

QSI INTERNATIONAL SCHOOL OF BISHKEK



PARENT-STUDENT HANDBOOK

2019 - 2020 SCHOOL YEAR

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Table of Contents

EXPECTATIONS	3
Our Mission	3
Belief Statement	4
Commitment to Quality	4
SCHOOL RULES	4
Student Behavior Evaluation	5
FAQ About the Status Reports	7
Homework	8
Lunch and Snack	9
Books and Supplies	9
Lockers	9
Visitors	9
Closed Campus	9
ATTENDANCE/REPORTING	9
Permission to Leave School	10
STUDENT RECORDS	10
Health Information	10
Illness	10
Dispensing of Medication	11
OUTDOOR RECESS	11
PLAYGROUND POLICY	11
BUILDING POLICY	11
CAFETERIA POLICY	12
TRAFFIC AND PEDESTRIAN SAFETY	12
LOST AND FOUND	13
TELEPHONE USE	13
FIELD TRIPS	13
PERSONAL PROPERTY	Error! Bo
DRESS CODE	13
SMOKE FREE, ALCOHOL FREE AND DRUG FREE	14
ELECTRONIC DEVICES and MOBILE PHONES	14
WITHDRAWAL PROCEDURE	14
BEHAVIORAL EXPECTATIONS AND CONSEQUENCES	14
Minor Misbehavior	15
Consequences	15
Major Misbehavior	16
Consequences	16
Expellable Offenses	16
Consequences	16
Harassment and Intimidation	17
ACADEMIC INTEGRITY	17

EXPECTATIONS

WE EXPECT OUR ADMINISTRATORS

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

WE EXPECT OUR TEACHERS

- To be dedicated professionals who are planned and prepared to teach.
- To cooperate and be willing to work toward a common goal.
- To positively and cooperatively take on responsibilities beyond the classroom in support of extra-curricular and school-wide initiatives, considering them as integral to the success of the school.
- To be flexible, responsible, cooperative and supportive.
- To be aware of individual faculty member's talents/abilities/resources and to share those talents/abilities/resources by assisting other teachers in appropriate units.
- To respect colleagues and children.
- To follow the proper channels when communicating.
- To be helpful and kind.

WE EXPECT OUR STUDENTS

- To be respectful of teachers and each other.
- To have a good attitude toward learning.
- To be cooperative with others and responsible for their own behavior.
- To be responsible, cooperative and supportive.
- To be ready to learn.
- To give their attention to the required task.

WE EXPECT OUR PARENTS

- To be responsible, cooperative, and supportive.
- To follow the proper channels when communicating.
- To help their children come prepared for school.
- To assist in the learning process.

Our Mission

Our mission is to create a community of empowered and successful learners while providing a safe and nurturing community where diversity is celebrated, mutual respect among adults and children is practiced, and where parents and caregivers are valued partners in the foundation of life-long learning. Our single-minded purpose is **SUCCESS FOR ALL**.

Belief Statement

A CARING ENVIRONMENT

1. A safe and physically comfortable environment promotes student learning.
2. A student's education is enhanced by positive relationships, extra- curricular activities and a system of academic and emotional support.
3. Parent participation and support is essential in successful academic and extra-curricular programs.

FOCUS ON LEARNING

1. Student learning needs should be the primary focus of all decisions impacting the work of the school.
2. Literacy is the gateway skill. Success in literacy leads to success in all subjects. Our initial academic focus is literacy.
3. Student learning should be differentiated to accommodate varying levels of ability and learning styles through a variety of instructional approaches.
4. Students need to be given the opportunity to participate in extra-curricular activities in order to develop leadership and teamwork skills outside the classroom.

Commitment to Quality

Our commitment to continuous improvement is imperative if our school is to enable students to become confident, self-directed, and successful lifelong learners. Students need to not only demonstrate their understanding of essential knowledge and skills, but also be actively involved in self-evaluation and producing quality work.

SCHOOL RULES

We practice:

RESPONSIBILITY by

- being prepared
- coming to class on time
- meeting deadlines . . .

CONCERN FOR OTHERS by

- using inside voices

- walking safely in the halls
- showing respect to all people . . .

KINDNESS AND POLITENESS by

- using polite language and good manners
- helping others when in need
- making positive comments

AESTHETIC APPRECIATION by

- keeping your instructional area clean
- keeping personal things in order
- picking up trash, not wasting water or paper, shutting off lights. . .

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 yourself
- including others in your group
- cooperating with others . . .

INDEPENDENT ENDEAVOR by

- always doing your best
- getting your work done
- keeping track of assignments . . .

Student Behavior Evaluation

SUCCESS ORIENTATIONS

The staff believes the success orientations to be primary indicators of future success in advanced education, employment, and life in general. Recent research confirms our beliefs. Recognition for success in these seven orientations (Concern for Others, Kindness and Politeness, Group Interaction, Trustworthiness, Responsibility, Aesthetic Appreciation, and Independent Endeavor) is given five times during the school year. Teachers, students, and parents will be constantly aware that these are important components of a student's development.

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

In an attempt to separate academic evaluations from behavioral evaluations, the success orientations will be evaluated independently. Thus, the academic outcomes will be evaluated solely 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 jurisdiction of the school and will be made by a group of 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 due 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.

THE PROCESS

N's are not given automatically, nor awarded lightly. Teachers view giving N's as very serious. The following is the process by which a student earns an N. The process is initiated when a student begins to demonstrate behaviors that are inconsistent with one or more of the success orientations.

1. **Teacher intervenes and encourages the student to change his/her behavior.**
Ex: positive reinforcement, giving consequences for his/her actions, reminding him/her how to use Second Step skills, or other techniques that teachers decide to use.
2. **Teacher calls home to inform parents about the *unchanged* behavior.**
Teacher informs home that he/she is considering a RECOMMENDATION for an N in a specific Success Orientation. Parent is given the opportunity to aid the student/teacher in adjusting the behavior.
3. **Before the end of the quintile, recommendations are examined by teachers who interact with the student.**
 - A. *Student receives N based on the consistency of the behavior throughout other classes. (i.e. all teachers who know the student agree that the student has not yet fulfilled the expectations according to the TSW's in a particular Success Orientation)*
 - i. The student only receives an N if there is a consensus among teachers.
 - ii. Teachers are assigned to follow up with student by meeting with him/her, setting goals, and monitoring progress.
 - or-
 - B. *Student does not receive N because the behavior is not seen in other teachers' interaction with student.*
4. **In extreme circumstances, a faculty member may RECOMMEND an N with only notifying the parent once.**
These cases may include: cheating, fighting, stealing, etc.

A recommendation for an E follows a similar process when a student consistently demonstrates Exemplary behavior in a Success Orientation.

1. **Before the end of the quintile, recommendations are examined by ALL TEACHERS WHO INTERACT WITH THE STUDENT.**

- A. *Student receives an E based on the consistency of the behavior throughout other classes. (i.e. other teachers agree that the student has exceeded the expectations according to the TSW's in a particular Success Orientation)*
- or-
- B. *Student does not receive an E because the behavior is not seen in other teachers' interaction with student.*

FAQ About the Status Reports

(QUALITY SCHOOLS INTERNATIONAL)

The "Student Status Reports" are distributed to parents five times per year (at the end of each quintile), but can be printed by the office at the request of the parents. 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 he/she is doing well in mathematics; however, it gives no information as to what the student has specifically learned.

The Status Report provides grades in mathematics and it also separates the course into "essential units" (outcomes). Teachers evaluate students for mastery of each essential unit and this becomes part of the report. Therefore, the 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 learning area or subject is broken up into essential units (outcomes). Teachers provide a program of instruction for each of these essential units. Teachers evaluate each student for mastery of the concepts and skills. A variety of evaluation tools are used including written tests, projects, direct observation, and student activities. Students who do not completely master an essential unit are given additional instruction directed at a variety of learning styles to affect students' progress toward mastery. The process of re-teaching and evaluation continues until the essential unit is mastered by the student.

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

A: We believe all children can and do learn. Our teachers teach and re-teach until the essential unit is mastered. Therefore, a 'B' denotes the student has mastered the material and knows it well. The grade of 'A' 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 (outcome).

Q: What is the difference between a 'D' and an 'H'?

A: An 'H' means the essential unit (outcome) has been placed on hold. The teacher may determine it is best for the student not to pursue this outcome at the current time. It may be that the student needs other background knowledge or skills before he/she continues to work on this unit or it is interfering with the progress the student is making with another unit. At the

right time the teacher will have the student re-engage in the outcome. A 'D' is given when the student *has not made a reasonable effort* and is thus not attaining mastery of the unit. This grade is temporary and is changed to a 'P' (in progress) when the student returns to an acceptable work pattern or to a 'B' when the student demonstrates mastery of the unit. (A student receiving a D may not receive a mark higher than a B.)

Q: What are Success Orientations?

A: In the traditional report card teachers often include student behavior and attitudes as part of the grade. We believe the grades our students receive should be based on knowledge and competencies that they have actually mastered. The "Success Orientations" are generally accepted values that include trustworthiness, responsibility, kindness/politeness, concern for others, group interaction (how well we work with others), aesthetic appreciation (respect for our environment and appreciation of our surroundings), and independent endeavor (how well we learn and study on our own). A grade of 'S' (success) in these areas means the student has demonstrated that he/she has been successful in the orientation. A grade of 'E' (exemplary) means the student demonstrated an unusually high standard in the orientation. A grade of 'N' (not yet) means the student is still working on being successful in a particular orientation.

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 type of reporting system cause problems when my child returns 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 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.

Homework

Homework is assigned to supplement, complement, and reinforce classroom instruction. Homework will be tailored to the students' needs and capabilities, and will not be unreasonable in amount. Homework is given at the discretion of the teacher and varies in amount depending on grade level and course. It is difficult to put the exact amount of time which will be needed for homework, as each child works at a different speed and level. Secondary students (ages 12 and up) may have as much as two hours an evening, depending upon factors such as upcoming tests, papers, projects, and assigned readings. The staff will coordinate testing and projects to ensure reasonable loads. There will be times that students may need to stay after-school to work on group projects or to do research.

Student Responsibilities

Students ages five and older will be given a planner. This is to be kept up-to-date by students, and monitored at home by the parent. Parents may also write a note to the teacher in a planner, ask a question, or request to be called for a meeting.

Lunch and Snack

Children may elect to participate in the hot lunch/snack program or carry sack lunches and snacks from home. Lunch fees must be paid directly to the caterers. Lunches must be ordered and purchased one month in advance so that the caterers know how much food to purchase. Please understand that the lunch account is separate from the school. Juice is only for students who buy lunch.

DRINKING WATER

The school provides drinking water. We suggest children bring a bottle (with their name on it) to remain in the school for drinking, or if desired, they may bring bottled water from home.

Books and Supplies

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

Lockers

Students who are on the second floor may use a school locker. Lockers are school property and may be searched at any time by school administration. Students should not put stickers on the outside of the lockers. Pictures or stickers inside the lockers need to be appropriate content.

Visitors

ALL VISITORS MUST ENTER THROUGH THE MAIN GATE AND SIGN IN AT THE MAIN OFFICE.

Closed Campus

QSI International School of Bishkek is a closed campus, which means that students may not leave the campus without permission from the office. A closed campus also means visitors and non-students must check through the school office before being allowed to visit the school. We must know who is on the campus at all times. If you see someone at the school that you do not recognize and think it may be a concern, please inform the office immediately. If you notice that the gate is left open or unlocked, please also inform the office.

ATTENDANCE/REPORTING

Regular attendance at school is one of the most important factors for a student's academic success and social development. Daily continuity in instruction for students of all ages is an important factor for achievement. While we understand there may be some emergencies or illnesses, we encourage parent support and student effort to come to school every day on time and stay until school is dismissed for the day.

Please notify the school office as soon as possible on any day children will be absent. This prevents us from contacting you at work or interrupting your activities at home. The phone number to the Main Office is 1-312-56-31-39.

When a child is tardy for school, the student or parent should check in at the main office.

Tardies and absences limit school achievement. Excessive absences and/or tardies may result in required attendance at an after-school work session.

Permission to Leave School

During the school day: if a student needs to be excused from school during the day, for any reason, the following procedures are to be used:

- A signed request or phone call by the parent must be directed to the student's teacher and the reception desk which will include the name of the person who is picking up the child.
- Parents or drivers are to come to the reception desk to pick their child up. This is a request based on the safety of your child. Parents or drivers are to report to the reception desk and sign the child out. The child will then be called from their classroom.
- No child will be released to anyone other than a parent, guardian or authorized personnel delegated with legal authority over the child.
- Students may not go home with anyone else unless the school has written or verbal permission from their parent/guardian and the parent/guardian of the other student.

STUDENT RECORDS

No information will be released by the school without written (verbal in limited cases) permission from the Parents/Guardians of a student. Requests to examine records should be made by appointment at least 48 hours in advance to allow proper and complete gathering of all materials. Appointments may be made by calling the school office.

Health Information

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.

Illness

If your child is not feeling well before he/she leaves for school, it is advisable to keep him/her home. If your child improves during the day, bring him/her to school. Please check students in and out of school through the main office. The school has a full time medical nurse on staff.

Dispensing of Medication

QSI International School of Bishkek **does not permit** school employees to dispense prescription or non-prescription medication including: Tylenol, cough syrup, throat spray, throat lozenges, cough drops, aspirin, etc..

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. All children will go out to play during morning and lunch recess. This is a good time for socialization and learning to get along with other children. All children should come to school properly clothed for outside conditions. This includes snow pants, mittens or gloves, boots, hats, etc. in winter.

PLAYGROUND POLICY

1. Safety, fair play, common sense and appropriate language are the major considerations on the playground. Student's actions may not cause a problem for any person or damage any equipment.
2. If children have questions, or if some situation is not covered by the rules, the playground supervisor is always in charge and may stop any activity that he/she feels may be dangerous.
3. When the signal is given at the end of recess, students are to stop what they are doing immediately and lineup.
4. Hard balls are not allowed. Tennis balls, soccer balls and certain other soft balls may be used with the approval of the playground supervisor.
5. Students are not to climb any slides or fences, may not stand on top of, or jump from any piece of equipment.
6. Students should stay alert and pay attention to any games going on and not go near games in which they are not engaged.
7. No fighting. No games involving pushing, shoving, tackling, or tripping are allowed.
8. Throwing any items such as rocks, snowballs or dirt is strictly prohibited.
9. Students at recess are not to go back into the building or outside of recess boundaries without permission from the playground supervisor.

BUILDING POLICY

1. All teachers, paraprofessionals, and other staff members are to be treated courteously by students and vice versa.
2. Students are expected to solve their disagreements through peaceful dialogue.
3. Students should walk quietly at all times when in the building.
4. The care of all textbooks and library books issued to the child are his/her responsibility as are all the parts of the building and other equipment. Students are encouraged to have a book bag or back pack to carry materials to and from school.
5. We discourage the wearing of outdoor apparel in the classrooms or building; no hats, hoods or coats, unless the heat has not been turned on yet.

6. Students are encouraged to bring only those items directly related to activities of his/her class.
 - a. We encourage students to leave electronic devices at home. They are not to be used in class, hallways, cafeteria or outside without permission.
 - b. Alcohol, drugs and tobacco in any form are prohibited at school.
 - c. Skateboards, roller skates or any motorized vehicles are not permitted in the school building or on campus at any time before, during or after school.
7. Students are expected to remain on the school premises after arriving at school.
8. 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 and parents will be called.
9. Any student who brings a weapon of any type to school will face an immediate suspension and an expulsion hearing before the school's administrative team and the Advisory Board. All proceedings of this meeting will be recorded and copies will be sent to QSI headquarters for review and final decision.
10. Any student who repeatedly cannot follow the above rules will be scheduled to meet with his/her teacher and the Director of Instruction. If this is not successful, a conference will be held with the child and parents. At that time, a procedure to remedy the problem will be developed.
11. The school offers an 8th period of the day that includes academic subjects and activities.

QSI International School of Bishkek is a community where people interact with dignity and respect. Parents and staff are expected to communicate with each other in a polite or courteous manner at all times. Any instances in which this expectation is not respected shall be taken seriously and dealt with by the Director.

CAFETERIA POLICY

1. Use soft voices at all times.
2. Wash your hands before getting your food.
3. Keep your hands and feet to yourself.
4. Keep your food on your plate or in your mouth.
5. No Cokes, Pepsi or other carbonated beverages. We also discourage candy and chocolate.
6. Walk at all times.
7. Be as courteous as you would be in any restaurant.
8. Clean up when you leave.

TRAFFIC AND PEDESTRIAN SAFETY

Please use extreme caution when bringing children to school and picking them up afterwards. Parents should discuss safety factors with their children about what they should do while waiting for their ride. Please drive slowly near the school. Parents, care givers, and drivers, should pick up young children at the school gate.

LOST AND FOUND

Please help us by clearly labeling, with students' name, all the items of clothing such as mittens, caps, hats, jackets, coats, sweaters and boots. It is also very helpful to have the child's name on his/her lunch box and back pack. Many mix-ups occur during the year and an unbelievable amount of clothing is unlabeled and unclaimed. The lost and found is located in the Main Office. As the lost and found becomes full, we will make an announcement to students to check in the lost and found. Whatever is not taken will be donated. Remember, the school is not responsible for lost or stolen items.

TELEPHONE USE ANY PERSONAL PROPERTY

The school telephones are business phones; therefore, student use is limited to business matters. Students may not use cell phones in classrooms, unless instructed to do so by the teacher as part of the class work for the day. Cell Phones should be kept in lockers and/or bags and must be turned off during class time. A Cell Phone that rings during class time will be confiscated and taken, by the teacher, to the Director's office at the end of the period. The first time this happens, it will be returned to the student, after the student talks with the Director. The second, and any subsequent time it happens, the phone will be kept in the Director's office until the parents come to pick up the phone.

Students are strongly discouraged from bringing large sums of money and valuable personal property to school.

PLEASE REMEMBER THAT THE SCHOOL IS NOT RESPONSIBLE FOR ANY LOST OR STOLEN CELL PHONES OR ANY OTHER PERSONAL PROPERTY.

FIELD TRIPS

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

DRESS CODE

QSI International School of Bishkek believes that a certain amount of freedom of choice in dress is appropriate. Clothing should be neat, clean, and appropriately worn. **However:**

- No midriffs are to be showing (skin above the belt line in front or back)
- No spaghetti straps. Tank tops can be worn outside, but must be covered with a shirt with sleeves when in the classrooms and buildings.
- Undergarments are not to show through garments and should not be seen at any time.
- No short skirts or shorts. Jeans or long pants should not have any holes in inappropriate areas.
- No hats are to be worn in the classrooms, hallways or cafeteria. Outside only.
- Any inappropriate messages (i.e. foul language, alluding to foul language, suggestive messages or symbols, any drug, alcohol, or tobacco related)
- 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.

CONSEQUENCE: Student exchanges or covers up inappropriate clothing with “appropriate” clothes. Student must return borrowed clothing to get their clothes back. A record will be kept and students will be required to call their parents explaining their behavior.

SMOKE FREE, ALCOHOL FREE AND DRUG FREE

The use or possession of non-prescribed drugs, tobacco products or alcohol by a student enrolled at QSI International School of Bishkek is strictly prohibited on campus or at school related activities whether at school or at a different location. If it is determined that a student was using, under the influence of, or in possession of such substances, the student is subject to punishment. Drug and alcohol possession are zero tolerance misbehaviors and will lead to major school suspensions (up to 10 school days) or expulsion.

ELECTRONIC DEVICES and MOBILE PHONES

The school discourages students from bringing any type of electronic device to school; however, if they are brought to school the following policy must be followed:

- No electronic devices are to be used during class time, hallways, cafeteria or outside without teacher permission or supervision.
- Students may keep them in their bags or lockers until AFTER school.
- We strongly recommend that these electronic devices be left at home as the school accepts no responsibility for missing or stolen devices.

FIRE/BOMB THREAT/NATURAL DISASTER INFORMATION

In the case of such an event, we may need to evacuate the building. The decision to send students home is made by the Director.

WITHDRAWAL PROCEDURE

When a family learns that they will withdraw their child from school, we request that they inform the school office a minimum of two weeks in advance. Notice of early withdrawal from school should be made at the school office by **written notification from parents**. If withdrawal is expected close to the end of a quintile (grading period), 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 given to all teachers and the librarian. 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.

BEHAVIORAL EXPECTATIONS AND CONSEQUENCES

The primary goal relating to student behavior is to develop a sense of responsibility resulting in the student having self-motivation to observe acceptable behavior patterns. The responsibility of meeting this objective is carried out first and foremost by the home, and the school is responsible for working with parents in achieving this goal.

In cases in which punishment must be issued by school authorities, it is not intended to be punitive, but to cause the student to correct his/her behavior.

We encourage teachers to be the primary encouragers of positive student behavior in the classroom. As our community is built on a strong foundation of caring, supportive teacher-student relationships, consequences may remain consistent or vary with the severity or repetition of poor student decisions. The following is to serve as a guide for parents, students, and teachers in behavior correction. Excessively repeated or egregious misbehaviors, at the discretion of the teachers, can be communicated to the Director of Instruction, the Director, and the parents depending on the incident.

Detention

In some cases, individual teachers may detain a student in their classroom.

Suspension

Suspension is an action determined by the Director of Instruction, often times at the recommendation of the Director.

Before a student may attend classes following an incident of more than one day of in-school or out-of-school suspension, parents and student shall meet with the Director of Instruction 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 of Instruction.

Expulsion

In extreme cases of misbehavior, a student may be recommended to the Director for expulsion. This recommendation is made by the Director of Instruction. The Administration meets to review any incident which may lead to a recommendation of expulsion. The recommendations are seriously considered before any recommendation for expulsion is made to the Director. No student will be expelled without prior consultation with parents or guardians and an opportunity to appeal the incident to the Administration made up of students and faculty. If an appeal to the action taken by the Director and the Director of Instruction is desired, it must be made in writing to the administration.

<i>Minor Misbehavior</i>	<i>Consequences</i>
<ol style="list-style-type: none"> 1. Unexcused & frequent tardiness to school or class, including ‘ditching’ class or school 2. Associate with or promote disturbances or disruptive behavior 3. Use or possession of tobacco products of any sort 4. Leave school grounds without permission 5. Inappropriate public displays of affection 6. Failure to follow classroom, or general school rules 7. Persistently inappropriate dress 8. Persistent disobedience 	<p><i>(Any or all of the following as determined by the teacher, other staff member, Director or Director of Instruction. This list is a guideline, not a prioritized, progressive list of consequences.)</i></p> <ol style="list-style-type: none"> 1. Parent notification 2. Student or Student/Parent conference with

	Administrator 3. Detention 4. Community Service 5. In-school suspension 6. Move to Major Misbehavior Consequences
<i>Major Misbehavior</i>	<i>Consequences</i>
1. Display behavior disrespectful, abusive, or insubordinate toward school personnel or other students. 2. Cheat on exams, homework, research papers, projects, etc. (see Academic Integrity) 3. Steal other persons' property 4. Vandalize, deface, abusively litter, or destroy either school or personal property of others 5. Fighting or inciting (causing) a fight	(Any or all of the following as determined by teacher, Director or Director of Instruction. This list is a guideline, not a prioritized, progressive list of consequences) 1. Parent notification (required) 2. Student or Student/Parent conference with Administrator 3. Detention 4. Community Service 5. Zero Credit for assignment, test, project 6. If Secondary 4 and caught cheating, a letter to university. 7. In or out of school suspension for up to 5 days 8. Disciplinary letter in student permanent records
<i>Expellable Offenses</i>	<i>Consequences</i>
1. Use or possession of illicit or non-prescription drugs, including alcohol. 2. Assault someone (verbally or physically) 3. 'Bullying' physically or verbally. 4. Break into school buildings or others' personal property, including lockers 5. Possession or use of weapons, including toy or model weapons.	(Any or all of the following as determined by Director or Director of Instruction. This list is a guideline, not a prioritized, progressive list of consequences) 1. Any or all of the consequences for Major Misbehavior 2. Immediate out-of-school suspension for up to 10 days 3. Convening of Administration 4. Parent/Student/Administrator/Director conference with recommendation for expulsion

School behavior guidelines apply to ALL school-sponsored activities, whether on or off campus.

We hope that this policy of conduct is followed by both the faculty and students in a spirit of sincerity. Such things as patience, kindness, humility, unselfishness, honesty, and loyalty are deemed important. Jealousy, boastfulness, haughtiness, rudeness, demanding one's own way, touchiness, holding grudges, etc., should have no place in school and will be dealt with if not adhered to. We expect our parents and teachers to make every effort to be models along the lines mentioned so that our students can identify in a positive way with those they respect.

The administration reserves the right to amend any or all of these policies at any time where a particular behavior is deemed to merit a more appropriate consequence or statement from that listed in this handbook.

Harassment and Intimidation

No harassment of another student, whether verbal or physical is tolerated at QSIB and is included in the 'Expellable Offenses' category. Any student found harassing another student may be recommended for expulsion or long term (up to 20 days) suspension from attendance at school. NO BULLYING IS TOLERATED and all incidents are investigated.

Public Displays of Affection

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

ACADEMIC INTEGRITY

In general, questions concerning the Guidelines for Academic Integrity at school should be addressed in light of an action which "makes a student look more academically able than he/she actually is, by using another student's or person's work and representing it as his/hers own." The following statements address the questions regarding various academic situations and possible questions which students, faculty, parents, and administrators might raise for clarification. These comments are not intended to be exhaustive or 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 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 un-graded and which you work with another person or persons with the knowledge of the teacher.

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

- Someone solving problems on a math assignment (another person working the problems) for which you will receive a grade.
- Copying or paraphrasing another student's work in whole or in part and turning it in with your name on it to receive a grade;
- Turning in someone else's work as your own;
- Allowing/encouraging someone else to copy all or part of your work and claim it as their own.

TESTS and QUIZZES:

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

- Discussing (in detail) a test or quiz with a person who has already taken it.
- Bringing hidden notes or using notes during a quiz or test. Looking at another person's work during a test or a quiz.
- Talking to another person during a test or a quiz unless specifically permitted to do so by the teacher.
- Allowing another person to look at your work during a test or a quiz.
- Assisting another person during a test or quiz through noises or silent signals.
- Possessing, in ANY form, a copy of the test or quiz before it is administered.
- Doing another person's quiz or test for them at their request, or your initiative.

PLAGIARISM:

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

Examples of plagiarism are, but are not limited to:

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

Because all violations of Academic Integrity strike at the very core of the nature of the school, the response to plagiarism and cheating is extreme, including the possibility of redoing all outcomes of that course. If you are a Secondary 4 student, you may also be required to write a letter to universities explaining your actions.