participates in school wide opportunities to help the needy. • Uses appropriate language for school • Courteous to teachers	• Uses foul language/cursing • Is not courteous or is rude to others • Exhibits bad manners in class, lunch time, or on the playground. • Mocks, teases, or makes fun of others. • Disrespectful of staff. • Does not help others in need.

AESTHETIC APPRECIATION	• Leads in efforts to clean up the school or grounds. • Creates opportunities to inform others of conservation. • Follows philosophy of Reuse, Reduce, Recycle • Cleans and tidies up public areas in classroom and school. • Uses/creates skillful artwork across the curriculum.	• Respects the school by not littering, trampling flowers or damaging trees. • Creates artwork that reflects the beauty of nature. • Homework, presentations, and projects are done neatly and to teacher specifications. • Arranges personal space in a neat and tidy way. • Makes positive comments about the beauty of ideas in music, art, drama, literature, and academic concepts.	• Consistently turns in sloppy work. • Damages/destroys flowers, trees, or grass. • Vandalizes school property. • Demonstrates a lack of effort in artistic endeavors. • Ignores litter. • Belittles or ridicules the beauty of ideas. • Displays negative remarks or actions that disrespect the beauty of ideas.
TRUSTWORTHINESS	• Brings lost or misplaced items to teachers. • Tells the truth in all circumstances, even when negative consequences follow. • Displays positive behavior when not supervised by teacher.	• Tells the truth and avoids deception. • Does not cheat on tests or homework. • Follows through with commitments. • Dependable. • Encourages honesty in others. • Returns lost items to teacher	• Cheats on test or presents someone else's work as his/her own. • Steals from others or keeps found items that do not belong to him/her. • Lies to others. • Disruptive when not being supervised • Does not follow through with commitments
CONCERN FOR OTHERS	• Actively includes others in activities. • Tutors/offers assistance to other students. • Promotes unity by encouraging others in all aspects of school life. • Approaches new students, making them feel welcome at school. • Voluntarily shares.	• Demonstrates tolerance and acceptance for those of other nationalities, races, religions or languages. • Does not exclude people from social groups. • Has a positive attitude toward others. • Avoids actions or words that are hurtful toward others. • Is happy for the achievements of others in academics and sports. • Sensitive to the feelings of others.	• Demonstrates disrespect for those of other nationalities, races, religions or languages. • Exclusive or cliquey attitude toward outsiders. • Makes fun of others. • Spreads gossip about others. • Does not sympathize with others. • Is unfriendly to others.

RESPONSIBILITY	• Contributes additional ideas, reports, research, and materials to classroom units. • Makes and follows through with important commitments. • Dependable when given extra tasks. • Always completes assignments in a timely manner. • Contributes to learning by bringing extra materials which can extend achievement.	• Comes to school/class on time. • Brings appropriate books/materials to class. • Completes homework assignments in a timely manner. • Takes care of personal/school materials. • Completes class work in a timely manner. • Uses class time efficiently. • Follows school rules.	• Involved in reckless or dangerous behavior. • Late to class on a regular basis. • Is not prepared for class with materials and homework. • Does not follow through with commitments. • Wastes class time by not engaging tasks in an appropriate manner. • Abuses the school technology policy. • Misses school often.
GROUP INTERACTION	• Leads others through words and actions by encouraging responsible behavior and learning in the classroom. • Shows respect for others' opinions and ideas through listening and providing appropriate feedback/comments. • Works well with any cooperative group of students regardless of the situation.	• Actively participates in classroom group assignments. • Listens to others' ideas. • Follows the instructions of those in leadership positions. • Expresses opinions in a non-judging way.	• Makes negative comments that distract the group. • Does not positively contribute to groups. • Does not carry out tasks related to the group/for the group assignment. • Interferes in group success. • Bosses/bullies other students.

1.3 Mastery Learning

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

QSI International School of Malta departs somewhat from traditional schools in that it is not as concerned about time being the "defining" factor of learning. In most schools, students are given a certain amount of time to complete learning in a subject. Then they are assessed on whether they can master the units designed to make them into a well-educated and well-adjusted person. In QSI's model of learning, students achieve the mastery level and are immediately rewarded by receiving credit for the unit. Thus, QSI has only mastery grades of "A" (demonstrates knowledge above mastery or the ability to use high level thinking skills with the application of knowledge) or "B" (mastery) or "P: still in progress."

QSI recognizes that not everyone will master units at the same rate. Many students will be able to finish a unit rather quickly, and they will be allowed to gain more credit by working on a selective unit. Some students will

take longer to achieve mastery level, and they will be given time to do so. In other words, students have more than one opportunity to be successful.

1.3 Inclusion Statement

QSI is open to all students. We respect their diversity regardless of race, ethnicity, gender, cultural background, disability, religion, personal beliefs, and socioeconomic status. QSI employees will be considerate of diverse cultural and family beliefs when teaching in the classroom. In QSI schools, we provide a safe and supportive environment for all students.

GENERAL INFORMATION

2.1 Timetable

The school day begins at 8:30am and ends at 3:40pm. Students take eight classes that last for the entire school year and Middle School and Secondary follow a modified, alternating block schedule each day. Classes are 45 minutes each except for the Middle and Secondary block classes which are about 90 minutes.

The following is the timetable:

2026 – 2027 DAILY TIMETABLE

DAILY - ELEMENTARY		MONDAY – THURSDAY 12YO – SECONDARY		FRIDAY – 12YO – SECONDARY	
8:30 – 9:12	Period 1 (Math)	8:30 – 9:12	Period 1	8:30 – 9:12	Period 1
9:12 – 9:22	5-7YO SNACK				
	8-11YO RECESS	9:15 – 10:00 Block 1	Period 2	9:15 – 10:00	Period 2
9:22 – 9:32	5-7YO RECESS				
	8-11YO RECESS	10:00 – 10:10	BREAK	10:00 – 10:10	BREAK
9:32 – 10:12	Period 2 (Lit)	10:10 – 10:52	Period 3	10:10 – 10:52	Period 3
10:12 – 10:52	Period 3 (Lit)	10:55 – 11:37	Period 4	10:55 – 11:37	Period 4
10:52 – 11:12	5-7YO LUNCH			11:40 – 12:10	ADVISORY
	8-11YO RECESS	11:40 – 12:10	ADVISORY	12:10 – 12:40	LUNCH
11:12 – 11:32	5-7YO RECESS				
	8-11YO LUNCH	12:10 – 12:40	LUNCH	12:40 – 1:22	Period 5
11:35 – 12:17	Period 4				
12:20 – 1:02	Period 5	12:40 – 2:07 Block 2	Periods 5 & 6	1:25 – 2:07	Period 6
1:02 – 1:12	5-7YO SNACK				
	8-11YO RECESS				
1:12 – 1:22	5-7YO RECESS			2:10 – 2:52	Period 7
	8-11YO SNACK				
1:25 – 2:07	Period 6	2:10 – 3:40 Block 3	Periods 7 & 8	2:55 – 3:40	Period 8
2:10 – 2:52	Period 7				
2:55 – 3:40	Period 8				

2.2 Cell Phone & Device Use

Cell phones may not be used during school hours and should be stored in students' lockers or backpacks if they are brought to school. Phones should be turned off or on silent to prevent unnecessary disruptions. Devices, including cell phones, laptops, and tablets are not to be used during breaks, recess, or lunch. Failure to adhere to these expectations could result in a student receiving an N for responsibility on their status report.

2.3 Technology

All students are expected to follow QSI Malta's acceptable use policy for technology. Further, all Secondary students are expected to bring their own device to use for classwork and should bring a device that is appropriate for Secondary level work, such as a tablet or laptop.

The Maltese government provides laptops for students 8YO – Secondary II. In order to participate, parents must sign a consent form from the government before the school can give students their device. These devices are provided by the government at their discretion and on their timeline. Students should bring their own device to school until government devices arrive.

SCHOOL-WIDE POLICIES AND INFORMATION

3.1 Accreditation

QSI International School of Malta is fully accredited through the internationally recognized Middle States Association of Colleges and Schools (MSA). MSA verifies that the QSI International School of Malta 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.

3.2 Spoken Language

QSI values the broad and beautiful international cultures that make up our community. QSI offers Languages Other Than English to all students 6 YO and above on a regular basis. However, the language of instruction for all other classes is English. We expect the entire community to speak and practice English at assigned and appropriate times in order to create an inclusive school environment. In the classroom, students should engage with both the teacher and other students in English when they are not in a Language Other Than English class.

3.3 Arrival and Dismissal

School arrival takes place from 8:00 – 8:25, and students arrive by car, school bus, or walking. The school asks all car riders to be dropped off and collected in the "drop-off" area. Faculty and/or staff will greet and welcome students safely at this location. All drivers should remain in their vehicles during drop-off.

Dismissal for bus riders takes place 3:40 – 3:50, and dismissal for car riders is from 3:50 – 4:00. Drivers should not enter the school gate for student pickup before 3:50 and all the buses have left. Drivers should receive a color-coded card to place visibly on their dash or visor for vehicle identification purposes.

A parent's written notification 24 hours in advance must be received by the teacher or office before a child can vary from normal dismissal arrangements. 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 received written or verbal permission from both students' parents/guardians.

3.4 Absence and Early Dismissal

Parents should phone the school before 8:30am to notify the school of an unexpected absence. Sending a note in advance for a planned absence is also acceptable. When parents anticipate that their child will be out of school for an extended time, they should inform the office. Notifying the school as early as possible about your child's school absence prevents us from contacting you at work or interrupting your activities at home.

Absence from class while present on the school campus (skipping a single and individual period) will be reported to the Director/Director of Instruction immediately. Any teacher who sees students lingering around common areas during class time will ask to see a hall pass. Students without appropriate permission to be out of class will be taken to their classroom or to the Director/Director of Instruction.

Students are required to always stay on the immediate school campus and unless there is an emergency, we ask that parents refrain from picking up students until school is dismissed in the afternoon as early dismissal can be disruptive to the learning process. However, if necessary, students are permitted to leave early with the following procedure:

- The parent must notify the office by phone or email and include the name of the person who is picking up the child.
- Parents must pick up their child from the front office. *Please do not go to the classroom.*
- Every student who has authorized permission to leave early must check-out with the office prior to departure.

3.5 Attendance

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

Teachers take attendance at the beginning of the day at 8:35, and attendance is recorded in the office. The office publishes a list of all students who are absent by the end of the first period. Parents are then called to verify the absence. Lengthy or frequent absences are brought to the attention of the school administration so that parents can be alerted to a potential problem. Students whose rate of absence is over 7% may be placed on a support plan to improve school attendance.

When a student is absent they should work with the teacher to make a plan for making up the missed work and to set convenient times for make-up tests or quizzes. If a student makes no effort to complete make-up work, the student will be referred to the Director/Director of Instruction for guidance. In the event of a lengthy illness, teachers will do everything possible to help students make up missed work.

If a student is not on the daily absence roster and is not in class, the student will be reported as "skipping" class.

3.6 Tardiness

To School: All students are to report to the office to receive a tardy slip if they arrive after 8:35. Teachers will not allow students to enter the class without a note from the office indicating the students have spoken with the appropriate office staff member.

If a student arrives at school after the beginning of the instructional day (8:35 am) and does not check in with the office, they may be counted absent in error as their reporting to the office is the process that allows for their attendance to be changed from absent to tardy. In the case that a student arrives at school after first period and is listed on the absent list, the student clears the tardy with the office so that the student will not be counted absent the rest of the day.

To Class (MS/Secondary): Teachers will deal with lateness to class by teaching correct habits through reward and encouragement, emphasizing the importance of a responsible lifestyle for future adult life patterns.

3.7 Withdrawal

If a student plans to leave our school, students and parents must notify the office in writing at least two weeks before the final date of attendance. The notification should include any special letters or documents needed for the student's next school. If a midyear withdrawal date is known in advance, please inform the school office as soon as possible. This allows teachers to finalize work and ensure evaluations are entered into the student's records. Credit will only be given for work that is completed, submitted, evaluated, and recorded. Please ensure all outstanding debts are settled and any borrowed materials, including library books and textbooks, are returned.

The accounting office will verify that there are no outstanding financial obligations. Once cleared by the accountant, the main office will release the student's records. No information will be released without written permission from the parents/guardians, except in limited cases where verbal consent is allowed. Requests to review records should be made by appointment at least 48 hours in advance to ensure all materials can be gathered. Appointments can be scheduled by calling the school office.

3.8 Homework

We view homework as an essential part of the learning process. Assignments should be purposeful and relevant to the concepts taught in class. Homework helps develop individual responsibility, independent practice, good work habits, and encourages parent involvement.

- **For 5–7-year-olds:** Students should read for at least 20 minutes each evening and spend no more than 15 minutes on additional homework. Occasionally, there may be a small amount of homework from other subjects.
- **For 8–10-year-olds:** Students should read for at least 30 minutes each evening and spend no more than 30 minutes on additional homework.
- **For 11–13-year-olds:** Students may have homework in various subjects each night, with a total of no more than one hour of homework on average.
- **For Secondary students:** Homework typically ranges from 60-90 minutes per night. AP courses may require up to one hour per night per course. Students should manage their time effectively both at school and at home, particularly when working on long-term projects.

3.9 Out of School Excursions

Students representing QSI International School of Malta on excursions or field trips must meet academic and behavioral standards. As such, the school has the right to select students for trips who will benefit from the activities and represent the school well. These trips, including sports events and experiential learning, may involve additional costs to be covered by students.

Field trips are essential to the curriculum, and participation is expected since these experiences cannot be replicated at home. A signed permission slip from a parent or guardian is required for all trips. Parents will receive advance notice with all necessary details and are welcome to assist in chaperoning field trips.

During trips, students are expected to behave appropriately. If a student's behavior may cause disruption, they may be excluded, with prior notification to parents. On field trips, students should avoid bringing large sums of money or valuables, as the school is not responsible for lost or stolen items. Belongings should be stored securely in lockers or classrooms.

3.10 Admissions Policy

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

The minimum age for admission to the Preschool (3-year-old class) is three years of age prior to November 1st of the school year for which the child is to be enrolled. All students in the Preschool program must be potty-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, 5 years of age prior to November 1st for 5-Year-Old program etc. No new students will be admitted to QSI International School of Malta until the admissions office has received verification of age. This should be in the form of either a birth certificate or a passport. No exceptions to the November 1st age requirement will be considered without formal testing and full consultation 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 come 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.

Students who wish to enter QSI Malta in the Middle School (12 and 13-year-old) years or Secondary grades (Secondary 1 – 4) must possess English proficiency at a level that will allow them to be successful in their classes and maintain the Middle School or Secondary workload.

3.11 Closed Campus Policy

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

Personal security guards or drivers are not permitted to remain at the campus during the school day unless specific arrangements have been made with the school Director.

3.12 Visitors

ALL VISITORS MUST ENTER THROUGH THE MAIN GATE AND SIGN IN AT THE RECEPTION DESK. All visitors must receive permission from school administration to enter the internal campus. Visitors will be given an identification badge. Anyone who is on campus without this badge will be asked to return to the office. Students are not allowed to bring other school-age visitors to school without advance permission (one or two days) from the Director or Director of Instruction. We encourage parents to visit and volunteer. However, we do ask that extended visits be scheduled with the office and the teacher in advance.

3.13 Emergency Procedures

At QSI Malta, the safety of our children and staff are our top priority. QSI Malta has specific plans and directives set in place to handle the following crisis situations:

- Fire
- Bomb Threat
- Natural Disaster
- Civil Unrest/Civil Disorder
- Bus Safety

- Hostage/Intruder

It is important 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.

SCHOOL SERVICES

4.1 Intensive English Services

For many years QSI International School of Malta has provided an Intensive English (IE) program to help students reach an appropriate level of proficiency to be academically successful. This type of program is sometimes called English as a Second Language (ESL), English Language Learners (ELL), or English as a Foreign Language (EFL). At QSI International School of Malta we offer a combination of a pull-out program and a push in program for English learners. This means that students will be instructed in English away from the regular classroom for part of the day and will also be supported in the regular classroom for part of the day. During the non-core academic subjects (P.E., music, art, etc.), students will attend classes together with their peers.

Students who are in the preschool (2-4 years old) and 5-year-old program will not receive additional help through our IE program as all early childhood students are still developing their language skills and proficiency. Beginning at age 6, students will enter an IE program if needed. Assessments are given upon registration or at the beginning of the school year and periodically thereafter to assess growth in English reading and writing. A variety of assessments are used to design the correct instructional program more carefully for each student.

Students age 6-13 who are in the IE program will receive a minimum of two Intensive English periods each day. As mentioned above, these will be a combination of pull-out instruction and regular classroom support from qualified, certified teachers.

Beginning at age 13, it is particularly important for parents to realize that students who do not reach an adequate level of English reading and writing proficiency to be successful in a high school (secondary) curriculum may not be able to earn a diploma on time to graduate with their peers. These students may have the opportunity to be placed in a more rigorous IE program for additional English support and growth after their 13YO year before entering our Secondary program.

Students who enter the Secondary school are expected to have reached an appropriate level of English proficiency to be successful at the Secondary level, and Intensive English support may be limited.

Questions and concerns regarding the Intensive English program may be addressed by contacting the IE Coordinator or Director of Instruction in your child's building.

4.2 School Lunches

A healthy school lunch is available for purchase from a professional vendor on a daily basis. Students/parents will pre-order lunch directly with the vendor for delivery to the school. If a student does not choose a school lunch, they may bring one from home. The school provides water and suggests children bring a reusable bottle or cup for drinking. If desired, they may also bring bottled water from home.

4.3 Bus Transportation

Dacoby Transportation offers a bus service to all interested families. School bus transportation is from home to school and school to home. To ensure safe pick-up and drop-off, parents must provide written notice of any changes to the bus routine at least 24 hours in advance. Please send these communications to your child's teacher, the office manager, and the Director of Instruction.

When riding the bus, students must obey the following rules:

- Arrive at the pick-up point a few minutes before the scheduled time.
- Seat yourself quickly and remain seated with your seatbelt fastened while the bus is in motion.
- Disturbances, eating, or drinking are not allowed.
- Improper language or behavior will not be tolerated.
- Do not lean out of the windows or place hands or arms outside.
- Throwing items from the bus is prohibited.
- Everyone is expected to help keep the bus clean.
- Any damage caused to the bus by a student will be charged to that student's family account.

Minor infractions while riding the bus will result in a meeting with an administrator. If the behavior persists, parents will be notified, and the student may be temporarily suspended from riding the school bus. For serious incidents that affect bus safety, parents will be contacted immediately, and the student may be removed from the bus, even for a first offense.

4.4 Counseling

QSI International School of Malta has a full-time counselor on campus. School counselors work with students to address their academic and developmental needs. School counselors play a vital role in the education system by providing valuable assistance to students through leadership, advocacy, and collaboration. Counselors help in developing, implementing, and managing school guidance programs while working with students in individual, small group, and classroom settings. A professional school counselor helps create a safe learning environment for all students that meets each student's individual needs and adheres to professional and ethical standards.

STUDENT CONDUCT

5.1 Student Conduct and Discipline Policy

Maintaining a safe and secure environment is essential for students to thrive academically, socially, and emotionally. Therefore, students are held to high standards of behavior and expected to act with respect and trustworthiness, showing concern for others at all times, whether during school hours, extracurricular activities, field trips, or any school-related events.

General behavior expectations include the following:

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 always walk quietly when in the building and on the walkways.
4. The care of all textbooks and library books issued to the student are his/her responsibility as are all parts of the building and other equipment. Students are encouraged to have a book bag or backpack to carry materials to and from school.

6. Skateboards and rollerblades are not permitted at school.
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.

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

5.2 Dress Code

The dress code at QSI International School of Malta is designed to ensure equitable educational access and does not reinforce stereotypes. It is enforced consistently to avoid marginalization based on race, sex, gender identity, sexual orientation, ethnicity, religion, cultural observance, income, or body type/size.

Philosophy:

- Students should feel comfortable in their clothing without fear of unnecessary discipline or body shaming.
- Everyone is responsible for managing their own distractions without regulating others' clothing or self-expression.
- Dress code enforcement should not create barriers to school attendance or add conflict for teachers.

Goals:

- Maintain a safe learning environment in classes requiring protective or specific attire (e.g., science labs, PE).
- Allow students to wear clothing that is comfortable, expresses their gender identity, and adheres to religious practices without fear of discrimination.
- Prohibit clothing or accessories with offensive images, language, or references to illegal activities.
- Ensure that student attire does not disrupt the educational process or infringe on the rights of others.
- Treat all students equitably, regardless of identity.

Guidelines:

QSI International School of Malta expects students to dress appropriately for the school day and school-sponsored events. Students and their parents/guardians maintain the primary responsibility for student attire. The school ensures that student attire does not compromise safety, create a hostile environment, or reinforce stereotypes.

1. **Basic Principle:** Certain body parts (genitals, buttocks, breasts, nipples) must be fully covered with opaque fabric at all times.
2. **Students Must Wear:**
 - A shirt (covering front, back, and sides under the arms)
 - Pants/jeans or equivalent (e.g., skirt, leggings, dress, shorts)
 - Shoes (sandals must have back straps for safety)
 - Course-specific attire may be required for certain subjects (e.g., PE shoes, professional dress for public speaking)
3. **Students May Wear:**
 - Hats (facing forward or backward) that allow the face to be visible
 - Religious headwear

- Hoodies (with the hood worn up, but face and ears must be visible)
- Fitted pants (e.g., opaque leggings, yoga pants, skinny jeans), tank tops, and athletic attire
- Ripped jeans, provided underwear and buttocks are not exposed
- Visible waistbands or straps of undergarments worn under clothing, as long as they comply with Section 1

4. Students Cannot Wear:

- Clothing with violent, drug/alcohol-related, or hate speech imagery or language
- Clothing depicting profanity or pornography
- Clothing that creates a hostile or intimidating environment
- Clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits
- Dangerous accessories or items that could be used as weapons
- Any clothing that obscures the face or ears (except for religious observance)

Enforcement

Dress code enforcement is consistent and equitable. No discretionary enforcement that leads to discrimination is permitted.

- Students will only be removed from school spaces or events for violations of Sections 1 and 4.
- Students in violation will be given two options to comply with the dress code:
 1. Change into alternative clothing they have at school.
 2. Contact a parent/guardian to bring alternative clothing.

5.3 Harassment and Intimidation

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.

No harassment of another student, whether verbal or physical, is tolerated at QSI Malta. Any student found harassing another student may be recommended for long term suspension from attendance at school.

BULLYING IS NOT TOLERATED, and all reported incidents will be investigated. Parents will be contacted immediately when their child has been bullying another and an “N” will be assigned on their Status Report for Concern for Others. The school is committed to providing a safe, positive, productive, and nurturing environment for all its students.

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’s ability to receive an education.

5.4 Cyberbullying and 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 and threatening
- using a camera or camera phone to take and send embarrassing photos
- posting fake or misleading photographs of students on websites.

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

5.5 Public Displays of Affection

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

The QSI International School of Malta'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.

5.6 Academic Honesty

Academic honesty is based on three main elements:

1. **Authentic Work:** All student work should be based on the student's individual and original ideas and effort, with proper acknowledgement of the ownership of ideas and work of others when used. When a student submits or conducts work, they do so with the aim of producing their own ideas or products, or when appropriate, consulting the ideas of others *with proper citation*.
2. **Intellectual Property:** The ownership of ideas, products, and effort by the student or by others. Students aim to create their own intellectual property and to respect the ownership by others of their intellectual property.
3. **Conduct:** The actions, or in some cases lack of actions, of students in their academic experience, from in-class, out of class, and exam settings that show authenticity in their work and the appropriate respect and acknowledgement of intellectual property.

Academic integrity at QSI Malta means that all students must represent their work honestly, without using another person's work as their own. Below are guidelines to help clarify expectations for various academic scenarios.

Homework

Homework is primarily a learning tool, and collaborating with others can be appropriate. However, copying another person's work and passing it off as your own, or allowing someone to copy your work and turn in as their own, is considered cheating.

Acceptable practices with teacher permission:

- Collaborating on a group assignment with all contributors acknowledged.
- Discussing problems or strategies with others, as long as you work out the solution independently.
- Working together on ungraded assignments with the teacher's knowledge.

Unacceptable Behaviors:

- Having someone else complete graded assignments for you.
- Copying any portion of another's work and submitting it as your own.
- Submitting someone else's work, including AI-generated content, as your own.
- Allowing others to copy your work and submit it as theirs.

Tests and Quizzes

Gaining an unfair advantage on tests or quizzes is a violation of academic integrity.

Unacceptable Behaviors:

- Discussing the content of a test or quiz with someone who has already taken it.
- Bringing hidden notes to a test (possession of cheat notes is considered intent to use).
- Looking at another student's work or talking during a test without permission.
- Allowing others to view your work or helping them during a test.
- Possessing a copy of the test before it is administered.
- Taking a test or quiz on behalf of someone else.

Plagiarism

- Copying specific ideas or large portions of text without proper citation.
- Paraphrasing or summarizing without citing the source.
- Downloading, purchasing, or copying and pasting information from the internet without citation.
- Making others' ideas appear as your own by any means, including using AI.

Consequences for Academic Dishonesty

Academic dishonesty is treated seriously at QSI Malta. Students who show academic dishonesty by cheating or helping others cheat or plagiarize will be treated similarly:

- **First Offense:** The student will meet with the teacher to discuss the issue and will be required to revise the plagiarized work or complete a new assignment.
- **Second Offense:** The student will receive a D grade for the assignment, parents will be contacted, and the student will redo the work in person with the teacher either at lunch or after school.
- **Third Offense:** The student will receive a D grade, face more serious consequences, and may have their enrollment status reviewed.

SCHOOL DISCIPLINE

The primary goal of QSI Malta's Discipline Policy is to help students learn and demonstrate acceptable behavior at school. While the responsibility for instilling these values begins at home, the school plays an important role in partnering with parents to achieve this goal. When disciplinary measures are necessary, they are not meant to be punitive but rather to provide students with an opportunity to correct their behavior.

Violations of school rules may result in consequences such as parent notification, conferences, counseling, suspensions, expulsion, or other appropriate actions. Any student whose behavior violates school rules or tarnishes the school's reputation—whether on or off campus during a school function—will face disciplinary action.

6.1 Loss of Recess

Individual teachers or administrators may request a student report to their room during the snack or lunch recess to provide academic support or to make up missing work. If a student loses recess time because teachers need to guide them through the behavior reflection process, teachers will contact parents to make them aware of the situation.

6.2 Suspension

Suspension is an action determined by the school administration. More precisely, a suspension is an action determined by Director or Director of Instruction 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, parents and student shall meet with the Director of Instruction or Director 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, Director of Instruction, or other designee.

6.3 Expulsion

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

6.4 General Misbehaviors and Potential Consequences

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/at school • Profanity • Public displays of affection • Rough-housing (hitting, shoving, pushing, etc.)	• Insubordination • Harassment (any form) • Forgery • Cheating/Plagiarism • Bullying, intimidation, physical aggression, threatening • Theft • Vandalism • Lying/Dishonesty • Biting • Fighting • Running/hiding from teacher • Skipping class	• Fighting-Repeated • Sexual harassment • Use or possession of alcohol, drugs, tobacco or nicotine products • Bribery ❖ Use of a weapon at school (knife or gun) ❖ Making a bomb threat ❖ Arson

<u>Consequences may include:</u> • “N” on Status Report • Warning from teacher or administrator • Conference with teacher and/or parent • Detention: lunchtime or recess • Parent notification • Removal from ASA • Other appropriate consequence	<u>Consequences may include:</u> • “N” on Status Report • Parent notification & Conference • Detentions • Suspension: in-school or out-of-school; up to 3 days • Conference with administrator and/or counselor • Removal from ASA • Other appropriate consequence	<u>Consequences may include:</u> • “N” on Status Report • Suspension – length determined by administration up to 10 days • Expulsion • Notifying local police • Other appropriate consequence ❖ NOTE: These result in immediate expulsion from QSI Malta
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HEALTH AND SAFETY

7.1 Health Services & Dispensing Medication

QSI Malta hosts a health center during school hours. In case of injury, teachers and students should notify the health center. The health center 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 are sick should not come to school, however, if students do arrive with contagious illnesses, severe colds, or fevers, they will be sent to the health center. 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
- immunization information
- recommended doctor or medical services

QSI Malta 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 with the school. Any medication given to students by the school 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.

7.2 Illness Policy

Fevers are common in young children and are often a signal that something is wrong. If your child has a fever of 100.4°F (38°C) or higher, please keep him/her at home. To return to school, your child must be 24 hours fever free. If your child develops a fever of 100.4°F or higher while at school, the school nurse will call you to come and pick up your child. Sick students will stay in health center until retrieved by parents.

Diarrhea due to illness is highly contagious. If your child has diarrhea, please keep him/her at home. If your child has 2 or more diarrhea episodes, or any uncontained diarrhea while at school, the nurse will call you to retrieve your child. Also, if your child vomits while at school, you will be called immediately to pick him/her up. Please, keep your child at home 24 hours after the vomiting and diarrhea have stopped. When children return too soon, there is a much higher rate of recurrence and contagiousness.

Colds are a common occurrence, however, there are some symptoms that warrant keeping a sick child at home. These include but are not limited to:

- A bad cold with a hacking or persistent cough
- Green or yellow nasal drainage
- Productive cough with green or yellow phlegm being coughed out

These symptoms may be present with or without fever. If your child just has a minor cold without fever and will attend school, please notify their teacher. We encourage extra fluids and proper hand washing.

A rash may be a sign of many illnesses, such as measles or chickenpox. School must know if the rash is contagious or not. Please, do not send your child to school until your doctor says it is okay to do so.

If your child is sick or gets sick during school hours, please, keep him/her at home. Children must be at least 24 hours without any symptoms of illness in order to return to school.

7.3 Head Lice

Head lice are small insects that live in human hair, not caused by poor hygiene, and do not carry diseases. They spread through close contact, making them relatively common among primary school children. To help prevent outbreaks, the school nurse will conduct periodic lice checks, especially if a case is reported in a classroom.

If live lice are found:

- The school will notify the parents immediately, and the child must be picked up.
- Parents will receive information on lice and treatment.
- Treatment must be administered, and all lice removed before the child can return to school.
- Upon re-entry, the child will be checked again and monitored every two days for the next two weeks until all eggs are gone.
- All students in the affected class will also be checked.

If nits (lice eggs) are found:

- Parents will be notified and provided with information on lice.
- Treatment must be applied before the child returns to school.
- The child will be checked every two days for 14 days to ensure all eggs are removed.

7.4 Playground Safety

Recess is a regularly scheduled part of the elementary school day. This time serves as a break for students and provides time 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 children typically go outside to play during morning and lunch recess but may be asked to stay indoors on poor air quality days. All children should come to school properly clothed for outside conditions.

Playground Rules

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.
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. No fighting or games involving pushing, shoving, tackling, tripping, or other rough-housing.
6. Throwing any items such as toys, rocks, or dirt is 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.
8. When the whistle blows at the end of recess, students are to stop what they are doing immediately and lineup.

SCHOOL COMMUNICATION

8.1 Newsletters

QSI Malta believes that maintaining good communication between the school and parents is critical to student success. Phone calls, notes, and e-mails are welcomed and encouraged. Weekly newsletters from the Director and DI and individual classrooms contain announcements, reminders, and articles of interest to the parent community. These are published and distributed by email weekly and will keep you informed of events our students participated in during the week, upcoming events, and class projects.

8.2 Open House

An open house that allows teachers to describe the curriculum, programs, and activities planned for the year will occur within the first weeks of the school year. Parents will receive helpful information from the classroom teacher during Back-to-School Night.

8.3 Status Reports

The school year is divided into five sections called quintiles. Each quintile is 36 days, and at the end of the quintile a status report of class progress will be generated for each student. The yearly calendar will list when status reports are expected to be published and sent home. Three and four year old students will receive 3 status reports during the year and all other students will receive five. Two times a year, students will receive comments from teachers with their status reports.

8.4 Parent-Teacher Conferences

Conferences with parents and teachers are an opportunity for parents and teachers to discuss individual student growth and needs. Parent conferences will be scheduled twice throughout the school year. Every effort is made to coordinate conference times to accommodate work commitments and conferences regarding siblings. Parents or teachers may request additional conferences at any time during the year.

8.5 Contacting Teachers

When a problem concerns regarding your son or daughter and his/her work in school, the best person to contact is the classroom teacher. An appointment to meet with the teacher may be made by calling the office or by sending an email to the teacher. Please remember that it is very difficult for teachers to come to the telephone between 8:00am – 3:45pm depending on their teaching schedule. Sending an email to the teacher is the most effective way to communicate.

8.6 Email

QSI Malta provides a school email address to students 8 years old and up. The email also gives the student access to Office 365 and allows students to install Microsoft Office on up to 5 personal devices. Student email accounts can only send and receive emails within our domain. This means that students are only able to email fellow student and teachers. The only exception to this rule is for Secondary students.

All teachers have school email accounts. Parents are encouraged to communicate with teachers via email. Students must use their school email when communicating with school staff and should not send emails to teachers from their personal email accounts.

8.7 Other

QSI Malta also uses other channels of communication between school and home:

- QSI Malta maintains a school website which contains important information and we urge all parents to visit our website regularly.
- We regularly update our school Facebook page
- Teachers use Teams to communicate with parents and students about student progress

ACADEMIC INFORMATION

9.1 QSI Diplomas

Three diploma programs are offered by QSI International School of Malta:

Diploma

Diploma with Honors

AP Capstone

The Diploma pathway is a university preparation course of study. Students who complete this program satisfy the admissions requirements for many universities around the world. A total of 220 credits (including electives) is required to earn the Diploma.

A Diploma with Honors is the most advanced diploma offered by QSI International School of Malta. A total of 240 credits (including electives) is required to earn the Diploma, and must include at least four Advanced Placement (AP) courses.

The AP Capstone diploma is awarded through College Board. To earn the AP Capstone Diploma students must earn a score of 3 or higher in AP Seminar and AP Research and on three or more AP Exams of their choosing. In addition to these requirements, all QSI graduation requirements must also be fulfilled.

9.2 Grading Practices at QSIM

P – In Progress – The student is in progress and actively working on the outcome (normal status). All students must have at least one unit in each class in progress at all times.

B – Mastery – All essential parts of the outcomes were mastered at an appropriately high level.

A – Above Mastery – All essential parts of the outcome were mastered at an appropriately high level. The student demonstrated noteworthy achievement of a high quality, particularly in the higher order thinking or performance skills; the student has achieved above mastery on the unit (not more Mastery-level work).

H – On Hold – The outcome is ‘on hold’ for a legitimate reason that is approved by the DI. A unit is put on hold so that the student can work on current units. We want all students to successfully complete as many units as possible; if at any point a student can re-open an H unit and earn mastery, they should!

E – Exposure – The student made a reasonable effort in the outcome and attained a level of mastery consistent with his/her capabilities (Elementary classes only, but not in mathematics, reading, or writing).

D – Deficient in Effort: the student is deficient in effort. After a unit of instruction has been finished by the teacher, students should be given until the end of the next unit to master the previous unit or achieve Above Mastery. If, after the pre-determined timeframe, the student has still not mastered the unit *and has not made efforts to do so*, a grade of D can be given. Before a D is given, teachers **must** communicate with parents and the student about the plan for success and what work is required for the student to close the unit. The date this work is expected should also be made clear. If the deadline arrives and students have not shown efforts to master the work, a D should be given, and teachers will need to communicate with parents and the DI again regarding the grade.

If a student is deficient in effort in their classwork, it is possible that the student will not be allowed to participate in sports or other extra-curricular activities to focus on time management.

If students are legitimately trying to learn content, and just need more time, a D should not be given. If a student is “trying to learn” there should be evidence of additional work completed or multiple meetings with the teacher to work on the material. In this situation, the student’s grade should remain on P as long as they are *actively* working to master the material. It is important for a teacher and student to acknowledge if there are too many P grades. If this is the case, a unit in progress (P) may need to be put on hold (H) to be worked on later in the year. An H grade must be completed by the end of the school year and should not be held over for the following year.

End of Unit Terminology

- Upgrade – An upgrade occurs when a grade changes from a B to an A.
- Unit Closure – Unit closure occurs when a grade changes from P or D to B or A.

Upgrade Policy

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

Student Timeline for Unit Completion and Upgrading Units

Students who earn a B on a given unit will be given until the end of the next unit of study to upgrade the previous unit grade from B to A.

Students who end a unit on P will be given until the end of the next unit of study to change the previous unit grade from P to B or A. If the P is not changed to B or A by the end of the next unit, a D will be given for the previous unit.

E01 Ends

- Some students will close E01 with an A or B grade
- Some students will remain on P for E01. Notification should be sent that these students are in danger of receiving a D and a plan for avoiding a D should be made.

E02 Ends

- Upgrades from B to A for E01 must be complete
- E01 Ps must be changed to B or A or a D grade is given
- Some students will close E02 with an A or B grade
- Some students will remain on P for E02. Notification should be sent that these students are in danger of receiving a D and a plan for avoiding a D should be made.

E03 Ends

- Upgrades from B to A, or changing a D grade for E01 are no longer available without administration approval
- Upgrades from B to A for E02 must be complete
- E02 Ps must be changed to B or A or a D grade is given
- Some students will close E03 with an A or B grade
- Some students will remain on P for E03. Notification should be sent that these students are in danger of receiving a D and a plan for avoiding a D should be made.

Other Information About Upgrades:

- Units in which there has been plagiarism, late submissions, or a 'D' issued may not be eligible for an 'A' upgrade. However, schools and teachers should always consider any individual situation and exceptions can be made.
 - Plagiarism or academic misconduct is not a reason to issue a zero grade or a conclusive D grade. Plagiarism or academic misconduct will result in an N mark in Responsibility when a pattern is established. All cases of plagiarism or academic misconduct must be reported to the school administration.
- Any D must be upgraded to a B, at minimum, before the end of the school year.
- No A upgrade requests should be accepted within the last week of school.
- Students cannot use summer school sessions to upgrade units from B to A level.
- Students cannot earn As for units closed in unit recovery or summer school.

Administration Approval for Additional Upgrade Opportunities

After the class is more than one unit past any particular unit students can no longer upgrade that unit grade from B to A without administration approval. Students can request admin approval for additional upgrade opportunities within the following timeframes:

UNITS OPENED DURING EACH TERM (based on 10-unit course)	WINDOW OPEN FOR UPGRADE APPROVAL FROM ADMIN
1st and 2nd unit opened in first quintile	End of second quintile
3rd and 4th unit opened in second quintile	End of third quintile
5th and 6th unit opened in third quintile	End of fourth quintile
7th and 8th unit opened in fourth quintile	4 weeks before end of fifth quintile
9th and 10th unit opened in fifth quintile	1week before end of fifth quintile

NOTE: In situations with students having extenuating circumstances, the window may be adjusted. Extenuating circumstances range from major medical issues to personal crises.

Any upgrade request beyond the time allotted in class must be submitted to the Director of Instruction for approval. Students must submit a detailed plan on what steps they will take to improve their grade. **In practice, the request will not be approved if the student is at risk of overextending their work schedule and putting current units at risk of not demonstrating mastery. This means an upgrade opportunity can be denied.**

Specific upgrading criteria may vary from class to class. Students must work cooperatively with the teacher to plan for upgrades and follow-up assessments; usually this will require the student to set up a time to meet with the teacher outside of class.

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. Teachers will not assess a student if he/she does not have a good chance of success. Attendance also has a great impact on preparation for successful assessment.

Secondary Assessment Policy

It happens that students abuse the assessment procedure by taking multiple versions of tests to pass the outcome. Some do not study for the first test, find out what the test is like, and then take the second test, and sometimes a third before they pass. To discourage these practices, here are some guidelines:

- A teacher does not need to provide an end of unit assessment if the student has not completed all of the classwork at mastery level prior to the assessment. Classwork prepares the student for the assessment. A student has a high rate of failure when taking an end of unit assessment without completing the prior work at mastery level.
- Students will be allowed to complete two assessments.
- If a student does not pass or misses assessment A, the student must complete assessment B.
- To encourage students to complete and pass the first assessment, and to help students to pass the second assessment, the teacher may require students to complete an extra assignment relating to the outcome before they are allowed to take assessment B.
- Sometimes struggling students take multiple tests, and if this is the case, the student may be misplaced, and teachers will initiate a placement evaluation.
- If a third attempt is needed, administration should be included in the planning process to help determine why the student is struggling with assessments.

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. If a student appears to be facing personal challenges or difficulties with academic work, the school will provide support to help the student to reach mastery. 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.
- Unit Recovery Class
- Seeking guidance from the school counselor.
- Visiting teachers' office hours.
- Tutoring with the Intensive English staff rather than attending LOE classes.
- Tutoring sessions with a teacher during recess, lunch, or after school (not detention).
- Slowing the pace of the course.
- Creating individual plans to best address the needs of the student.

9.3 Unit Recovery Program

In each Secondary course students are required to show Mastery or Above Mastery in 10 units of study. Students must complete 10 units to gain full course credit and move on to the next class or year. For example, S1 students must complete 10 units of Writing 1 to move on to Writing 2 as an S2.

For different reasons, students sometimes need more time to complete 10 units in a course. If a student needs to complete three or fewer units per class, they can participate in Unit Recovery. Students can take Unit Recovery in summer school or complete the units during the academic year. Students will be assigned to a particular teacher who will be responsible for helping students to recover their missing units. Students will be required to complete all assignments to close these remaining units in order to satisfy graduation requirements.

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