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WELCOME TO
QSI INTERNATIONAL SCHOOL OF SHENYANG

QSI International School of Shenyang welcomes you to Shenyang. Get ready for an adventure in education; you will learn many new and exciting concepts.

QSI International School of Shenyang believes in a personalized approach to instruction leading to mastery within a positive and enjoyable learning environment. Founded in 2012, its fundamental goal is to prepare students not only for successful further schooling, but also for the difficulties that will be encountered in the changing social, economic, and political environment of the modern world.

QSI International School of Shenyang offers you a challenging academic curriculum that includes a full complement of courses for students from three years of age through age 18. Studies are tailored to meet the needs of everyone. We want you to work at a level at which you can achieve success and at the rate you can achieve mastery. QSI International School of Shenyang also recognizes the importance of offering a constructive, wide-ranging, and structured activity program.

This handbook is intended to give more details about the day to day operations of our school. We believe in communicating with all the constituencies in the school. This handbook has been produced in an effort for you to understand some our expectations and goals in working with you.

While QSI International School of Shenyang is a private, nonprofit day school for boys and girls aged 3-18 of all nationalities with foreign passports. Shenyang offers a mastery learning curriculum, which incorporates Chinese language and Culture, combined with traditional values and modern teaching methods. We are mindful that in an international community, students will leave to continue their education on other continents. Therefore, we equip student with the skills and knowledge they will need to be successful in their next school and throughout life.

We encourage parents to participate in events and help the students enjoy their learning experiences while living in Shenyang. We encourage parents and students to give feedback that will enhance the educational experiences. We believe our relationship with you and your parents is key to our success and we hope this document will give helpful information. Best wishes as you become part of our school community.

INTRODUCTION

This handbook is intended for both new and continuing QSI International School of Shenyang students and their parents. We especially welcome our new families and hope this handbook will offer you adequate information about our program. Although our returning students may be acquainted with much of the handbook’s information, we ask you to review it in preparation for the coming year.

We are very pleased to have you with us and hope that you will always feel welcome at QSI International School of Shenyang.

We want to stress that communication is the most important aspect of a successful school. Please help us ensure that ours is an open and honest environment.
QSI Mission Statement

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

Our schools follow a logical model of education which measures success by the accomplishments and attitudes of our students. We believe that all of our students can succeed, that their successes encourage them to continue in a pattern of success, and that it is the schools’ responsibility to provide the conditions for success. These conditions include i) developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning, ii) providing the time and resources needed for each student to attain mastery, and iii) ensuring that students engage in learning at a level which is challenging and yet a level for which each student has the prerequisite skills necessary for success.

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

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

QSI PHILOSOPHY

QSI International School of Shenyang was founded in order to provide a quality education in the English language for expatriates living in Shenyang. Under current Chinese regulations, Chinese citizens are not allowed to enroll. The school recognizes that many of the students are enrolled for only two or three years and have diverse educational backgrounds. The school's philosophy includes the following:

1. **Attitudes Toward Learning** - We believe that more learning will occur if the student has a desire
to learn, has positive feelings concerning his/her school environment, and succeeds in his work. A comfortable atmosphere of caring and acceptance established by the school is considered important, so that each student is encouraged to strive for excellence and to be creative. This is enhanced by an aesthetically pleasing environment with a view to appreciation of beauty and order. Each student's possibility of success increases when s/he works at the appropriate level of difficulty and senses positive expectations from his teachers.

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

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

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

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

Child Protection

Introductory Letter to School Community

Dear Parents,

QSI International School of Shenyang strives to provide your children with positive educational experiences that are characterized by caring, supportive relationships and free from neglect or abuse of any kind. We are committed to working with you to ensure that the school maintains this type of environment.

Quality Schools International (QSI) has developed a Child Safeguarding and Protection Handbook, which has been adapted to and adopted by this school. By enrolling your child(ren) at QSI International School of Shenyang you agree to work in partnership with the school and you understand and agree to the child protection Code of Conduct. Protocols outlined in the handbook are aligned with the QSI Mission Statement, Exit Outcomes, and Success Orientations, as well as these two articles from the United Nations Convention on the Rights of the Child:

Article 19: Protection from abuse and neglect
. . . Shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse . . .

Article 34: Sexual exploitation
. . . Shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

To help our students to learn and grow in a safe environment, the following educational components are included in the school’s Child Safeguarding and Protection plan:

- Age-appropriate lesson plans to foster understanding personal safety, needs, and rights in each classroom.
• Parent information sessions and resources regarding the school’s Child Safeguarding and Protection programs and policies.
• Faculty and staff professional development workshops on recognizing and reporting child abuse and neglect.

Thank you for your support in maintaining a school and community in which students, staff, and parents feel safe and happy. If you have any questions about the Child Safeguarding and Protection plan or any other school policies, please don’t hesitate to contact me.

Sincerely,

Ms. Claire Berger
Director
QSI International School of Shenyang

QSI International School of Shenyang
2019-2020 School Calendar

First Term
• First Day: 22 August (Thursday)
• Last Day: 13 December (Friday)
• Holidays: 13 September (Friday) Lunar Holiday
  30 September - 4 October (Monday-Friday) – National Holiday
  13-15 November (Wednesday – Friday) Professional Development
  16- December – 03 January – Winter Break
• Quintile 1: 22 August – 18 October
• Quintile 2: 21 October – 12 December
• Number of School Days: 73

Second Term
• First Day: 06 January (Monday)
  Last Day: 27 March (Friday)
• Holidays: 11 January (Saturday) Professional Development
  24-31 January (Friday-Friday) Chinese New Year
  30 March - 03 April (Monday-Friday) Spring Break/Qing Ming Holiday
• Quintile 3: 13 December - 02 March
• Quintile 4: 03 March - 28 April
• Number of School Days: 54

Third Term
• First Day: 06 April (Monday)
  Last Day: 18 June (Thursday)
• Holidays: 01 May (Friday) Labor Day
• Quintile 5: 29 April – 18 June

Number of School Days: 53
Total Number of School Days: 180    The school week is Monday through Friday.
2019-2020 Bell Schedule
Homeroom - 8:15 - 8:20
1st Period - 8:20 - 9:05
2nd Period - 9:05 - 9:50
Recess/Snack - 9:50 - 10:15
3rd Period - 10:15 - 11:00
4th Period - 11:00 - 11:45
5th Period - 11:45 - 12:30
Lunch/Recess - 12:30 – 12:50
Recess/Lunch - 12:50 – 1:15
6th Period - 1:15 - 2:00
7th Period - 2:00 - 2:45
8th Period - 2:45 - 3:30

WHEN A NEW STUDENT ARRIVES
QSI International School of Shenyang staff and students want to help make your adjustment as a new student as smooth and happy as possible. Our students and staff accept as a routine fact of life a steady flow of newcomers from many different countries and school systems, each making a unique contribution to our multi-cultural school society. You may be new now, but in a short time you will be the one greeting the newcomer!!

IMPORTANT DOCUMENTS TO BRING
If possible, parents are asked to bring the following materials to assist with your placement:

Prior scholastic records: If the releasing school will permit, your parents should hand-carry copies of your prior school records, including evaluations and special testing data. These records are useful in the first placement in the academic program of QSI International School of Shenyang. Otherwise, the releasing school should mail the records to: QSI International School of Shenyang, Yuqin Tingyuexuan, 105 Quanyun Road, Hunnan District, Shenyang, Liaoning, 110000

Evidence of date of birth: Parents are advised to bring a copy of your birth certificate or some other evidence of your age (passports will do) so that you will be placed in the correct homeroom class.

Completed enrollment forms: All information should be completed on the enrollment form including your address and places your parents can be contacted. Of utmost importance is the information about your medical history, including allergies, physical limitations, etc. If any of this information should change after the time of enrollment, please inform the school.
PROPER PLACEMENT

Your homeroom class placement is determined by your age, the QSI cut-off date is 31 October. That is, in the elementary classes you will be with your age group for all subjects except, possibly, mathematics, reading, and language arts.

To better meet individual needs, placement in the mathematics and literacy subjects will be determined by the results of In-take assessments administered by the Director and/or his/her designee, in the areas of reading, writing, and mathematics. Previous school records are also considered. The key to placement is the student’s level of achievement recognizing that we do not want boredom because of ease or frustration because of the difficulty level.

Since our instructional program is delivered in English, some students whose English language skills do not allow successful mastery of the defined outcomes will be enrolled into the Intensive English Program.

THE ACADEMIC PROGRAM

QSI International School of Shenyang has a strong belief that all our students can succeed.

We depart somewhat from traditional schools in that we are not as much concerned about time as being the "defining" factor of your learning. In most schools you are given a certain amount of time to complete learning in a subject and then you are assessed on your performance. At QSI International School of Shenyang we want to use time as a resource, so you can master the outcomes that are designed to make you into a well-educated and well-adjusted person. In our model of learning you either master the outcomes in each area, or you are simply not finished. When you achieve mastery level you are immediately rewarded by receiving credit for the outcome. Thus, we have only mastery grades of "A" or "B." Until mastery has been attained you are still "in progress". We recognize that not everyone will master outcomes at the same rate. Many of you will be able to finish an outcome rather quickly--you will be allowed to work on a selective outcome and gain credit for doing so. Others of you will take longer to achieve mastery level--you will be given time to do so. In other words, you have more than one chance to be successful. The outcomes you will need to learn to a mastery level are clearly defined and clearly stated. We believe in teaching what we test and testing what we teach.

It is important to learn more than the "academics." We feel it equally important that the often-hidden part of the curriculum, what we call Success Orientations, be a vital part of your school experiences. Therefore, Quality Schools International (QSI) has designed EXIT OUTCOMES which are the bases of the whole curriculum. These EXIT OUTCOMES fall into three categories: Success Orientations, Competencies, and Knowledge. Although these categories are related and are in many ways interdependent, the following three verbs give definition to the Exit Outcomes:

- 'to be'  Success Orientations
- 'to do' Competencies
- 'to know' Knowledge

SUCCESS ORIENTATIONS

SUCCESS FOR ALL is the motto of QSI International School of Shenyang. We want this to be more than just a slogan. Research indicates, and our experience confirms that successful people have developed personal orientations that lead to success. Personal habits, the ability to interact successfully with others, reliability, responsibility, diligent work habits, promptness, keeping your word, kindness, and other factors in this realm are at least as important as the knowledge you learn and the competencies you gain.
Responsibility for success in these orientations’ rests first and foremost in the home; however, they are actively encouraged and taught in virtually all areas of the school curriculum, with the view of making them a vital part of your life pattern. The role of QSI International School of Shenyang is to reinforce the efforts of the home.

Success orientations are evaluated independently. Academic evaluations are given solely based on your performance in the specified outcomes in the academic areas. Evaluations of the success orientations are limited to situations within the jurisdiction of the school and are made by a consensus of the professional staff members.

* RESPONSIBILITY * TRUSTWORTHINESS * GROUP INTERACTION ** AESTHETIC APPRECIATION * KINDNESS / POLITENESS ** INDEPENDENT ENDEAVOR * CONCERN FOR OTHERS * SUCCESS IN THESE AREAS LEADS TO SUCCESS IN LIFE!!

COMPETENCIES

In recent times there has been a tremendous information explosion along with scientific and technological advances. It becomes increasingly important for you to develop competencies which will give you the tools to cope with this present age. To become productive participants in modern society you will need to gain skills related to these advances.

Particularly important are the higher order thinking skills. Skills related to the arts and physical fitness are important with a view to beauty and quality of life.

QSI International School of Shenyang considers mastery in each of the seven competencies listed below as essential to your success.

* NUMERACY AND MATHEMATICAL SKILLS *
* VERBAL AND WRITTEN COMMUNICATION SKILLS *
* THINKING AND PROBLEM-SOLVING SKILLS *
* DECISION-MAKING AND JUDGMENT SKILLS *
* COMMERCIAL SKILLS *
* PSYCHOMOTOR SKILLS *
* FINE ARTS SKILLS *

KNOWLEDGE

In the modern world there has been a vast increase of knowledge which continues today. It is impossible to know everything. We have to choose carefully the things that are considered essential for a person who is educated in modern society. We believe it is better to engage in the study of less information and gain mastery rather than cover large amounts of information superficially without mastery.

LESS IS MORE!!

In order for you to develop competencies, you must have a firm foundation of facts and knowledge. Certain facts must be memorized and used as tools in gaining other knowledge and in developing competencies. Other knowledge is gained by building upon and combining fundamental facts and bits of knowledge. This happens by hearing, seeing, and experiencing in learning situations, followed by practice and repeated exposure. No one knows all the ways it happens; however, some of the ways are by dialogue, questioning, experimentation, risk-taking, and group activities.

In the realm of knowledge, QSI has identified seven areas. Mastery of these Exit Outcomes will lead to a successful school experience in QSI International School of Shenyang.
STUDENT EVALUATION

The three basic premises of QSI’s model of education are:

*All students can learn at a high level of achievement.*

*Success breeds success.*

*It is the school's responsibility to provide the conditions for the student's success.*

QSI does not accept mediocre (grade of "C") or poor (grade of "D" or "F") work. Traditionally the grades of "A" or "B" are considered to be Mastery Grades.

The evaluations given in the written status reports are defined as follows:

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

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

P The student is "in progress" in the outcome. (normal)

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

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

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 the areas of mathematics, reading, or language arts.)

W The student was withdrawn from this outcome.

In the Secondary School students are granted one credit for mastery of each unit outcome which is credentialled "A" or "B." Thus, ten credits correspond to one "Carnegie Unit" used by most American secondary schools.

Evaluations, called STATUS REPORTS, are issued to all students five times each year (at the end of each "Quintile"). If there is a need or reasonable request, a status report can be issued at any time. Evaluations for student progress will be entered in the computer as soon as possible after mastery is demonstrated for each unit outcome.

_QSI International School of Shenyang_ encourages all students to pursue a challenging academic course of studies. Students are required to learn to a level of mastery. We use only mastery grades of "A" or "B."
Although students have more than one chance to achieve mastery in each outcome, we expect most students to master outcomes during their first opportunity.

Students wishing to upgrade from “B” to an “A” will need to address this issue early and make the necessary arrangements to do so with their teacher.

**Note:** Students who cheat during testing will have to retake all previously mastered units in that course.

![Success Just Ahead](image)

**COMPLETION OF OUTCOMES**

Students are expected to complete units in a timely manner. Students who are late in completing an essential unit should plan to complete it before the following unit comes to an end. If the student has not completed the essential unit by this time, the teacher will put either an **H**, **D**, or **W** on the outcome card.

- **H** is for students who are struggling with the work and are not progressing. The essential unit is put on hold, and students may reenter the essential unit at a later date.
- **D** is for students who are deficient, that is, they put in very little effort and are not progressing.
- **W** means a student is withdrawn and can only be readmitted with teacher approval.

Students are expected to use their time wisely to complete the courses in which they are enrolled. Students who do not complete courses will find that they have to continue with that course the following year. They will need to take a safety-net class in order to complete their units and may miss out on the opportunity to take other courses. Expanded opportunities do not mean eternal opportunities! Students will be expected to make their academic work a top priority and allocate their time accordingly.

If a student does not pass a unit test, then they will need reteaching in the areas where they have not shown mastery and will need to complete more work to demonstrate their increased understanding and therefore earn the right to take a retest. Students are always strongly encouraged to perform to their best abilities and work and study to pass units on the first attempt whenever possible.

- If a student does not pass the student must retest.
- Before students are allowed to retest the teacher will require them to demonstrate that they have now mastered the material. This usually means that the student must complete extra assignments relating to the outcome to demonstrate their mastery and that they are ready to retest.
- If a student does not pass the retest, he or she must file a petition, in order to be allowed to sit for further tests. For this they will need the approval of their teacher.
COURSE OFFERINGS

- **Pre-school Program**
  This preschool program offers participation in a variety of play-related and hands-on experiences designed to develop learning readiness, physical coordination and development, and the social skills necessary to be successful in a classroom setting. Readiness of the child plays an integral part in the academic aspect of the curriculum. If a child is ready for academics we provide those experiences. Emphasis is placed on the development of self-confidence, self-esteem, and natural excitement to learn. A full spectrum of activities is provided including music, computers, art, and play.

- **Age Levels 5 through 6 Years**
  This academically oriented program develops skills, attitude, and concentration children need for academic disciplines in the six-year-old class. Developmental readiness also is a critical component to the child experiencing success. Again, it is crucial that the teacher go to the child’s academic level. A variety of experiences that develop eye/hand/body coordination and reading readiness will be practiced regularly. The program introduces Reading, Mathematics, Oral and Written Language skills, Science, and Cultural Studies. There is a continued emphasis on personal development through varied classes of music, library, technology, art, and physical education. Students will take Chinese as a foreign language.

- **Age Levels 7 through 11 Years**
  Elementary School students take a full program of Mathematics, Reading and Language Arts, Science, Cultural Studies, Library, Technology, Art, Music, and Physical Education. Computer usage is integrated with the curriculum at all levels. Students will take Chinese as a foreign language. English language support is provided for those students who do not speak English as their first language.

- **Age Levels 12 through 13 Years**
  This is a rigorous academic program of Mathematics, Reading and Language Arts, Science, Cultural Studies, Art, Music, Chinese Language and Culture, French, Technology and Physical Education. Computer usage is integrated into the curriculum at all levels. How to use a library effectively is also taught.

- **Secondary I through IV**
  QSI International School of Shenyang offers a rigorous English language-based, college-preparatory, four-year Secondary Program which provides students several options in fulfilling their graduation requirements. The Secondary Program offers the General Diploma, the Academic Diploma, and the Academic Diploma with Honors. The QSI Secondary Program prepares students for colleges and universities in the United States and in some other countries. The rigorous academic program consists of the disciplines of Mathematics, Laboratory Science, Cultural Studies, Literature, English, Fine Arts, Personal Health, Computer Literacy as well as Foreign Languages. Courses offered on campus each year are dependent on the needs of the students that year. Our Secondary students also have access to QSI’s Virtual High School which offers a variety of courses.
# Secondary School Course Offerings

**Mathematics**
- Algebra
- Geometry
- Adv. Mathematics I
- Adv. Mathematics II

**Languages**
- Chinese
- French
- Any other language through QVS or FLVS

**English**
- Literature I
- Writing I
- Literature II
- Writing II
- American Literature and/or British Literature
- Research Project
- Computer Literacy I
- Computer Literacy II

**Fine Arts**
- Art I/II
- AP Art
- Music

**Personal Health**
- Fitness
- Health
- Lifetime Sports

**Science**
- Physical Science
- Biology
- Environmental Science or Discovery Science
- Physics or Chemistry

**Cultural Studies**
- World Geography
- Modern World History
- US-History
- World Governments
- Economics

If a course which a student needs is not available at *QSI International School of Shenyang*, the student can take the course, if available, from QSI Virtual School (QVS) or through Florida Virtual School (FLVS). (See Page 18)
SECONDARY STUDENT PLACEMENT GUIDELINES

For a student to enter Secondary 1:
The student must be reading at least at an 11-year-old reading level and have satisfactorily completed all the reading and writing outcomes for the 13 year old.

For a student to enter Secondary 2:
The student must be reading at least at a 12-year-old reading level. The student must have a minimum of 50 secondary credits. Of these at least 30 must be in the required courses shown below.

For a student to enter Secondary 3:
The student must have a minimum of 100 credits. Of these at least 60 must be in the required courses shown below.

For a student to enter Secondary 4:
The student must be in a good position to graduate. The student must have a minimum of 160 credits. Of these at least 100 must be in the required courses shown below.

SECONDARY SCHOOL GRADUATION REQUIREMENTS

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

THREE DIPLOMAS ARE OFFERED BY QUALITY SCHOOLS INTERNATIONAL:

* ACADEMIC DIPLOMA
* ACADEMIC DIPLOMA WITH HONORS
* GENERAL DIPLOMA
**THE ACADEMIC DIPLOMA** is a college or university preparatory course of study. Students who satisfactorily complete this program should expect admittance into an American college or university, or in many cases, universities in other countries.

A TOTAL OF 240 CREDITS (INCLUDING ELECTIVES) IS REQUIRED FOR THIS DIPLOMA. BELOW ARE LISTED THE MINIMUM REQUIREMENTS IN EACH DEPARTMENT.

**English (80 credits)**
- 20 - Literature (Literature I & II)
- 20 - Writing (I & II) or demonstrated competency
- 10 - American Literature
- 10 - British Literature
- 10 - Research Project
- 10 - Technology (computer applications, including 5 Keyboarding)

**Mathematics (30 credits)**
- 10 - Algebra
- 10 - Geometry
- 10 - Mathematics elective

**Science (30 credits)**
- 10 - Biology
- 10 - Physical Science
- 10 - Science elective

**Cultural Studies (40 credits)**
- 10 - World Geography
- 10 - Modern World History
- 10 - US-History
- 5 - World Governments
- 5 - Economics

**Personal Health (25 credits)**
- 10 - Fitness
- 5 - Health
- 10 - Physical Education elective

**Languages Other than English (20 credits)**
- 20 in ONE language OR demonstrated competencies in a second language

**Creative and Applied Arts (10 credits required)**
10 (Ten) units of credit will be required in the area of Creative and Applied Arts. These are not additional credits but are included in the current total credit requirements for graduation.
These ten units can be a collection of credits from secondary courses such as: Art I & II, Music, Photography, Drama, Drafting, etc.

**THE ACADEMIC DIPLOMA WITH HONORS** is the most advanced diploma offered by Quality Schools International. Requirements are the same as The Academic Diploma but with the condition that the credits include at least two Advanced Placement (AP) courses (ten credits each).

A TOTAL OF 240 CREDITS IS REQUIRED FOR THIS DIPLOMA.
**THE GENERAL DIPLOMA** is available to students experiencing English language difficulties, time restraints, or other challenges that make it impractical to pursue an academic diploma. It is only available to students who are in their fourth year of secondary studies or who will turn 18 years old no later than 30 October following their graduation. This diploma is designed for students requiring a sound general secondary education.

A TOTAL OF 220 CREDITS (INCLUDING ELECTIVES) IS REQUIRED FOR THIS DIPLOMA. BELOW ARE LISTED THE MINIMUM REQUIREMENTS IN EACH DEPARTMENT.

**English** (50 credits)
- 20 - Literature (Literature I & II)
- 20 - Writing (I & II) or demonstrated competency
- 10 - Technology (computer applications, including 5 Keyboarding)

**Mathematics** (20 credits)
- 10 - Algebra
- 10 - Mathematics elective

**Science** (20 credits)
- 10 - Biology OR Microbiology / Environmental Science
- 10 - Physical Science OR Discovery Science

**Cultural Studies** (30 credits)
- 10 - World Geography
- 10 - Modern World History
- 10 - Cultural Studies electives

**Personal Health** (25 credits)
- 10 - Fitness
- 5 - Health
- 10 - Physical Education elective

Languages Other than English (20 credits) 20 in ONE language OR demonstrated competencies in a second language.

**Creative and Applied Arts** (10 credits required)

Ten units of credit will be required in the area of Creative and Applied Arts. These are not additional credits but are included in the current total credit requirements for graduation. These ten units can be a collection of credits from secondary courses such as: Art I & II, Music, Photography, Drama, Drafting, etc.

Secondary students must formally declare candidacy for the type of diploma they are working towards at the beginning of their third year as a secondary student. Staff will approve their choice by October 15. Their progress will be monitored throughout the year. Formal review of their progress will take place during the third quintile. If they are making adequate progress (all current with work and no incomplete essential units), they may proceed. If not, they must declare candidacy for the lower diploma. If you are aiming for a practical diploma and you are not on target by the third quintile, a conference will be held to inform your parents that you will probably not graduate on time.
Or Distance Learning

QSI Distance Learning Quality Schools International has established procedures to provide QSI schools with necessary online courses through QSI Virtual School (QVS). QSI Schools are required to follow these procedures when there is a need for distance learning. The use of the distance learning courses is based on two principles: Non-competition and Non-enablement. Non-competition means that online courses are not meant to compete with onsite courses and will not be approved if an onsite course can meet the course need. Non-enablement means that online courses are not designed to allow students to catch up when they are either not performing or falling behind in required onsite courses. (These students may remain in school another year to make up the courses they need to graduate.)

QSI identifies five purposes for a quality distance learning program.
1. A QSI school lacking a complete Secondary program may need to offer an accredited Secondary course for a small number of Secondary students.
2. A QSI school newly establishing a Secondary program with a small staff may have course needs that cannot be provided on site.
3. A QSI with a Secondary program may need to utilize a distance learning provider when there is not staff to provide instruction for a specific course.
4. A QSI school having a Secondary program with complete staffing may face a scheduling conflict, whereby a student needing a specific class is unable to take the class when it is offered through no fault of their own.
5. A QSI Secondary student needing an advanced course that is not offered at the school because they have finished the courses offered at the school.

QSI VIRTUAL SCHOOL (QVS)

If a course which a student needs is not available at QSI International School of Shenyang, the student can take the course, if available, from QSI Virtual School or through Florida Virtual School (FLVS).

QVS is directly offering Physical Science, AP Biology, Chemistry, AP Physics, Algebra, Geometry, Advanced Mathematics 1, Consumer Mathematics, World Geography, US History, AP Microeconomics, Government, AP Art History, and other courses if the need is great.

QVS classes start on September 1 and instruction will end on June 1 so that graduating students can meet their graduation requirements. FLVS courses are self-paced and can be finished any time. QSI requires the following criteria of the school when offering distance learning courses.

1. Only QSI approved providers and courses may be utilized.
2. A period for each approved online course is scheduled into the student's regular daily class schedule. Students are not to work on the online courses from home only.
3. An onsite monitor must be appointed to be with the student during the scheduled periods. The onsite monitor will be required to complete a short orientation course prior to students beginning their coursework.

4. Only students who are on track for the general, academic, or academic with honors diplomas may register for these courses.

5. Distance courses may only be offered as an elective when the school does not offer an elective to meet a QSI graduation requirement.

6. In countries where internet access is regulated, a QSI school offering distance learning has to have a VPN. Student's parents must have a VPN on their home computer.

Directors should follow the following procedures:

1. Identify the need for a course, designate a period during the school day when the course will be pursued, and designate a monitor for the course.

2. Collect a $300 deposit per online course. This deposit will be held until the course is successfully completed, it will then be returned to the student’s family. If the course is dropped, or not successfully completed, this deposit will be kept to offset the cost incurred by the school. For students enrolled in more than two online courses, a cap of $600 in deposits may be established for students with a positive record of success in finishing online courses.

3. Request the course from QSI Virtual School frantisek-plasil@qsi.org using this form. (See S4-D6a. Template)

4. QSI Virtual School will evaluate the request, and if approved will enroll the student(s) in the course(s).

5. The provider will supply instructions to the monitor and the student, and work may begin on the course. Sometimes the provider will request that certain assessments are to be done at school with the monitor present as a proctor. Schools must accommodate such requests, and follow the instructions given by the provider in a similar way as is done for AP or IB external testing.

6. In the case of an AP (Advanced Placement) course, the director will identify a testing center for the test in May and register the student for the test. This may be done in January.

7. QSI Virtual School will receive and process the invoices. The expenses for the courses will be charged as Code 6 expenses for the current year.

8. The director will request periodic updates from the monitor and communicate progress to the parents. Note: The course is not to be entered in the PBE program locally. Grades for QVS courses will be entered by QVS through the QVS PBE.

9. At the conclusion of the course, the director will request a transcript from the provider and will credit the student with the appropriate number of credits in the transfer section of the status report. Note: The same rules apply for accepting these credits as for any other type. (The director has discretion as to the acceptance of an incoming C grade, no credit will be given for a D.)

10. The school is requested to notify QSI Virtual School of the grades obtained for any distance learning course.
Special Circumstances

Summer course work--The request for summer courses will be approved on a case by case basis and considering the two basic principles described above. Parents will be required to pay for any approved summer coursework.

Overload—When a student is close to graduation but cannot take a required class, because all the periods are being used for other required courses, a director may allow an overload course to be taken as a distance course. A monitor is still required, and the cost of such a course will be paid by the parents. No deposit is taken for this overload course.

Other--In rare cases, a QSI student's situation may not allow for regular school attendance due to a medical condition, or etc. In such cases, more extensive distance learning may be considered. A conference (Skype or telephone) between the local QSI school's Director or Director of Instruction, the QVS Director, and the student's parents is required to determine whether, and in what form, the distance learning will be appropriate. Such requests are considered on a case by case basis.

If other special circumstances arise, not directly covered in this document, the Director should contact QSI Virtual School before offering any options to the parents.

QSI Virtual School Policies and Procedures

1. Communication
   a. Before students begin the course, they will schedule a Skype or telephone (in the event that Skype is not a viable option) conversation with the teacher to ensure that course expectations are clear
   b. Teachers will communicate directly with each student at least once per week.
   c. Teachers will turn grade cards to the director of virtual learning at least once every three weeks.

2. Grades and Feedback
   a. Each unit will contain at least one and no more than four teacher-scored assignments.
   b. Assessment for B level mastery will be automated though quizzes and computer scored activities as much as possible.
   c. Students who do not master units due to lack of effort will be awarded a D when the unit closes (at the latest).
   d. Students who do not master units due to lack of understanding will be awarded an H and will develop a plan with the teacher to achieve mastery before the close of the preceding unit.
   e. Each unit will include the ability to demonstrate A- level mastery. Students who do not attempt the A-level assignment or who attempt it haphazardly will not be given a second chance to demonstrate A- level mastery.
   f. A level assignments for the first unit will be included in a project with the second unit.
3. Social Interaction
   
a. Each unit will have at least one activity that involves interaction with other classmates (teachers may be involved in this socially interactive process as well).
   
b. There will be three Big Idea Projects for all students in QSI Virtual School (non-AP classes will engage in four Big Idea Projects).

4. Pacing
   
a. Teachers will follow the QSI Virtual School calendar when setting their course calendar
   
b. Teachers will publish their course calendar on the course website.
   
c. All work is due during the time frame of the unit. However, the unit will remain open until the following unit closes. For example, a student who does not finish the assignments from the first unit during the allotted time is awarded a D when the unit is completed. The student will work with the teacher to develop a plan to complete all work before the second unit is completed. When the third unit commences, the first unit will be closed. No work towards closed units will be accepted without petitioning the director of QSI Virtual School.

SECONDARY STUDENT COURSE COMMITMENT

If you register for a course, you commit yourself to complete it. If during the year you believe you cannot continue in the course, you should meet with your teacher and discuss the matter. After your discussion, if you still want to drop the course, your parents and you must meet with the administration. In general, you should add/drop a course in the first week of the course. Seldom will permission be granted after that period. It is important that care and deliberation be given while selecting courses of study.

The Profile of Graduates

By the time the student graduates, the student will undertake a Mastery Learning Program, while partaking in Challenging Academics centered around the school’s Success Orientations. As part of international mindedness, students will have a sense of responsibility, undertake community service and develop cultural awareness of their surroundings.

PLAGIARISM

If a student has a record of recurring plagiarism, then all assignments for demonstration of mastery should be taken in a proctored environment. If this is not possible then the parents need to know that since we can't assure that the submitted work is student's own work, we can't assess whether the student achieved mastery.
As a consequence, we can't grant credits for the student's course work. There is no reason for that student to continue to be enrolled in a QSI school.

ATTENDANCE POLICY

Many learning experiences occur in a classroom setting and cannot be duplicated through make-up assignments. School attendance is extremely important for successful learning. It is expected for students to be in school except for sickness or extenuating circumstances. If a child is absent, the parent should contact and inform the school, by phone, WeChat, or by email between 7:30 and 8:00 am on the day of the child's absence or earlier if the child takes a school van. Extended absences should be discussed with the teacher and director.

CLOSED CAMPUS

A QSI school is a closed campus. This means students may not leave the campus without permission from the office or the director. The reason for this rule:

Parents have entrusted the school with the well-being and safety of their children. Therefore, the school must know where each student is at all times. Student safety and security are highest priorities for the school.

All visitors and non-students must enter through the main doors and sign-in at the school reception desk before being allowed to visit the school. The office staff must know who is on campus at all times. In addition, visitors should not disturb classes in progress.

COMMUNICATIONS BETWEEN SCHOOL AND HOME

The administration produces a newsletter, which is emailed to parents and posted on the school website, and shared via WeChat to keep students and parents informed of the things happening at school. Five times a year, students are given a printout of their status reports to be given to their parents. Two times a year Personal Narratives written by the teachers are sent home, and three times during the year parent/teacher conferences are held.

The school website may also be checked for announcements, school information and photos. Text messages are sent as are special announcements/reminders of events.

DRESS CODE

QSI International School of Shenyang does not have a specific dress code. In view of the cultural diversity of our students, a few guidelines are in order. We hope these are taken in the spirit of cultural sensitivity, common sense, and respect for others. You are expected to wear appropriate clothing while attending school, on field trips, or at any other school function.

□ No midriffs are to be showing (skin above the belt line in front or back)
No undergarments showing
Sleeveless shirts should be at least 2 inches in width at the shoulder
For boys’ and girls’ shorts are permitted, but the length of shorts should be around knee length. (no short shorts) Also, skirts should be around the knee, if shorter, leggings must be worn
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
No ripped or torn clothing

INTENSIVE ENGLISH

The Intensive English program is for students in QSI International School of Shenyang who need special attention in verbal and written English, particularly those for whom English is not a first language.

The principal goal of Intensive English is to bring students to a level of academic English, including oral competency, which allows them to transfer to regular classes as rapidly as possible. Students of different ages, maturities, linguistic backgrounds, and previous exposure to English will progress at different rates. Students are assigned to the appropriate level to best meet individual needs. Special instruction is designed to bring elementary students to age-level equivalency in Reading and Language Arts. Students of secondary school age will enter the Secondary English courses when they have the skills to experience success. Students do not receive secondary credits for units mastered in Intensive English.

For students entering QSI International School of Shenyang with little or no English there is an initial emphasis on providing survival skills in spoken English. The content of Intensive English parallels that of the Elementary English courses while building a foundation for academic success. In addition, some secondary students focus on the vocabulary and concepts of science and cultural studies

LOST AND FOUND

A lost and found department is maintained by the receptionist. Students are to turn in all found items to a teacher or the office. Parents are most strongly urged to mark personal property with name and age so that found items may be returned to those to whom they belong. About three times a year, items in the Lost and Found will be displayed during an assembly. The Lost and Found box is located near the entrance to the upper deck. Whatever is not taken will be donated to a worthy cause. The school is not responsible for lost or stolen items.
STANDARDS OF BEHAVIOR

Our primary goal relating to student behavior is to develop a sense of responsibility such that the student develops an internal desire to observe acceptable behavior patterns. The responsibility of obtaining this objective rests first and foremost at home. The school also has a responsibility to work in every possible way toward this goal. The home and school, working as a team, should coordinate efforts.

Quality Schools International considers character traits, defined as success orientations, to be primary indicators of future success in advanced education, employment, and life in general. The success orientations are modeled and woven into the fabric of day-to-day lessons and experiences. QSI expects students and staff to conduct themselves by these character traits in order to ensure a harmonious learning community. The success orientations include

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

STUDENT CONDUCT

With reference to your behavior, common sense and good manners are the guidelines. This includes responsibility and respect for others. The following are a few of the specific rules that have been agreed upon. Students and teachers will formulate rules of conduct for their individual classrooms.

* Plagiarism is an unacceptable academic practice and is considered cheating.
* Running, rowdiness is restricted to appropriate areas.
* You are not to use obscene, foul, vulgar, or inflammatory language.
* Habitual tardiness to school and skipping classes are unacceptable.
* Be respectful of the property of others - damaging or taking others' belongings is unacceptable.
* Students must remain on the school grounds during school hours.
* Smoking or being in the possession of tobacco, alcohol or other drugs is not permitted.

PROCEDURES USED TO HANDLE INAPPROPRIATE BEHAVIOR

In view of the above guidelines the following will be used in more severe cases of inappropriate behavior:
1. Altercations in the classroom will be handled by the teacher. Teachers will communicate these altercations to the children’s parent(s).

   a. However, if the teacher feels there is a bigger problem than can be settled in the classroom the director will become involved.

   b. If a child is sent to the director’s office for making a wrong choice, the director will counsel the student to try and have the child understand the severity of the matter. The child will be taken back to the classroom. The situation will be documented and kept in the child’s permanent file. The director uses a love and logic approach to most discipline issues.

   c. If the child continues to behave inappropriately the director will call the parents to set up a conference with the parents and the teacher to discuss the best course of action for this child. This will be documented and maintained in the child’s permanent file.

   d. If the inappropriate behavior continues after all the above avenues have been explored within the school, then the director will make a recommendation to the parents with some options which will include agreeing to obtain help from a qualified professional, and an external person to the school to provide more input to assist the child and the parents. The school will be cooperative to give information to this professional and we will do all we can to assist this process. This will be documented and maintained in the child’s permanent file.

   e. If the parents do not follow through with this recommendation and if the child’s negative behavior continues, then the school may institute QSI suspension and expulsion procedures.

WE EXPECT YOU THE STUDENT

*To be responsible, cooperative, and supportive.
*To be respectful of all parents, teachers, paraprofessionals/teacher assistants, school workers, and schoolmates.
*To have a good attitude toward learning.
*To give your attention to the required task.
*To be enthusiastic.

YOU CAN EXPECT FROM US

*Instruction that will meet your academic needs.
*Assistance with your concerns.
*Opportunities to voice your opinions in an appropriate manner.
*An environment in which learning is stimulating.
*Predictably professional behavior.
*A model of behavior that is expected of you.
*A caring environment that will encourage your success.

ACTIVITIES 5 YEAR-OLD through 11 YEAR-OLD STUDENTS
School activities are provided on Monday, Tuesday, Thursday and Friday during the last period of the day, by QSI faculty and staff. If you elect to take an activity, you are expected to meet each time the activity is held.

The purposes of the activity program are:

- To promote an interest in, and an opportunity to explore, new and/or varied interests not usually available in the curriculum.
- To provide an opportunity for you to voluntarily pursue interests in a non-academic and ungraded situation.
- To encourage learning and physical fitness as an acceptable leisure-time activity.
- To allow the student to develop academic and motor skills in addition to those which are available in the regular curriculum.
- To provide the student with opportunities to engage in extra-curricular activities of interest that would not otherwise be available in the community.
- To give the student additional opportunities to share your own experiences and interests with others.
- To provide an opportunity to see the relationship of knowledge between one area of learning and another and to transfer learning between areas.

Parents and members of the community who have skills that can be shared with students are encouraged to become involved in the after-school activity program. Additional programs may be offered for a small fee such as drama, sports, or other activities when an outside person is hired to conduct the classes.

**AFTER SCHOOL ACTIVITIES**

**12-YEAR-OLD THROUGH SECONDARY**

Older Students may join school clubs, which are offered inside the normal school day. They are dependent upon student interest. This year students are combining their technology skills and Yearbook skills.

**EARLY DISMISSAL POLICY**

*QSI International School of Shenyang* understands that there are special occasions where a student may need to be dismissed early during a school day. If a student needs to be dismissed early, she/he should present a signed parental note explaining the reason. This information can also be emailed to the teacher. Every student who has an authorized excuse to leave early must check out with the office receptionist prior to departure.
EARLY DEPARTURES DURING SCHOOL

Students are usually permitted to leave early at the request of the parents or a school administrator. Every student who has a written, authorized excuse to leave early must check out with the office prior to departure. QSI International School of Shenyang does not consider fatigue (tiredness) from staying up late an authorized excuse to leave school early.

EARLY WITHDRAWAL FROM SCHOOL

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, your parents are asked to notify the Administrator as soon as possible so that the school can work with the teachers in getting your work accomplished and evaluations entered on your record. Credit will be granted only for work completed, submitted, evaluated, and recorded.

ELECTRONIC DEVICE POLICY

Cell phones are a great way to stay connected to family and friends. Electronic devices are part of the daily life of many people and can offer entertainment and enjoyment. However, QSI International School of Shenyang believes that the school day (8:15 am – 3:30 pm) is a protected time for learning and does not encourage students to bring electronic devices to school. Cell phones and electronic devices can be a distraction to learning, lost or misplaced. If a student brings an electronic device to school, it must be turned off during the school day and kept in a secure place out of sight. If a parent needs to contact a child during the day, the parent should contact the school office and leave a message. If a child needs to contact a parent during the school day arrangements will be made for the student to use the office phone, or at the discretion and approval of the teacher/administrator the student will be allowed to call a parent on his/her cell phone. Electronic devices certainly have their place, but our policy is meant to encourage a community that is focused on learning and social interaction. At the discretion of each teaching staff, electronic devices will be used during a class assignment. In addition, at no time are electronic devices allowed to record audio or video of any QSI International School of Shenyang, student, staff, or faculty without permission. It is a violation of privacy.

LOCKERS

Students age 10 and above may be assigned a locker for their personal belongings and school books. The student is responsible for all items in the locker. The locker should be considered school property and therefore is subject to search.

EMERGENCY DRILLS PROCEDURES

See Emergency Handbook- each teacher has a copy in the classroom. Evacuation procedures are posted throughout the school.

FIELD TRIPS
Field trips are mainly used to aid the instruction in 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, he/she 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.

When you represent *QSI International School of Shenyang* in functions which take you away from the school site (such as field trips), you are required to meet certain standards of scholarship and behavior as outlined below:

**SCHOLARSHIP:** You are expected to be diligent in your studies and show mastery of the schoolwork of which you are capable. Denial of participation in any function may be made in individual cases by the classroom teacher or the administration.

**BEHAVIOR:** You are expected to demonstrate behavior as outlined in the Student Handbook.

**HEALTH SERVICES**

In case of injury or accident, teacher or student should notify the reception desk. If parent needs to be notified, the assistants at the desk will call. If a student has a chronic illness or some physical handicap, this information should be given to the school office. Students with communicable illnesses, severe colds, or fevers, should not come to school, if they arrive at school with a fever or sever symptoms, a parent will be notified, and the child will need to be picked up, to prevent spreading the illness.

The school should always be able to get in touch with a parent or guardian during the school day. Student records, with emergency contact numbers, parent numbers and WeChat or other online messaging ID must be kept up to date.

School personnel will not administer any medication, prescription or otherwise, to students without explicit permission either via note (hand written or email) phone call, or online text from the parents or guardian.

**Approved Head Lice Policy for QSI International School of Shenyang**

**Introduction**—Because head lice becomes an issue from time to time at the fault of nobody, it is imperative that QSI International School of Shenyang has a policy on how to deal with these pests. Head lice have been around for thousands of years and are a common problem throughout the world. The purpose of this policy is to specifically identify how QSI International School of Shenyang will handle the situation should head lice be found. If you wish to learn more about head lice, please research it online and learn more about it if needed.

Head lice are small insects approximately 2 to 4 mm long and about 1mm wide. They have six legs with claws and are usually a light or dark brown color.

Eggs (nits) are small and hard like a grain of salt and are yellow-white in color. Eggs are usually found on the hair very close to the scalp. Those found further from the scalp than one to one and half centimeters are probably dead or hatched.

Sometimes a person with head lice or eggs might feel itchy, but not always.
**Treatment of Head Lice**—There are shampoos available here in Shenyang, that can be used. You must use medicated shampoo which is developed specifically to get rid of head lice. Some parents bring a shampoo back from their home country. It doesn’t matter what kind of shampoo you use, but you must follow the directions on the shampoo to get rid of the head lice and nits. Any shampoo is acceptable provided they are shampoos specifically to get rid of head lice.

The use of any chemical in or on the body carries risk. Some older treatments for headlice are no longer available because of the risk they posed. The chemicals used are insecticides and should be used with care and strictly as directed by the manufacturer.

- Apply the treatment strictly in accordance with the manufacturer's instructions.
- Treat those members of the household who appear to be hosting head lice. **Do not treat babies with chemicals.**

**When Lice Are Found at School**—It is important to know the routine that QSI International School of Shenyang will follow in case some lice are found in a child’s hair.

If they are found at the school the following actions will be taken:

- Our policy is one that when live head lice are found, the child goes home and doesn’t return until a medicated shampoo has been used to get rid of head lice. Please make sure that most of the nits are out of the child’s hair before allowing the child to return.
- Children will not be sent home if nits are found. The receptionist will notify the child’s parents to do a thorough head lice check and treat appropriately. If the parents are on a shampoo treatment and following the directions, the nits do not pose a risk.
- However, if the parents are not undergoing a shampoo treatment and only has nits, then a removal of all the nits must be done. The director or his designee will check the child upon return to the school to make sure there are no nits found. If found and no shampoo treatment is being done, the child will be sent home.
- If a child is found with live head lice the receptionist will call the parent(s) of the child and tell them about the identification of head lice in their child’s hair. She will explain to them what they need to do for treatment and give them a copy of this policy. They need to come and pick up their child and take him/her home to treat the child for head lice. If the child is not treated with a shampoo made to get rid of head lice, they will NOT be permitted back into the school. The school will NOT do the shampooing for any child.
- All the parents of other children in the school will be contacted via email and a note home stating that a case of head lice has been found at school and to please check each child for head lice. If we need to check your child’s hair at school, we will call and ask for permission to check your child’s hair. If other children see live head lice, we will call the parent and ask for permission before confirming this. A teacher or designee will be the one to check hair.
- After the child who had head lice returns to school the parent must report to the receptionist or the child’s teacher what was done to the child’s hair and their plan to continue treatment to totally get rid of the head lice.
- If the child who was identified as having lice comes back and the parent reports that the shampoo treatment has been conducted a teacher or designee will check the hair to confirm that lice have been removed.
- It is important to follow the directions stated on the bottle of the medicated shampoo you are using and to comb any nits/eggs out that can still be seen after shampooing.
□ If there are children with certain skin conditions and others disorders that may not be able to use the medicated shampoo, the parent of this child should seek out help from the medical profession and follow their recommendations to get rid of head lice.
□ If however the child has used the shampoo as directed and is still showing live moving lice and it has not worked after three applications, then they need to stop and another treatment needs to be identified and followed.
□ Everyone in the school community should be checked and any infestation treated immediately and completely until clear, then rechecked regularly. Each family is expected to do this check.

In Conclusion—We recognize head lice are a community problem that need to be controlled by the whole community. If a family fails to check and treat a child’s head the work done by others to control the problem is likely to be wasted. It is each parent's responsibility to check and treat their children.

Administrators, teachers and staff will deal with infestations in a sympathetic and professional manner.

HOMEWORK POLICY

We believe the purpose of homework falls under two areas:

1. To practice skills taught in school as needed
2. To finish work not completed in class
3. To enrich the subject being studied
4. To reinforce information about the subject being studied

Homework should be an extension of the learning that engages the student beyond the classroom. An example of this is reading books from the classroom or school library.

We also believe that activities the family can do together such as playing games, reading stories aloud, travel, visits to local areas of interest, and volunteering in the community are ways to engage and extend learning beyond the classroom. Play is an essential component to a child’s development and should be encouraged. We consider the above-mentioned activities “homework.”

SPECIFIC CONSIDERATIONS:
  o If you as a student are continually overburdened with homework assignments, a meeting with the teachers and the director may be needed to determine the best course of action for you.
  o Parents are to be notified in writing (copy to the student folder) whenever it appears that assignments are not being consistently completed.

LUNCHES & SNACKS

At QSI we believe that having healthy snacks and lunches are important to maximize learning throughout the day. Students should bring a morning snack and lunch each day. Refrigerators are available to store food and the teacher on duty will assist with warming lunch items in a microwave. At QSI we believe that excellent nutrition ensures physical growth, promotes a focus on learning, and helps students continue their development of the Success Orientations. We encourage students to have an Aesthetic Appreciation for nature and the environment, which we believe includes a healthy body. To help students learn to be responsible for their health, we are asking parents to work with us to ensure that the snacks and lunches eaten at school promote good health. We have several students with severe nut allergies, so please avoid sending nuts to school whenever possible.
LIBRARY POLICY

1. BORROWING - Books are to be checked out for one week and may be returned and/or exchanged at any time. Older students may check out additional books as needed for reference/project work.

2. RENEWAL - If you desire to keep a book more than one week, it must be renewed after the first week.

3. OVERDUE BOOKS - If books are not returned on the due date, a written reminder (1st notice) will be given to you. If the books are not returned with this reminder, a 2nd notice will be given.

4. LOST OR DAMAGED BOOKS - You are required to pay for lost or damaged books. If you pay for a book and it is later found, you will be reimbursed the amount paid. Any book or QSI Resources that is considered lost or damaged by the director will be charged in accordance with the degree to which the book was damaged or double the original value of the book.

5. OTHER CONSIDERATIONS - If you have outstanding book charges, your library privileges will be withheld until paid. If at the end of a quintile, library fines remain outstanding, your status report, diploma, letters of recommendation, etc. maybe withheld until the payment is made.

REMEMBER!!! ALL BOOKS TAKEN FROM THE LIBRARY MUST BE CHECKED OUT!!!

BUS AND VAN BEHAVIOR
Riding a school bus or van is a privilege. Only students who have signed up for ride services may take the school bus or van. It cannot be used to facilitate play dates. Each bus is assigned monitor who will be the contact person in the event a child will not take the bus/van either to or from school. Parents must give adequate notice if their child will not return home on the bus/van, as it is too difficult to monitor any changes that are made at the end of the school day.

Bus/Van rules;
1. the Bus monitor must be listened to at all times
2. The bus will not wait for tardy students. Please be at the appointed meeting point before the actual pick up time.
3. You may be assigned a seat.
4. Take your seat quickly and buckle the safety belt. The bus will not move until all students are secure.
5. Students will not be allowed to eat on the bus. Water, from a resealable bottle, may be consumed.
6. Inappropriate language is not allowed
7. Hands, feet, heads, etc. must always stay within the bus
8. Loud, rowdy, or disruptive behavior will not be tolerated
9. Any electronic equipment used must not cause a disturbance. It is used at your own risk- the bus may start or stop suddenly. Earphones must be used if listening to music. No phone calls can be made or taken without the express permission of the bus monitor.
10. Teachers and teaching assistants may ride the bus and would be considered bus monitors.
11. Parents are not allowed to ride the bus.
12. Any student damage will be paid for by the parent. This includes any cleaning charges for students who leave a mess behind.

LINE OF COMMUNICATION FOR PARENTS
If parents have questions regarding the educational philosophy of the school, or specific questions regarding the academic or social progress of their child, always contact the child’s teacher directly. If a parent has questions about QSI policy or other administrative matters, please contact the director. The director is
available if the parent is unable to contact the teacher directly. Please allow 24 hours for any non-emergency reply. If the parents are not satisfied with the answers of the director they may reach out to the Regional Supervisor.

**Smoking, Alcohol, and Drug Substances**

QSI International School of Shenyang is a tobacco, alcohol, and drug free campus. Students found using such substances on campus can expect serious consequences including:

1) suspension for the use of tobacco products.

2) suspension with possible expulsion for possession or being under the influence of alcohol or other drug substances while on campus.

Students determined or suspected to be under the influence of drugs or alcohol or found possessing alcohol or other dangerous drugs on campus will be suspended from school until parents are present for a conference with the school administration.

Adult activities held on campus will acquire approval by school administration prior to any alcohol use by an adult group. Students are not authorized to consume alcohol on QSI campuses at any time.

**Possession of Weapons on School Property**

Quality Schools International prohibits the possession of dangerous weapons by students of the QSI schools at any time on the school's property (whether on a person or in a vehicle) or at a school function away from the school property.

Details of this policy are as follows:

1. Dangerous weapons include, but are not limited to, firearms, fireworks, other explosives, and most knives.

2. The penalty for possession of firearms at school or a school function is immediate expulsion from the school. The school community will not tolerate the presence of firearms at the school in the possession of students.

3. The penalty for possession of other weapons will be determined by the school administration.

4. In view of the seriousness of weapons matters, and the safety of students and faculty, the school reserves the right to search a student’s vehicle, bags, and lockers if there is reason to believe that weapons may be on the premises.

5. In cases where a personal body search of a student for weapons is deemed necessary, a parent or guardian will be contacted and present during the search.

**PARENT-TEACHER CONFERENCES**

Parent-Teacher conferences are held three times during the school year, typically in September, January, and June. Written narratives are sent home two times during the year in December and June. Parents are encouraged to contact their child’s teacher at any time during the school year with questions or concerns.
The office will schedule conferences with times as convenient as possible. School is dismissed early on these days.

PERSONAL PROPERTY

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

STUDENT SUPPLY LIST

Parents are asked to help prepare their children for learning, by providing the following:

- Backpack or school bag
- Water bottle
- Daily snack (we encourage healthy snacks such as fruit and crackers) for students 5 and older.
- Daily lunch (students bring their own lunch from home)
- Indoor shoes are required (students, before entering the school, will change into their indoor shoes or slippers)
- Outdoor shoes that are worn to school and have good support for PE activities

TARDY POLICY

All students should arrive 8:10 a.m. everyday.

The beginning of each day a tone is set within the classroom and we need all students to be present. If students come in tardy it interrupts a natural flow of learning. To monitor the tardiness of students the administrator will contact a parent after two tardies. In the rare event that another two tardies are experienced a conference will be held with the director in his office. If this pattern continues further counseling will be sought. An exception may be made for preschool students.

USE OF SCHOOL COMPUTERS

Students may use school computers when under the direct supervision (a teacher present in the room) of a teacher. For independent use students must demonstrate they are responsible and proficient in the care and operation of computers before being given permission to use the school computers. Computers are provided to assist students in their academic pursuits. They are not provided for the downloading of music, videos, etc. Food and drinks are not permitted around the computers.

VISITORS TO SCHOOL

It is not unusual to have visitors in your classrooms. They may be new parents, prospective new students, former students, or friends of students. Visitors must check in through the office before visiting any classes.

QSI Exit Outcomes
When a student leaves Quality Schools International, it is purposed that each student demonstrate success in specified general outcomes or behaviors. When a student graduates from QSI, these outcomes are built into the graduation requirements and are reflected on both the graduation diploma and the student transcript. These outcomes are also reflected on a continual basis in the student evaluation reports at all age levels.

These Exit Outcomes fall into three categories: Success Orientations, Competencies, and Knowledge. Although there are related and overlapping issues and interdependencies among these three categories, they may be identified by the verbs 'to be' (Success Orientations), 'to do' (Competencies), and 'to know' (Knowledge). They are organized as follows:

I. SUCCESS ORIENTATIONS

*Quality Schools International* considers these success orientations to be primary indicators of future success in advanced education, employment, and life in general. Recognition for success in these seven orientations will be 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 be noted on the written evaluation. **A student who demonstrates noteworthy or exemplary positive behavior in a success orientation will also receive one success orientation credit,** which will be noted on the written evaluation with the letter 'E' which denotes 'exemplary'. A student who is unsuccessful in a success orientation will not receive the due credit for that period. **The awards given for each student will be reached by a consensus of the appropriate group of professional staff members.**

Each of the following seven success orientations is listed with specific related behaviors. **These behaviors are to be used as guides to define the meanings of the orientations and to assist the professional staff in issuing awards in the broad categories.** The written evaluations will only include the seven broad categories.

It is not intended that a student must demonstrate all of the specific behaviors of a particular success orientation in a positive way in order to receive a credit in it. Rather, they are used as guides in defining acceptable behavior and in providing consistency in issuing awards. Some are used to identify exemplary success while others are helpful in identifying when a success credit is to be withheld. A success credit is not withheld for some minor discrepancy. A student must habitually display negative behaviors or have a major behavioral problem in order to have a success credit withheld, and this must be agreed upon by consensus in the appropriate group of professional staff members.

A. Trustworthiness
B. Responsibility
C. Concern for Others
D. Kindness/Politeness
E. Group Interaction
F. Aesthetic Appreciation
G. Independent Endeavor

II. COMPETENCIES -
A. Verbal and Written Communications Skills
B. Numeracy and Mathematical Skills
C. Psychomotor Skills
D. Commercial Skills
E. Artistic and Musical Skills
F. Thinking and Problem-Solving Skills
G. Decision Making and Judgment Skills

III. KNOWLEDGE -
A. English/Literature
B. Mathematics
C. Cultural Studies
D. Science
E. Languages other than English
F. Creative and Applied Arts
G. Personal Health & World Environmental Issues

The following pages expand and clarify each sub-heading.

SUCCESS ORIENTATIONS
Quality Schools International considers these success orientations to be primary indicators of future success in advanced education, employment, and life in general. Recognition for success in these seven orientations will be 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 'X', which denotes 'not yet'. The awards given for each student will be reached by a consensus of the appropriate group of professional staff members.
Each of the following seven success orientations is listed with specific related behaviors. These behaviors are to be used as guides to define the meanings of the orientations and to assist the professional staff in issuing awards in the broad categories. The written evaluations will only include the seven broad categories.

A. Trustworthiness

1. The Student Will demonstrate honesty by
   a) habitually telling the truth and avoiding deception.
   b) telling the truth when negative consequences may follow.
   c) bringing lost items or money to the teacher or the office.
   d) being a person who does not cheat on tests.
   e) being a person who is not involved in theft.

2. TSW demonstrate trustworthiness by
   a) following a commitment with the appropriate action.
   b) promptly accomplishing an errand when requested by a teacher.
   c) displaying acceptable behavior when not under teacher supervision.
   d) being a person who is not involved in vandalism.

B. Responsibility

1. TSW demonstrate responsibility by
   a) coming to school and to each class on time except when ill or otherwise excused.
   b) bringing appropriate books and materials to class.
   c) consistently completing assigned schoolwork in a timely manner.
   d) showing organization and cooperation in completing assigned schoolwork in the prescribed manner (such as name, date, and layout included as directed).
   e) contributing ideas, reports, research, materials, and/or out-of class involvement which are not assigned.
   f) taking proper care of materials and equipment.
   g) taking appropriate action to avoid accidents, to avoid misdeeds, or to aid in a situation of need.
   h) being careful in making commitments.

C. Concern for Others

1. TSW demonstrate tolerance for those of other nationalities, races, religions, cultures, ages, and mental and physical abilities by
   a) being a person who does not make disparaging remarks concerning those different from themselves.
   b) joining in group activities with those different from themselves.
   c) having friendly associations with those different from themselves.

2. TSW demonstrate acceptance of others, particularly newcomers, by
   a) including them in informal social groups.
   b) being a person who does not actively exclude individuals from group activities.
   c) approaching newcomers with a view to making them feel welcome.

3. TSW demonstrate concern for others by
   a) avoiding actions or words which hurt another person.
   b) actions and/or words of support and/or sympathy for those who are unhappy or sad.
   c) helping others to be successful in their schoolwork, activities, and play.
   d) displaying unselfish behavior.

D. Kindness/Politeness

1. TSW demonstrate kindness by
   a) being a person who does not make remarks which put down another.
b) being a person who does not physically abuse others.
c) displaying acts of kindness (sympathy, encouragement, helpfulness, patience, etc) toward others, particularly fellow students.
d) giving time and resources to help another in need.

2. TSW demonstrate politeness by
a) being a person who does not exhibit rudeness.
b) using socially acceptable language.
c) displaying acts of courtesy toward others.

E. Group Interaction
1. TSW demonstrate group involvement by actively participating in activities.
2. TSW demonstrate support of leadership by
a) displaying words and actions which encourage responsible behavior by others.
b) displaying words and actions which promote learning in a classroom by others.
c) being a person who does not discourage responsible behavior or learning by others.
d) assisting the leadership of others by cooperating and being good followers.
3. TSW demonstrate support of group activities by
a) contributing ideas which are related to the goals of the group.
b) being a person who does not make negative comments which are not constructive.
c) controlling emotions when discussing different points of view.
d) displaying kindness when expressing an opinion.
e) displaying a cooperative attitude.

F. Aesthetic Appreciation
1. TSW demonstrate an appreciation of nature by
a) not damaging trees and flowers.
b) making positive comments which show appreciation for the beauty of wildlife, mountains, trees, flowers, stars, etc.
c) creating artwork which illustrates nature.
2. TSW demonstrate an appreciation of orderly surroundings by
a) voluntarily picking up unsightly litter.
b) putting litter in proper receptacles rather than throwing it on the ground.
c) keeping areas of work and play reasonably neat.
3. TSW demonstrate an appreciation of the beauty of ideas; musical, artistic, and theatrical creations; mathematical and scientific concepts; and literary works by
a) making positive comments or written reports.
b) being a person who does not display negative remarks or actions which show a disrespect for such beauty.

G. Independent Endeavor
1. TSW show initiative in engaging in tasks other than those assigned with a view to 'in-depth' study or activity.
2. TSW consistently set goals which include more than the minimum effort needed to complete a task.
3. TSW have the opportunity to pursue a particular interest in an area not in the curriculum or to pursue a curricular area in depth, having a unit outcome created, evaluated, and credentialed.
4. TSW show initiative in using the library and other resources in assignments, projects, and homework.
5. TSW show reasonable self-sufficiency in completing assignments, projects, and homework.

It is not intended that a student must demonstrate all of the specific behaviors of a particular success orientation in a positive way in order to receive a credit in it. Rather, they are used as guides in defining
acceptable behavior and in providing consistency in issuing awards. Some are used to identify exemplary success while others are helpful in identifying when a success credit is to be withheld. A success credit is not withheld for some minor discrepancy. A student must habitually display negative behaviors or have a major behavioral problem in order to have a success credit withheld, and this must be agreed upon by consensus in the appropriate group of professional staff members.

COMPETENCIES

In recent decades there has been a tremendous information explosion along with scientific and technological advances. Thus, it becomes increasingly important for young people to develop competencies which give the tools to cope with this age. To become productive participants in modern society, our students need to gain skills related to these advances.

Particularly important are the higher order thinking skills. Skills related to the arts and physical fitness are also important with a view to beauty and quality of life.

These competencies are taught and evaluated in the school's curriculum.

Each of the following seven competencies is listed with broad descriptions of demonstrations of success. These define in general terms the outcomes considered important which will be taught and encouraged in Quality Schools International.

A. Verbal and Written Communication Skills

1. TSW demonstrate effective speech by using correct grammar and sentence structure.
2. TSW demonstrate effective speech by employing reasonable depth in the use of vocabulary.
3. TSW demonstrate effective writing skills in essays, reports, and other written work by using correct grammar, sentence structure, punctuation, and spelling.
4. TSW demonstrate effective writing skills in essays, reports, and other written work by careful organization of thoughts and paragraph structure.
5. TSW enhance two-way communications by demonstrating effective listening skills.
6. TSW demonstrate the ability to prepare neat and efficient written communications using a keyboard.
7. TSW demonstrate the ability to obtain information from the library and other sources by conducting research and report writing which reflects sound library and information-gathering skills.

B. Numeracy and Mathematical Skills

1. TSW demonstrate facility in the use of numbers in counting, measuring, estimating, and telling time.
2. TSW demonstrate computational skills by correctly adding, subtracting, multiplying, and dividing real numbers.
3. TSW demonstrate computational skills by using an electronic calculator for addition, subtraction, multiplication, division, finding square roots, and finding percentages.
4. TSW correctly use the metric system in measuring length, mass, and volume.
5. TSW use the concepts of fractions, proportions, ratios, decimals, and percent’s, in practical situations.
6. TSW correctly gather information from graphs and tables.

C. Psychomotor Skills

1. TSW participate in physical development activities and demonstrate an appropriate level of coordination, strength, and general physical fitness.
2. TSW participate in one or more life-time sports and/or physical activities and demonstrate an appropriate level of proficiency.
3. TSW participate in one or more team sports and demonstrate an appropriate level of proficiency.
4. TSW demonstrate a working proficiency in entering data on a keyboard.
5. TSW demonstrate success in using equipment (scientific, etc.) and tools in accomplishing the task or experiment for which the equipment is designed and in avoiding damage or injury.

D. Commercial Skills
1. TSW correctly use decimal money systems in practical situations (buying, selling, etc.).
2. TSW demonstrate the ability to use a keyboard (with proper typing techniques) in preparing neat and organized written communications and in managing information through the use of computer software.
3. TSW apply knowledge of percent’s to calculate interest on loans, discounts on purchases, and various taxes.
4. TSW demonstrate proficiency in personal finance skills including banking and budgeting.

E. Fine Arts Skills
1. TSW develop music reading and instrument playing skills at an appropriate level aligned with the student's interest, cultural background, and innate talent.
2. TSW develop skills in art and in crafts at an appropriate level aligned with the student's interest, cultural background, and innate talent.
3. TSW develop skills in drama at an appropriate level aligned with the student's interest, cultural background, and talent.

F. Thinking and Problem-Solving Skills
1. TSW develop logical thought patterns in solving problems.
2. TSW correctly translate word problems to mathematical terms and equations and then solve the problems.
3. TSW separate information into components and evaluate the use of each component in leading to conclusions or solutions.
4. TSW evaluate various input information and combine the data to lead to conclusions or solutions.
5. TSW build upon facts and knowledge using logical thought patterns in creating new ideas.

G. Decision-making and Judgment Skills
1. TSW develop a logical approach in making decisions.
2. TSW critically evaluate source materials and ask questions such as 'how?' and 'why?'.
3. TSW develop habits of carefully weighing evidence on all sides of a dispute, problem, or controversy before making a judgment.
4. In making a judgment, TSW carefully examine the evidence with a view to eliminating effects of unfounded prejudices.
5. In making a decision or a judgment, TSW carefully examine information with a view to eliminating effects of unfounded information produced by the famous, the media exalted, or by those swept along in the current of popular appeal.
6. TSW make reasonably accurate estimations for numerical problems and measurements.

KNOWLEDGE
In order for a student to develop competencies, there must exist a firm foundation of facts and knowledge. Certain facts must be memorized and used as tools in gaining other knowledge and in developing competencies. Other knowledge is gained by building upon and combining fundamental facts and bits of knowledge. This happens by hearing, seeing, and experiencing in learning situations, followed by practice and repeated exposure. This happens by dialogue, questioning, experimentation, risk-taking, and group
activities. This happens by reflection, day-dreaming, imagining, visualizing, and inspiration. No one knows all the ways this happens.

In the modern world, there has been a vast explosion of knowledge which continues today! It is impossible to include all knowledge in a school curriculum. Quality Schools International carefully selects knowledge considered essential for a person educated in modern society and concentrates on mastery of these essentials. The theme "LESS IS MORE" is employed which means that it is better to engage in the study of less information and gain mastery with a view to proficient use as applied to higher learning, than it is to "cover" large amounts of information superficially and without mastery.

Each of the following seven areas of knowledge is listed with broad categories of success. These define in general terms the outcomes considered important by Quality Schools International with a view to mastery by all of our students.

A. English/Literature
   1. TSW develop a vocabulary in the English language which enables one to pursue higher education.
   2. TSW know the rules of grammar, punctuation, and sentence structure.
   3. TSW know how to spell correctly the vast majority of words used and how to find correct spellings for others.
   4. TSW be familiar with selected literature (English and American) in the English language including fiction, non-fiction, short stories, poetry, and drama.
   5. TSW know how to use the library and other sources of information in research and report writing.

B. Mathematics
   1. TSW know number facts (addition and subtraction facts, multiplication tables etc.)
   2. TSW demonstrate an understanding of geometrical concepts by solving problems involving geometrical shapes (two and three dimensions), by solving problems involving measurements, and by correctly identifying, defining, and using geometrical terms.

C. Cultural Studies
   1. TSW develop a basic knowledge of the political, cultural, economic, and geographic divisions of the world.
   2. TSW be familiar with the development of the great civilizations in history, including Egyptian, Greek, Roman, Arab, and Chinese.
   3. TSW know different forms of government and relate these to countries in the world.
   4. TSW demonstrate an understanding of the economic forces and economic development of the globe and relate them to different areas of the world.
   5. TSW be familiar with the development of the United States of America including the main events of its history.
   6. TSW be familiar with the history and geography of the area of the former Soviet Union and particularly that of the newly independent Ukraine.

D. Science
   1. TSW know the basics of physical science including the concepts of and descriptions of motion, force, energy, and elementary astronomy.
   2. TSW know the basics of earth science including beginning meteorology, geology, oceanography, and the structure of the earth's surface.
   3. TSW know the basics of biological science including botany, zoology, anatomy, physiology, ecology, and models of origins of living things.
   4. TSW gain a knowledge of experimental hands-on laboratory procedures which clarify and confirm scientific concepts, and which give an ability to make independent laboratory tests and experiments.
E. Languages other than English
   1. TSW develop a vocabulary in at least one language other than English at an appropriate level.
   2. TSW know the rules of grammar, punctuation, and sentence structure of the same language at an appropriate level.
   3. TSW know the script, be able to write, and know how to spell correctly the vast majority of words used in the same language at an appropriate level.
   4. TSW be familiar with the culture (including selected literature) in the same language at an appropriate level.

F. Creative and Applied Arts
   1. TSW be familiar with the history of the development of classical music including a selection of world composers and their works and that of at least one other type of music from any culture.
   2. TSW be familiar with the development of an international selection of great art and architectural works.

G. Personal Health and World Environmental Issues
   1. TSW know how to plan a program of exercise and sports activities with a view to lifetime physical fitness.
   2. TSW know what constitutes a nutritional and balanced diet and will recognize the dangers of eating disorders.
   3. TSW know the facts concerning the harmful effects of tobacco, alcohol, and other drugs.
   4. TSW be aware of the effects of overpopulation, pollution, depletion of the world's resources, and destruction of wildlife and natural areas.
   5. TSW know the habits of good general personal hygiene with a view to the prevention of disease.
**POINTS TO REMEMBER**

You are special. You are unique.  
In the whole history of the world there has been nobody like you.  
No one else can make the contribution you can make.

You are designed for accomplishment, engineered for success,  
and endowed with the seeds of greatness.

You are what you are and where you are because of what has gone  
into your mind. You can change what you are and where  
you are by changing what goes into your mind.

You can have everything you want in life if you just  
help enough other people get what they want.

Dream big dreams. Shoot for the moon.  
Even if you miss you will end up amongst the stars.

Greater freedom comes with greater responsibilities.

The secret of living is loving and giving.

As you imagine yourself to be, so in time you will become.

What you get by reaching your goals is not nearly as important  
as what you become by reaching them.

True success in life is being able to look in the mirror each day  
and be proud of the person you have become.

Success is never ending, failure is never final.

Successful people turn stumbling blocks into stepping stones.

The aim of education is not to learn facts, but rather to acquire values.

The desire of QSI teachers is not to teach you what to think,  
but to teach you how to think.