

Almaty International School



Parent-Student Handbook 2019-2020

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Disclaimer: This manual will not contain every policy of the school. The administration of Almaty International School retains the right to develop or interpret any policy as it deems necessary for the protection of the integrity and safety of the school and all of its staff, students, visitors, and parents. The administration alone is charged with the final say on all matters related to policies developed for the school.

Letter from the School Directors

Dear Students and Parents:

Welcome to Almaty International School! It is with great pleasure that we welcome you to the 2019-2020 school year. We are looking forward to a rewarding school year as we all work together to guide our children's educational, social and emotional growth.

The school offers excellent programs and has an outstanding faculty and staff. We also offer numerous extra-curricular activities to enrich your child's school experience. Being knowledgeable about what your son and/or daughter is accomplishing at AIS will make their experience all the richer.

We encourage you to get involved in your child's education. Please come to school to meet with the teachers, coaches, activities supervisors, and administrators so we can share ideas and information. We welcome parents at school and look forward to seeing each and every one of you at school this year. The Parent Support Group (PSG) is an excellent resource for parents and we encourage you to get involved.

We are looking forward to an exciting and productive school year.

Thanks again for being a part of our community!

Sincerely,

Dr. Jason Craig, Director

Dr. Heather Naro, Elementary Director of Instruction

Ms. Kris Scofield, Secondary Director of Instruction

School Calendar 2019-20



ALMATY INTERNATIONAL SCHOOL 2019-2020 CALENDAR

August	Su	M	T	W	T	F	Sa	22 30	<i>First Day of School</i> <i>No School - Constitution Day</i>
	4	5	6	7	8	9	10		
	11	12	13	14	15	16	17		
	18	19	20	21	22	23	24		
	25	26	27	28	29	30	31		
September	Su	M	T	W	T	F	Sa		
	1	2	3	4	5	6	7		
	8	9	10	11	12	13	14		
	15	16	17	18	19	20	21		
	22	23	24	25	26	27	28		
October	Su	M	T	W	T	F	Sa	26-03	<i>No School - Fall Break</i>
	6	7	8	9	10	11	12		
	13	14	15	16	17	18	19		
	20	21	22	23	24	25	26		
	27	28	29	30	31				
November	Su	M	T	W	T	F	Sa	15-16	<i>Staff Professional Development</i>
	3	4	5	6	7	8	9		
	10	11	12	13	14	15	16		
	17	18	19	20	21	22	23		
	24	25	26	27	28	29	30		
December	Su	M	T	W	T	F	Sa	2 13 14-31	<i>No School - Day of the 1st President</i> <i>Half Day</i> <i>No School - Winter Break</i>
	1	2	3	4	5	6	7		
	8	9	10	11	12	13	14		
	15	16	17	18	19	20	21		
	22	23	24	25	26	27	28		
January	Su	M	T	W	T	F	Sa	1-7 8	<i>No School - Winter Break</i> <i>Second Term begins</i>
	5	6	7	8	9	10	11		
	12	13	14	15	16	17	18		
	19	20	21	22	23	24	25		
	26	27	28	29	30	31			
February	Su	M	T	W	T	F	Sa	8	<i>Staff Professional Development</i>
	2	3	4	5	6	7	8		
	9	10	11	12	13	14	15		
	16	17	18	19	20	21	22		
	23	24	25	26	27	28	29		
March	Su	M	T	W	T	F	Sa	9 21-29 30	<i>No School - International Women's Day</i> <i>No School - Spring Break</i> <i>Third Term begins</i>
	1	2	3	4	5	6	7		
	8	9	10	11	12	13	14		
	15	16	17	18	19	20	21		
	22	23	24	25	26	27	28		
April	Su	M	T	W	T	F	Sa		
	5	6	7	8	9	10	11		
	12	13	14	15	16	17	18		
	19	20	21	22	23	24	25		
	26	27	28	29	30				
May	Su	M	T	W	T	F	Sa	1 7-8 11	<i>No School - Unity Day</i> <i>No School - Defender of the Fatherland</i> <i>No School - Victory Day</i>
	3	4	5	6	7	8	9		
	10	11	12	13	14	15	16		
	17	18	19	20	21	22	23		
	24	25	26	27	28	29	30		
June	Su	M	T	W	T	F	Sa	17	<i>Last Day of School</i>
	7	8	9	10	11	12	13		
	14	15	16	17	18	19	20		
	21	22	23	24	25	26	27		
	28	29	30						

First Term - 74 days

August 22 - December 13

Second Term - 52 days

January 8 - March 20

Third Term - 54 days

March 30 - June 17

*subjects to change

QSI Almaty International School

Almaty International School is one of 37 QSI schools in 31 countries around the world. It is the third largest school in the system and one of the oldest. All Quality Schools International (QSI) schools share the same mission, philosophy, beliefs, policies, and procedures. This support structure allows QSI to open new schools with relative ease all over the world. New, small QSI schools' benefit from financial support in the form of loans from other QSI schools that can afford to give them. Well-established schools, like QSI Almaty, benefit from the interest earned on the loans they give to the smaller, newer schools. Most international schools are stand-alone and do not possess these benefits.

QSI Mission Statement

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

Our schools follow a logical model of education which measures success by the accomplishments and attitudes of our students. We believe that all of our students can succeed, that their successes encourage them to continue in a pattern of success, and that it is the school's' 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.

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Almaty International School Mission Statement

Almaty International School will provide a safe and nurturing community of empowered and successful learners who celebrate diversity, practice mutual respect to all people, and partner with families creating a foundation for lifelong learning.

Our goal is SUCCESS FOR ALL.

Belief Statements

A CARING ENVIRONMENT - We believe that a safe and physically comfortable environment promotes student learning. We believe that a student's education is enhanced by positive relationships, extracurricular activities and a system of academic and emotional support. We believe that parental participation and support is essential for successful academic and extracurricular programs.

FOCUS ON LEARNING - We believe that student learning needs should be the primary focus of all decisions impacting the work of the school. We believe that literacy is the gateway skill. Success in literacy

leads to success in all subjects. Our initial academic focus is literacy. We believe that student learning should be differentiated to accommodate varying levels of ability and learning styles through a variety of instructional approaches. We believe that students need to be given the opportunity to participate in extracurricular activities in order to develop leadership and teamwork skills outside the classroom.

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

COMMUNICATION - School spirit is enhanced when disagreements or misunderstandings are cleared up by the persons involved in the problem. Please follow the *chain of communication* when you are trying to address any issues. At Almaty International School, we believe that when we have a problem, we sit down and work it out. In a community such as ours, it is vital that all members of the professional faculty and parents observe the proper channels of communication. Concerns should ***first*** be discussed ***directly*** with the individual(s) involved.

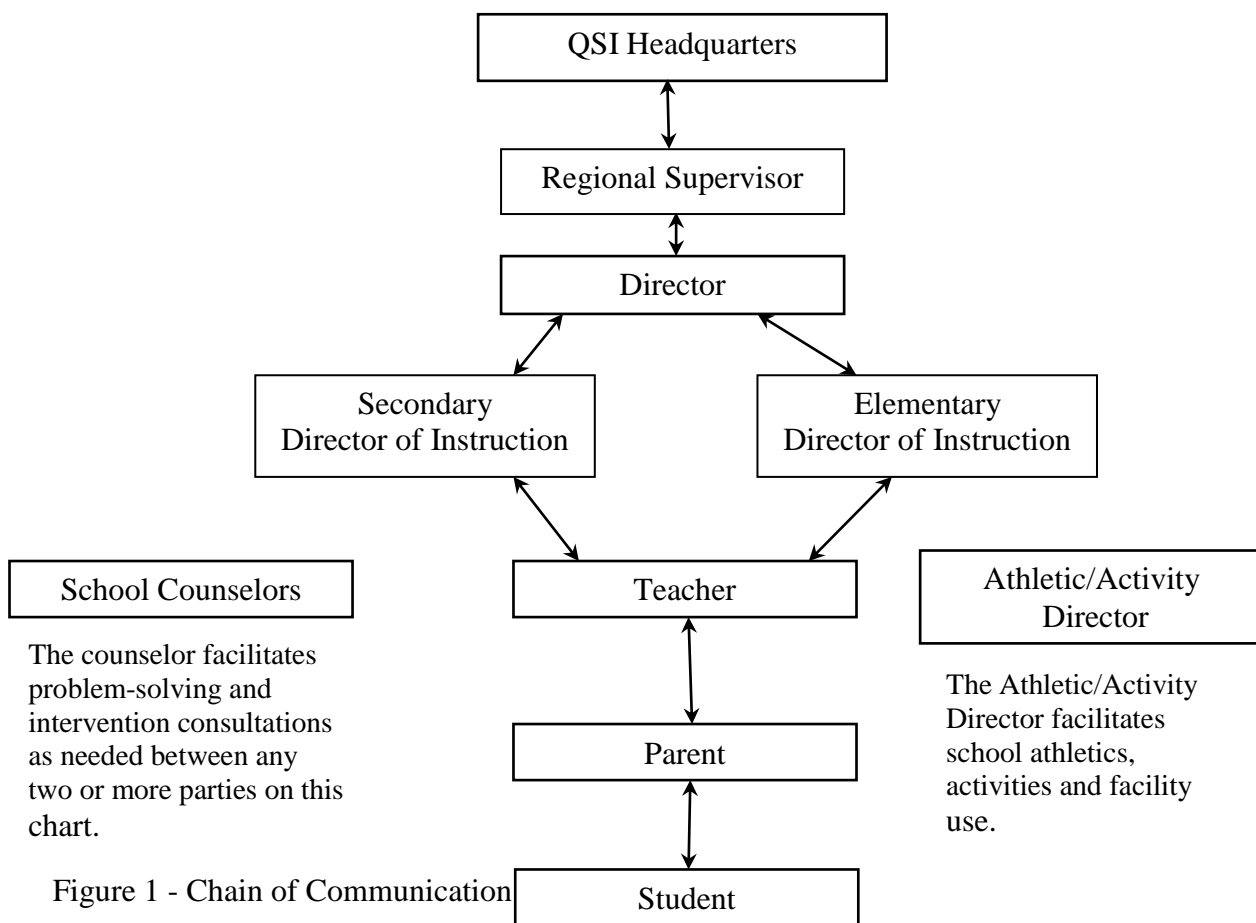


Figure 1 - Chain of Communication

Accreditation

Almaty International School (AIS) is fully accredited through internationally recognized Middle States Association of Colleges and Schools (MSA). MSA verifies that AIS meets or exceeds quality educational standards, is engaging in a program of continuous school improvement, and is providing for quality assurance through self-evaluation and peer review. Almaty International School recently completed re-accreditation during the 2013-2014 school year.

U.S. State Department Sponsorship

Ninety-nine percent of the school's revenue comes from tuition fees. Additionally, AIS receives a small yearly grant from the U.S. State Department, called a GRASP grant. More importantly, however, the school receives non-financial support from the U.S. State Department, including support with legal and governmental issues such as licensure.

Expectations

WE EXPECT OUR ADMINISTRATORS

- To place teaching and learning first.
- To be flexible, helpful, and provide support when meeting with parents.
- To be available, willing and able to provide support to all faculty members.
- To provide support in the classrooms, giving helpful feedback and providing help.
- To support and facilitate teaching and learning.
- To follow the proper channels when communicating.

WE EXPECT OUR TEACHERS

- To be dedicated professionals who have planned and are prepared to teach.
- To cooperate and be willing to work toward a common goal.
- To positively and cooperatively take on responsibilities beyond the classroom in support of extracurricular and school-wide initiatives.
- To be flexible, responsible, cooperative, and supportive.
- To be aware of their own talents/abilities/resources and to share them by assisting other teachers in a collegial manner.
- To respect colleagues and children.
- To follow the proper channels when communicating.
- To be helpful and kind.

WE EXPECT OUR STUDENTS

- To be respectful of teachers, all school staff, and each other.
- To have a positive attitude toward learning.
- To be responsible for their own behavior.
- To be responsible, cooperative, and supportive.
- To be ready to learn.
- To give their attention to the required task.
- To work toward mastering all of the Units and Success Orientations.

WE EXPECT OUR PARENTS

- To be responsible, cooperative, and supportive.
- To follow the proper channels when communicating.
- To update the school when contact information changes.
- To make sure that their children are in school every day and on time.
- To make sure that their children come dressed properly.
- To help their children come prepared for school with all materials needed.
- To follow the school's procedures as outlined in the Student-Parent Handbook.

Health

AIS has a nurse on duty during school hours and sporting activities.

In case of injury, teachers and students should notify the school nurse. The nurse will notify parents as soon as possible if the injury takes place at school.

If a student has a chronic illness or some physical handicap, this information should be given to the school office and the nurse. Students who come to school with communicable illnesses, severe colds, or fevers, will be sent to the clinic. Parents will be notified and requested to come and collect their child to prevent infections from spreading.

If a student is sick or absent for other reasons for three or more days, he or she will need to bring a letter from the pediatric physician with the indication of the diagnose and information about not having a contact with contagious patients.

Students who become sick during the day will be taken to the sanitarium at the medical office of school until parents' arrival. Students with suspicion of a communicable disease cannot attend school. Students with a contagious cough, temperature rise, stomach ache, or conjunctivitis should not come to school.

All students will be checked for lice periodically, especially after breaks and/or excursions.

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

- Telephone/cell phone numbers where parents can be reached.
- Names and (local) telephone numbers of relatives or friends who should be contacted when parents are not available.
- Immunization information, recommended doctor or medical services.
- All test analysis and physical examinations must be current and up to date in order for a student to be in attendance.

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

If your child is unable to attend Physical Education class, there must be a signed note from a physician with details of when the student may return to class.

Dispensing of Medication

AIS does not permit school employees to dispense prescription or non-prescription medication including Tylenol, cough syrup, throat spray, throat lozenges, cough drops, etc., without directions and written/verbal consent from the parents. Please sign the waiver in the back pocket to allow the nurse to dispense the aforementioned items.

If medication must be given during school hours, a signed consent letter **MUST** be on file in the school's clinic. Medications must be brought to school by the parent - ***not sent to school with your child***. Medication must be in the original prescription or non-prescription bottle/container. If medications need to be taken home, they must be picked up by the parent. Medications cannot be released to your child to take home.

Food at AIS

Students may elect to participate in the lunch program (see below) or carry sack lunches from home. Students from three years old to eleven years old may also elect to participate in the morning/afternoon snack. Weekly menus will be posted on our website and weekly memos.

Lunch Program

Our food service provider is FG Company.

The lunches are provided to students in the form of a buffet, 3 and 4-year-old students are served in their classrooms.

There will be an in-house bakery, a salad bar, including fresh fruits and vegetables, dressings and sauces are made of natural ingredients; a dietetic station and vegetarian dishes, two entree selections with side dishes, two soup selections, and beverages. In addition, a variety of Korean food is offered for the older students on the daily basis.

As of August 2019, the cost for the daily lunch (purchased monthly) is 1375 Kazakh Tenge (KZT) for 9-11-year-olds, 1190 Kazakh Tenge (KZT) for 5-8-year-olds, and 1000 Kazakh Tenge (KT) for 3-4-year-olds. Prices may be subject to change for the 2018-2019 school year. (For pre-school there is no difference in charge for individual versus monthly) There will also be a snack offered in the afternoon for the elementary 3-11-years-old students. The cost for the snack is 175 Kazakh Tenge. Snacks are delivered to the classroom.

For those not enrolled in the monthly lunch program, as well as non-student visitors, daily lunch fee is 1600 Kazakh Tenge including VAT per day for lunch.

Payments for the lunch program are accepted in cash or with a card (Visa, MasterCard) at the school office. Payments have to be made in advance on a monthly basis.

If the child's lunches are covered by a company, a payment can be made by wire transfer in KZ tenge for a minimum of 5 months at a time. An invoice and the closing document will be provided by FG company.

Please contact the school lunch coordinator, Nadezhda Yegorina, in advance. Her email address is f.g.companyais@gmail.com.

Part of the agreement that we have with our food service provider is that they are to be the sole provider of food service and are responsible for all food service activities at AIS. AIS is not licensed to sell or provide food.

Students are allowed to bring their lunches to school. No food can be sold at AIS without the approval of the AIS administration in conjunction with the food service contractor.

Drinking Water

The water at the school is filtered, tested regularly and is drinkable. We suggest children bring a bottle or cup for drinking, or if desired, they may bring bottled water from home. Additionally, there are water coolers provided throughout the campus.

Safety

Arrival at School

School Hours

School hours are from Monday – Friday from 8:00 a.m. – 3:16 p.m.

Before School

Students may arrive at school no earlier than 7:35 a.m. School-provided supervision will begin at 7:35 a.m. in designated areas.

Three and four-year-old students may enter their classroom at 7:50 a.m.

Five-year-old through eleven-year-old students should remain in their designated areas until the first bell, which rings at 7:55 a.m. **Students should not go to their classrooms before school.** AIS faculty and staff will assist elementary students to their classrooms in the morning.

Dismissal from School

Walkers

Students who walk to and from school will require a note from his/her parent to allow him/her to leave the school. Please submit the letter to the head of security, Mr. Azis Temirov. He will then issue the student a pass to leave the school.

Bus Riders

Students who are bus riders will be walked by a staff member to their bus. Once students are brought to their bus, it is expected that they will stay seated on the bus for their safety. Bus rules are explained to each student by teachers and the bus monitor, and they must be strictly enforced for the safety of everyone on the bus. Buses will depart from the school at 3: 25 p.m.

Car Riders

Students being picked up by carpool or individual cars must have a person come and collect them from the rose garden in front of the school. Drivers may not wait in the car and expect the child to find him/her in the parking lot.

Please inform the teacher if there will be a change of drivers or transportation. AIS does its best to ensure the safety of your child, and we need your help to keep us informed of any changes.

Leaving with Another Student

In order to go home with another student after school, a student needs written or emailed permission from their parent/guardian and the parent/guardian of the child who he/she is accompanying home. This information can be sent to Reception. Please also inform the teacher to this change.

- Students must have written or email permission from their parent/guardian to go home with another child.
- Students must have written or email permission from the parent/guardian of the other student.

Please support us by using this procedure. Students need to be responsible and plan ahead for after-school visits.

Personal Property

Students are strongly discouraged from bringing large sums of money and valuable personal property to the school. The school assumes no responsibility for lost or stolen property. Books and other items should be stored in lockers, or in the case of elementary students in their classrooms or cubbies. The administration has the right to search any backpack or locker at any time. If a student refuses, their parents will immediately be called to the school to assist in the search.

Visitors

All visitors must enter through the main gate, be escorted to reception, and check-in at reception.

Visitors will be given an identification badge. Anyone who is in the building without this badge will be asked to return to the office. Students are not allowed to bring other school-age visitors to school without permission in advance (one or two days) from the Director of Instruction. We encourage parents to visit and volunteer. However, we ask that extended visits be scheduled with the office and the teacher in advance to minimize disruption to the class routine.

Closed Campus

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

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

Permission to Leave School

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

- A signed request or phone call by the parent must be directed to the reception desk which will include the person who is picking up the child. Please also inform the teacher.
- Parents or drivers are to come to the reception desk to pick their child up, not the classroom. Parents or drivers are to report to the reception desk and sign the child out. The child will then be called from their classroom.

- No child will be released to anyone other than a parent, guardian or authorized personnel, delegated with legal authority over the child.

At the end of the school day, if the student is going to be leaving campus with another student, the following procedure is to be used:

- Students must have written or email permission from their parent/guardian to go home with another child.
- Students must have written or email permission from the parent/guardian of the other student.
- On rare occasion, a child may be granted permission verbally via telephone.

Fire / Bomb Threat / Natural Disaster

In the case of such an event, we may need to evacuate the building. The decision to send students home is made by the Director. Students are to always ask an adult for specific directions on where to go and what to do. The school has an Emergency Procedure Handbook that is updated yearly and addresses this issue.

Driver Responsibility

In order to maintain a safe environment for our students, the following policy will be in effect for **ALL** drivers on campus:

- Drivers must not exceed the 10 km speed limit and must follow guidelines established for a safe and orderly flow of traffic.
- Drivers will follow the no smoking policy of the school.
- Drivers will not touch or discipline students who are not under their care.
- Drivers who do not follow the above guidelines will be reported to their employers. Continued abuse of these guidelines will result in denial of access to the campus.
- Drivers cannot take another student off campus without permission.

Facilities & Resources

Books and Supplies

Textbooks are loaned to students. It is important that the school keeps a complete record of all texts given to each child. Therefore, each child will be assigned a numbered text in his school subjects. This record will be kept by the librarian. Please discuss with your child that it is his/her responsibility to maintain each text in the same condition as when it was received. Books that are lost, stolen or damaged should be reported to the classroom teacher immediately. The replacement of lost or damaged texts is the responsibility of the parents. School provides the consumable items such as paper, notebooks, pencils, pens, erasers, etc.

Lockers

All students use a school locker. **Lockers are school property and may be searched at any time by school administration.** If it is determined that a locker must be searched and the locker has an individual lock on it, the lock will be cut off of the locker if the administration is unable to locate the student.

Lost and Found

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

School Telephone Use

The school telephones are business phones; therefore, student use is limited to business matters or emergencies. We cannot accommodate large numbers of students calling home at dismissal time for instructions on what to do. Students are required to make prior arrangements with parents to stay for an after-school activity. Any exceptions must be approved by the Director or the appropriate Director of Instruction.

Library

Hours: 7:45 a.m. - 5:00 p.m. Monday-Friday

3-4-year-olds	1 book for 1 week
5-8-year-olds	2 books for 1 week
9-year-olds	3 books for 1 week
10-year-olds	4 books for 2 weeks
11-year-olds	4 books for 3 weeks

Student Life & Culture of the School

Success Orientations

All QSI schools encourage healthy social and emotional growth by stressing certain character traits that lead to success in life. We refer to those character traits as “Success Orientations.” Students are evaluated on Success Orientations five times during the school year. The seven Success Orientations are designed to be secular and easily embraced by parents, students, and teachers from many different cultural backgrounds.

RESPONSIBILITY

CONCERN FOR OTHERS

KINDNESS AND POLITENESS

AESTHETIC APPRECIATION

TRUSTWORTHINESS

GROUP INTERACTION

INDEPENDENT ENDEAVOR

Evaluating Success Orientations

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 the professional staff familiar with 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 an ‘S’, which denotes ‘success’ in that success orientation behavior. A student who demonstrates noteworthy or exemplary positive behavior in a success orientation will receive an ‘E’ which denotes ‘exemplary’. A student who is not yet successful in a success orientation will receive an ‘N’, which denotes ‘not yet’. The awards given for each student will be reached by a consensus of the professional staff members who interact with the student.

Please see Appendix A for more information regarding how Success Orientations are evaluated.

The Process for Receiving an “N”

Ns are not awarded lightly. Teachers view giving Ns seriously. The following is the process by which a student earns an N. The process is initiated when a student begins to demonstrate behaviors that are inconsistent with one or more of the success orientations. The teacher informs the student and parent that he/she is considering a RECOMMENDATION for an N in a specific Success Orientation. The parent is given the opportunity to aid the student/teacher in adjusting the behavior.

If the student does not show improvement in the area, a second parent contact **MUST** be made to indicate that an N is being RECOMMENDED. Thus, two home contacts must be made before a student can be recommended for an N. A nomination form goes to the Director of Instruction.

During staff consultations before the end of the quintile, recommendations are examined by **ALL TEACHERS WHO INTERACT WITH THE STUDENT**. The student receives an N if the behavior is consistent throughout other classes (i.e. all teachers who know the student agree that the student has not yet fulfilled the expectations according to a particular Success Orientation). The student only receives an N if

there is a consensus among teachers. The teacher who recommended the N must follow up with the student by meeting with him/her, setting goals, and monitoring progress.

In extreme circumstances, a student will be assigned an N without following the above steps. These cases may include cheating, fighting, stealing, etc. The Director of Instruction will assign this N and contact the parent.

The Process for Receiving an “E”

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

During staff consultation before the end of the quintile, recommendations are examined by ALL TEACHERS WHO INTERACT WITH THE STUDENT. A student receives an E based on if the behavior is consistent throughout other classes (i.e. other teachers agree that the student has exceeded the expectations according to the TSWs in a particular Success Orientation).

General Discipline Policies

At AIS, a safe environment ensures that students can excel academically and socially. Children must feel secure in order to be successful at school. There are instances that require disciplinary actions to maintain a healthy school atmosphere. Students will be held to high expectations of behaving in a respectable and trustworthy manner. QSI’s Success Orientations provides an effective basis for guiding student behavior and for encouraging self-discipline. Please see the section on Success Orientations for more information.

Below are disciplinary issues that apply to all students. Please see Elementary Disciplinary Policies and/or Secondary Disciplinary Policies for more information regarding age-specific policies.

Suspension and Expulsion

In cases of significant misbehavior, students may be suspended from attending classes at the discretion of the Director or Director of Instruction. Suspension may be assigned at home under the supervision of parents or in-school in an isolated location under the supervision of the Director of Instruction or designee. No student will be suspended without parent notification. Before a student may attend classes following an incident of in-school or out-of-school suspension, parents and student shall meet with the Director of Instruction to be informed of conditions for the resumption of attendance.

Under extraordinary circumstances, the expulsion of a student may be needed to ensure that our campus remains a safe place for learning. A process for considering expulsion exists, and it requires the involvement of parents, staff, administrators, and the school’s Advisory Board. Expulsion is a very serious and rare action. Examples of behaviors that may result in suspension and/or expulsion include but are not limited to:

- Bullying / Harassment / Intimidation (see below)
- Extortion (threats of physical violence unless money is given)
- Fighting
- Sexual harassment
- Drugs or alcohol
- Weapons
- Stealing or destroying property

Bullying / Harassment / Intimidation

No harassment of another student, whether verbal, physical or written (on paper or electronically) is tolerated at AIS. Any student found harassing another student may be recommended for long-term (up to 10 days) suspension from attendance at school. Bullying is one form of harassment and will not be tolerated.

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. Bullying behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and intentionally excluding someone from a group. It is not bullying when two kids with no perceived power imbalance fight, have an argument or disagreement. Conflict resolution or peer mediation may be appropriate for these situations.

Bullying is not tolerated, and all reported incidents will be investigated. Parents will be contacted immediately, and an “N” will be assigned on the student’s Status Report for Concern for Others.

Disciplinary Vocabulary and Definitions

Alcohol/Chemicals/Tobacco: possession or use of any narcotic or controlled substance (including tobacco and alcohol) or possessing or distributing drug paraphernalia (such as lighter or matches), or use of over-the-counter or prescription drugs for the purpose of mood alteration or intoxication, inhaling the fumes of certain volatile substances for their mood-altering or intoxicating effect are prohibited on school property or at any school-related event.

Ammunition, Weapons, Mace or Pepper Gas, Fireworks: possession of weapons, bullets, or other projectiles designed to be used in/as a weapon or other material designed to cause pain or injury.

Arson: intentional destruction or damage to school buildings or property by means of fire.

Bomb Threat, Fire Alarm: intentionally causing a false fire alarm or making a bomb threat

Bribery: attempting to coerce someone to perform an act by offering money, gifts, or other solicitation

Cheating: getting answers for an assignment (ex: test) from a source other than the student’s own knowledge (notes, another student’s work); also giving answers to someone else

Disruptions: actions that hinder the teacher/staff member from performing his/her assigned duties (ex: speaking without permission, getting out of the seat without permission, playing in class, distracting classmates)

Fighting: a physical assault on another person

Forgery: intentionally signing any document with parent signature

Harassment: Verbal, written, electronic (via social media), or otherwise expressed actions that arouse alarm in others, that is discriminatory, abusive, threatening or obscene, which bullies, intimidates, threatens or causes fear of bodily harm or death; words or actions that negatively impact an individual or group based on their racial, cultural or religious background, their sex, their sexual orientation, any disabilities, national origin, or socio-economic status.

Insubordination: willful refusal to follow directions given by a staff member

Physical Aggression: willing, repeated, unwanted physical interaction with others (this includes pushing, shoving and “pretend” or “play” fighting)

Plagiarism: a student using another person’s work (from a book, internet, another student) and claiming it as his/her own

Profanity: obscene or profane language or gestures, written or printed materials (including pictures), or conduct which is inappropriate in a school setting

Sexual Harassment: Sexual harassment may include actions such as the following:

- a. Sexually oriented verbal “kidding” or abuse
- b. Subtle pressure for sexual activity
- c. Physical contact such as petting, pinching, or constant brushing against another person’s body
- d. Demands for sexual favors, accompanied by implied or overt promises of preferential treatment or threats

Tardiness: being late for class without a proper excuse

Theft: stealing others’ personal or school property

Vandalism: destruction of property belonging to the school or another person.

English Language

AIS is an English-speaking learning community. We expect and encourage students to communicate in English during the school day. Doing so helps us build a cohesive school community and significantly benefits students who are learning English.

Dress Code

No QSI school requires students to wear uniforms. Individualism and the freedom to express one’s self are valued concepts. However, a student’s appearance cannot distract, and any student whose appearance proves to be distracting may be asked to go home to change. The dress code enforcement will be left up to the Director of Instruction’s discretion.

Field Trips

Field trips are mainly used to aid in the instruction of the classroom. Thus, it is important that students attend these trips as part of their educational experiences. At the same time, it is expected that students will conduct themselves in an appropriate and responsible manner. If it becomes evident that a student’s participation on a field trip may become disruptive, that student can be excluded from such a trip. Parents will always be notified in advance if this is to occur.

Personal Property

Students are strongly discouraged from bringing large sums of money and valuable personal property to the school. The school assumes no responsibility for lost or stolen property. Books and other items should be stored in lockers. The administration has the right to search any backpack or locker at any time. If a student refuses, parents will immediately be called to assist in the search.

Attendance

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

Unless there is an emergency, we ask that parents refrain from picking up students until school is dismissed in the afternoon. Early dismissal can be disruptive to the learning process. We strive for 100% attendance throughout the year. Notify the teacher and the school office as soon as possible on any day children will be absent. This prevents us from contacting you at work or interrupting your activities at home. The phone number to the Main Office is **381-87-10/11/20** or you may email the front desk at reception@almaty.qsi.org.

When a child is tardy for school, the student needs to get a pass from the main office.

In addition to contacting the front desk, please email the teacher and cooperating teacher if your child will be absent.

Please be aware that missing school is detrimental to your child's learning. It is very challenging for students to truly make up the learning experiences offered in the classroom. Mastery learning requires time and exposure to the material. Tardies and absences limit school achievement.

Student Records

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

Withdrawal Procedures

When a family decides to withdraw their child from AIS, we request that they inform the school *two weeks in advance*. Any shorter period of time may not allow the school enough time to gather all documents requested. Notice of early withdrawal from school should be made to the school office by **written notification from parents**. If withdrawal is expected near the end of a quintile, parents are asked to notify the school office as soon as possible so that the school can work with the teachers in getting work accomplished and evaluations entered on the permanent record. Credit will only be granted for work completed, turned in, evaluated, and recorded.

Any student who withdraws will be given a withdrawal form, which is submitted to the finance manager, librarian, locker manager and the Director of Instruction. This form is then taken to the registrar's office, once the registrar has cleared the student, the student's records will be issued. These records include a withdrawal certificate, final status reports, and an official transcript to students aged 14 and older. A withdrawal certificate containing the dates of attendance of the student at AIS, the grade that was completed/not completed by the student and bearing the signature of the school Director will be issued to the departing student. However, students with outstanding fees (tuition or other) or unreturned books or materials will not receive final documentation until the owed amounts or items are cleared and the student's file is deemed to be in good standing. Graduating students will already have received their high school diplomas, awarded during the commencement ceremonies. If multiple copies of documents are needed, the remaining copies will be ready within one week of the last day of school.

Selling Items at School

Students are not allowed to sell items for personal profit at school. Items brought to school this purpose may be confiscated and the seller will be subject to possible disciplinary consequences.

Electronic Devices

The school discourages students from bringing any type of electronic device to school as the school accepts no responsibility for missing, broken, or stolen devices.; however, if devices are brought to school the following policy must be followed:

- Cell phones and other electronic devices may be used only for approved instructional purposes during the school day. If these devices become a distraction to learning or if they create a behavioral issue, consequences will be applied.

- Any electronic device that is used inappropriately during the day may be confiscated and sent to the Director of Instruction's office.
- Electronic devices may not be used surreptitiously to record video or audio of students, teachers, staff, or anyone else while on school property.

We want students to interact socially with each other; however, excessive reliance on electronic communications inhibits positive face-to-face interaction. We are also concerned that these expensive items may be stolen or lost. In addition, in the case of a bomb threat, electronic devices constitute a safety risk and must not be activated.

Academic Grading and Reports

All QSI schools commit to teaching all subjects at all levels to mastery. This means that the teacher is not permitted simply to assign a "bad grade" and move on to the next unit of study, when and if an individual student starts to struggle. Instead, the teacher must find a way to help the student achieve mastery. This is a monumental commitment for the school to make, and it is only possible to successfully implement with a couple of critical modifications. One such modification is placing students in the 5-year-old class through 13-year-old class by achievement--rather than by age--in the critical core subjects of Math, Reading, and Writing. This simply means that a 7-year-old student, for example, may be placed in 6, 7, or 8 year-old Math, depending on his or her achievement. Another modification is low 8-year-old class size. A good size class in a QSI school is around 12 students. And finally, another modification is the grading system, which is described in detail below.

Explanation of Grades

A: Within the Mastery Learning approach, an "A" indicates that a student has consistently demonstrated higher order thinking and performance skills such as problem solving, analysis, creativity, and/or in-depth applications of the content of the unit. Students do not achieve A-Level mastery simply by doing more work or achieving a higher percentage grade on an exam. Rather, an "A" indicates that the student has mastered the content and performance skills of a unit at a genuinely exemplary level.

B: A 'B' indicates that the student has mastered the content and performance skills of the unit at a high level of competence including some demonstration of higher-order thinking and analysis.

NOTE: AIS does not grant credit for mediocre (or 'C' level) work; in order to receive credit for a unit, students must demonstrate mastery at 'B' or 'A' level.

P: A 'P' simply means that the teacher has begun to instruct the class on this unit and the student is, therefore, "in progress" toward mastering the unit. At the start of each unit, the instructor opens a unit by entering 'P' for that unit of study. Therefore, a 'P' indicates that the student is receiving instruction on that unit. In some classes, one unit will be open for an extended period of time and more than one unit will be open at the same time.

H: An 'H' means the unit has been placed "on hold". The teacher has determined that it is best for the student not to pursue this instructional outcome at the current time. For example, the student may need to develop pre-requisite background knowledge/skills or continuing study on this unit may be interfering with progress on another unit that is currently under instruction. At the right time, the teacher will have the student re-engage in a unit that has been placed "on hold".

D: A 'D' is given when the student *has not made a reasonable effort* and is thus not attaining mastery of the unit due to their own lack of effort. After receiving a 'D', it is still possible for a student to eventually demonstrate mastery and earn a 'B' in that particular unit. However, under some circumstances, the opportunity to upgrade may not be offered until the following academic year. *Note: A student receiving a 'D' may not receive a mark higher than a 'B'.*

Status Reports

The "Student Status Reports" are emailed to the parents and High School students every two weeks but can be printed at any time of need. Status reports provide a continuous record of a child's progress during the school year in each of his/her courses. The following are answers to questions parents may have regarding these reports.

Q: How are Status Reports different from traditional grade reports?

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

The Status Report provides grades in mathematics and it also separates the course into "essential units" (outcomes). Teachers evaluate students for mastery of each essential unit and this becomes part of the report. Therefore, the parents not only have a better idea of what their child has learned, but they know what skills and concepts their child has actually mastered.

Q: What is Mastery Learning?

A: Each subject is broken up into essential units. Teachers provide a program of instruction for each of these essential units. Teachers evaluate each student for mastery of the concepts and skills. A variety of evaluation tools are used including written tests, projects, direct observation, and student activities. Students who do not completely master an essential unit are given additional instruction directed at a variety of learning styles to support students' progress toward mastery. The process of re-teaching and evaluation continues until the essential unit is mastered by the student.

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

A: We believe all children can and do learn. Our teachers teach and reteach until the essential unit is mastered. Therefore, a 'B' denotes the student has mastered the material and knows it well. The grade of 'A' not only indicates that the student has mastered the material well, but is also able to consistently demonstrate higher order thinking and performance skills such as problem solving, analysis, creativity, etc. This also implies in-depth applications of the content of the essential unit.

Q: What does a 'P' mean?

A: A 'P' means that the student is *in progress* of mastering a unit. At the start of each unit, the instructor opens a unit by entering 'P' for that unit of study. A 'P' indicates that the student is receiving instruction on that unit. In some classes, one unit will be open for an extended period of time or more than one unit will be open in a subject.

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

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

A 'D' is given when the student *has not made a reasonable effort* and is thus not attaining mastery of the unit through lack of effort. After receiving a D, it is still possible for a student to eventually demonstrate mastery and earn a B in that particular unit of study. However, under some circumstances, the opportunity to upgrade may not be offered until the following academic year. (See below for details.) *Note: A student receiving a D may not receive a mark higher than a B.*

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

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

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

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

Measure of Academic Progress (MAP®) Assessments

Almaty International School administers MAP® tests in the fall and spring of each academic year to students 5-years-old through Secondary II. These computerized adaptive tests measure academic progress in the areas of reading, writing, and math. The information provided by these tests allows teachers and parents to monitor the growth and progress of basic academic skills. More information about MAP® testing can be found online at https://www.nwea.org/content/uploads/2014/07/ParentToolkit_0.pdf. The school's MAP coordinator, Alissandra Butzbach, is available to discuss MAP test results with parents.

Intensive English Program

Almaty International School has a very well-developed Intensive English Department. Students aged 6-years-old and older are required to go through testing as part of the admissions process. If the English language test results are below the student's age level, she/he will be enrolled in the Intensive English program. Students aged 6 through 11 are pulled out from regular Reading and Language Arts to be taught in a small group at their current level (10 periods per week). Students aged 12 through 15 are scheduled into 10 periods of Intensive English Literacy per week and at least 5 periods of Intensive English Support periods per week.

Intensive English students DO NOT take a world language until they exit from the program.

Elementary students are pulled out into a small group to have additional Intensive English Support during World Languages class. If an elementary student exits from the Intensive English program in the middle of the year, she/he will stay in the Intensive English Support for the rest of that academic year. Students, ages 12 through 16, are required to take an Intensive English Support class for a full academic year after exiting the program.

Students may exit the Intensive English program at any time of the year. They must be reading and writing at their age-appropriate level to be able to transition into the mainstream classes.

Kazakh Studies and World Languages

Almaty International School has a dynamic and engaging World Language program. All students, not enrolled in Intensive English classes, in 5-year-old and 6-year-old classes, have Russian class. Starting with the 7-year-old program, we are proud to offer classes in French, Kazakh, Russian, and Spanish. Additionally, we provide special events for our "Week of Foreign Languages", and language contests.

Kazakh national students are enrolled in Kazakh language and history classes. These classes are in line with the Kazakh national standards and regulations. Additionally, the Kazakh department shares cultural insight and performs schoolwide programs for Kazakh Independence Day in December and Nauryz in March.

Transportation

Bus Service

AIS provides the option for bus transportation to and from the school for students in the 3-year-old program through Secondary 4.

AIS provides monitors on all buses to ensure safe rides. Students are expected to follow monitors' instructions. Students who are reported to the administration for minor infractions will meet with the Director of Instruction to discuss the behavior. If the behavior continues, the parents will be notified, and the student may be suspended from riding the bus for a period of time. Parents will be notified immediately regarding behaviors that seriously affect the safe operation of the school bus. Removal from the bus may be necessary for serious incidents, even for a first-time offense. Bus service is a privilege, not a right.

Students are also eligible to ride the **“late bus”**. The “late bus” departs school at approximately 5:00 p.m. on days when approved extra-curricular activities are scheduled. To ride the late bus, students must sign up with the Bus Coordinator through the reception desk by 2:00 p.m.

Bus Policy – Students:

- You must be at the arranged pick up point at the appointed times. The driver will not wait for latecomers.
- You will be under the authority of the bus monitor who may assign you a seat.
- You should seat yourself as quickly as possible and remain seated while the bus is in motion with your seat belt tightly in place.
- If the bus is in such a position that you must cross the street, the bus monitor will accompany you unless special arrangements are made with parents. This may not apply to older students.
- You will not be allowed to create disturbances on the bus. Only in extreme situations will the monitor use physical restraint if deemed necessary for the safety of other students or the operation of the bus. The monitor will inform the Director of Instruction if this becomes necessary.
- You are not allowed to drink or eat on the bus.
- Improper language or behavior will not be tolerated.
- You may not lean out of windows or throw items from the bus.
- Everybody is expected to help keep the bus clean.
- Any student-caused damage to the bus will be the responsibility of the student, and the price for replacement or repair will be charged to that student's family account.

Elementary Program

At Almaty International School, the Elementary Program spans 3-year-olds through and including 11 year-olds. Starting in the 2018-2019 school year, the 11-year-old students and teachers will be organized with the Elementary Program, and the 12-13-year-old students and teachers will be organized with the Secondary Program.

Preschool Program

We are delighted to have your child as part of our school community. This information packet has valuable information to help you understand our preschool program. Please review it, and do not hesitate to ask if you have a question.

3 / 4 YO Program Overview

Our three and four-year-old program focuses on developing the child who is ready for school. Our program is a two-year program designed in the first year for three-year-olds and the second year for four-year-olds. We organize our activities around developmentally appropriate skills that allow children to develop at a natural pace. The skills are different and more complex from year one to year two; however, we do not push students beyond their capabilities. Instead, we guide them to progress at their own pace through a set of developmentally appropriate skills which educational research has deemed necessary. We focus heavily on socialization skills through interactive play which builds children's gross and fine motor skills. In essence, we strive to develop the whole child.

Along with social and emotional development, our program focuses on oral language skills, as well as literacy, mathematics, and science. This program is meant to engage students in activities that foster and nurture their wonderment of literature, mathematics, and science in the world around them. To learn specifics about our curriculum, please visit <http://curriculum.qsi.org> and look under "elementary" curriculum. Furthermore, the essential units covered by our program are found in an addendum at the end of this handbook.

Prerequisites for 3 / 4-year-old Program

At Almaty International School we have a child-centered, developmentally appropriate 3- and 4-year-old program. We focus on fine motor and gross motor skill development. Children also learn to play cooperatively by sharing and taking turns. In this program students also learn basic shapes, colors, and beginning number recognition. English and early literacy skills are introduced to help prepare students for learning to read. At AIS, significant time is allotted for exploration and play.

We want all children to have success in our program. To achieve that success, there are non-negotiable prerequisites for our 3- and 4-year-old program:

1. Children must be aware of their toilet needs and, in essence, be toilet trained. This means that children must **CONSISTENTLY**:
 - a. Recognize when they need to use the toilet.
 - b. Ask to go to the toilet or seek to go to the toilet on their own.
 - c. Be able to manipulate clothing to help assist in using the toilet.
 - d. Be able to use the toilet.

We recognize that accidents will happen, and we are prepared for that. We also understand that small children don't have the fine motor skills to perfectly manipulate buttons, snaps, and zippers. We can assist children with those. However, children are expected to be out of diapers/pull-ups as students in this program. Children of appropriate age (see #4), who are unaware of when they have to use the toilet or how to use the toilet, will not be accepted in the program. They will be admitted when these skills are mastered.

2. Children must be able to feed themselves. Children should be able to use basic utensils to eat their lunches and snacks when required. We can open bottles and assist children with their lunch needs; however, we do not *feed* children at lunchtime or snack.
3. Children must demonstrate the *willingness* and ability to focus on teacher instruction, on other adults in the school, and on a task for short periods of time. The period of time varies for each task. However, children at this age should be able to complete a task for up to 10 minutes at a time.

Children who demonstrate a lack of focus will not be ready to participate in our program for the required short periods of instruction. Our program often combines play with academics. However, young children not ready for a school program may not want to or be able to sit and focus on a given task.

4. We must respect the 31 October cutoff date. If the child is not 3 by 31 October, they **will not** be admitted to the 3-year-old program. Likewise, if they are not 4 by 31 October, they **will not** be placed in the 4-year-old program.
5. Each child will also demonstrate the emotional, intellectual and physical abilities that are age appropriate for the AIS program. If our staff observes that your child is not yet ready, we will arrange a meeting to discuss the reasons we believe your child is not yet ready.

Almaty International School reserves the right to deny enrollment until they have met all the requirements for the program.

Typical Daily Schedule

The 3-year-old and 4-year-old schedules vary slightly; however, in general, include the following:

- **Playtime/Free Play:** Play and social interaction are important for all ages but even more so at this age. Time is provided throughout the day for play--inside and outside. All classrooms are equipped with toys and materials for make-believe play. There are two covered playgrounds and many age-appropriate toys outside as well.
- **Meeting time:** This is a time where students and the teacher gather together in a circle format. Direct teaching, modeling, sharing, and reinforcing previously learned concepts are typical meeting time activities. Children learn much of our program's curriculum during the meeting time. It is an essential component of our program.
- **Physical Education, Music, and Technology:** These activities are taught by specialists in their respective fields. The students attend these classes once or twice a week. These classes also include play as they learn. Art is most often incorporated into the daily activities of each classroom.
- **Snack Time:** A healthy snack is provided by the school at a cost or from your home.
- **Oral Language Development/Mathematics/Science:** The emphasis is on oral language.
- **Story Time:** Time for listening to a variety of stories typically told by teachers or "guest" administrators.
- **Quiet Time:** In both the 3- and 4-year-old classes, this is most often naptime. We provide a small bed for each student. No child is required to take a nap, but they must rest quietly in bed or play with puzzles or books during this time.

Each teacher will plan and provide specific schedules for their class.

3 / 4 YO Supply List

Upon enrollment, please send the following to school on the first day (required):

1. A pair of inside shoes that will remain at school for the entire year.
2. Extra clothes brought in a bag labeled with your child's name (underwear, socks, trousers/skirts/dresses/shirts).
3. A water bottle.

All clothing items must be labeled with your child's name (clothing, backpack, shoes, etc). This will help us identify each child's belongings.

Elementary Placement

A student is placed in an Elementary homeroom according to his / her age as of October 31 of any given academic year. In the core subjects of Math, Reading, and Writing, students are placed according to achievement rather than by age. This policy ensures that students receive level-appropriate instruction in the critical areas of math, reading, and writing while having the opportunity to collaborate and socialize with age-level peers during all other classes of the day. Generally, the Director and the Director of Instruction decides placement issues with input from teachers, parents, and assessment results.

Activities

Students in 5-year-old through 11-year-old participate in a wide variety of Activities from 2:31 – 3:16 p.m. on Tuesdays and Fridays. This mandatory extra-curricular program offers students opportunities to participate in different activities. These include a variety of sports and recreational activities, chorus, computer and homework clubs, dancing, gymnastics, etc. The sports program focuses primarily on building athletic skills in a recreational setting, rather than participating in competitive tournaments. On Monday, Wednesday, and Thursdays students are in academic or enrichment classes during that period. Elementary students are dismissed at 3:16 p.m. each day of the week.

At the beginning of each session, a sign-up sheet is sent home so that students can enroll in Activities. The sign-up sheet will have specific directions to be followed.

Supervision of Students After School

Elementary students are expected to leave campus when school is dismissed at 3:16 p.m (see Dismissal from School). They are not permitted to remain on campus unsupervised. It is the responsibility of the parent to provide adult supervision if a student must wait on campus for older brothers or sisters to be dismissed. Students found staying after school without supervision will be escorted to the main office, parents will be called, and the students will remain at reception or another designated/supervised location until a parent or driver picks them up.

Recess

Elementary Outdoor Recess

Recess is a scheduled part of the regular Elementary school day. This time serves as a break for students and provides a few moments to expend energy and stretch after classroom activities. All children are expected to go out to play during lunch and afternoon recess. This is a good time for socialization and learning to get along with other children. All children should come to school clothed adequately for outside conditions. This includes a raincoat, boots, and an umbrella for rainy days. This includes snow pants, mittens or gloves, boots, and hats in winter. This also may include a hat, sunblock, and water bottle for sunny weather.

All students are expected to participate. A doctor's note is required for release from outdoor recess.

Playground Policy

AIS has wonderful playgrounds and fields that offer students numerous opportunities for sports and recreation. Students are expected to use appropriate behavior on the playground, respecting the rights of all students to have fun in a safe environment. Bullying is not tolerated. Preschool, Elementary teachers, Elementary Specialist teachers, and Cooperating teachers provide supervision during scheduled breaks and before school.

Below you will find more specific guidelines for playground.

1. Safety, fair play, common sense, and appropriate language are the major considerations on the playground. Students may not cause problems for any person or damage equipment.
2. If children have questions, or if some situation is not covered by the rules, the playground supervisor is always in charge and may stop any activity that he/she feels may be dangerous.
3. When the whistle blows at the end of recess, students are to stop what they are doing immediately and line up.
4. Hard balls are not allowed. Tennis balls, soccer balls, and certain other softballs may be used with the approval of the playground supervisor.
5. Students are not to climb any slides or fences, may not stand on top of, or jump from any piece of equipment. Students are never allowed to “roam” in unrestricted areas.
6. Students should stay alert and pay attention to any games around them and should stay clear from games in which they are not engaged.
7. No fighting. No games involving pushing, shoving, tackling, or tripping. No bullying is tolerated.
8. Throwing any items such as rocks, snowballs or dirt is strictly prohibited.
9. Students at recess are not to go back into the building or outside of recess boundaries without permission from the playground supervisor.

Indoor Recess

On certain occasions, the weather conditions do not allow for students to attend recess outdoors. If that is the case, the students will be supervised by the AIS staff or faculty in the classroom or designated area.

Dangerous Toys

Students are not allowed to bring items to school that might be hazardous or interfere with instruction. Play guns, slingshots, martial arts equipment or knives will be taken away if brought to school. Skates, skateboards, scooters, skis, sleds, and snowboards, etc. are not to be used on the property. Bikes can be ridden to school but must remain “parked” until the end of the day.

Elementary Homework

Although it is not a school policy to assign homework, students in 5-year-old - 11-year-old classes may be given homework for any of the following reasons:

- To demonstrate independent learning and responsibility
- Because of absence from school
- To gather material for group or individual projects
- Because of an observed need for practice or reinforcement of skills
- To widen reading experiences
- Failure to complete class assignments
- To communicate with home

Parents are welcome to work with their child at home during non-school hours, however, we do want to reinforce that children need ample time to play and sleep.

All students are expected to read or be read to for a minimum of 10-20 minutes a night. Reading time can be in their home language. Building reading stamina (the ability to read for longer periods of time) positively impacts student learning. Parents are also strongly encouraged to read aloud to their children. This provides a model of good reading at home, promotes interest in reading, and helps to foster a love of reading.

Celebrations

Invitations

If parents want to distribute party invitations at school, ALL students in a class (or all boys or all girls) must be invited. If anyone is excluded in a class, the invitations may not be sent home through the school but should be made by telephone or email outside of school. Also, if parents want to distribute invitations at school to students from more than one class at the same grade level, all students at that grade level must be invited (or all boys or all girls). Otherwise, invitations may not be distributed at school. Every child deserves to feel included and valued at school, and this policy supports a nurturing environment for all our students.

If the students are being collected from school to attend a party, it is the organizing parent's responsibility to arrange the following:

- Facilitate effective parent-teacher communication
- Send out student permission slips inside invitations
- Collect the permission slips and give them to the reception desk
- Give the reception a list of students who are attending the party
- Arrange transportation
- Collect and organize students on the day of the party

If a parent has any questions about a party, please speak to the Elementary Director of Instruction.

Celebrations at School

In order for a celebration to be held at the school, parents *must contact the teacher at least three days* before an event. The preferred timing would be during lunch. Teachers have the flexibility to host the celebration at a different time. The celebration should not interfere with classroom instruction time.

Teachers have the authority to create classroom specific guidelines. For instance, some teachers may decide a monthly birthday party is allowed instead of several small parties. Teachers may also ask that all birthdays be celebrated outside of the school. Please look for more information about this in the information provided by your child's teacher.

Food brought to school for sharing during a celebration must be purchased from a vendor licensed to sell food to the public. Some parents order food for celebrations from FG, the school lunch caterer.

Elementary Snack Guidelines

Morning Snack

Elementary students are given the opportunity to have a morning snack provided by parents. The snack must be healthy and should not require heat preparation. Drivers, nannies and other personal assistants are asked to refrain from delivering snacks to the classroom. If a snack is to be delivered from home, it must be dropped off at the reception desk, and it will be delivered to the student.

Afternoon Snack

Students in the Elementary are given the opportunity to have an afternoon snack. We recommend that the afternoon snack also be healthy, and it should not need to be heated to be consumed. An afternoon snack can be purchased from the school and is delivered to the classroom.

Cleanliness and Sharing

It is expected that each child will clean up after him/herself after eating his/her snack. It is not the responsibility of the teacher, the cooperating teacher, or the cleaning staff to tidy up after a child's snack.

To help ensure student safety, we ask that students refrain from sharing their snacks with classmates. The snack is prepared with the student in mind. This lack of sharing snacks also safeguards students from allergic reactions. It also eliminates exclusion and the potential for hurt feelings.

Secondary Program

Academic program

AIS Graduation Requirements

An **Academic Diploma** requires a minimum of 240 units (equivalent to 24 Carnegie credits) in the following subject areas: English - 80 units, Mathematics - 30 units, Science - 30 units, Cultural Studies - 40 units, Personal Health - 20 units, World Language - 20 units, Fine Arts - 10 units, Senior Research Project, Creative & Applied Arts elective units.

Students may earn an **Academic Diploma with Honors** by fulfilling the requirements of the Academic Diploma (stated above) and successfully completing at least two Advanced Placement (AP) courses.

A **General Diploma** is available to students who experience English language difficulties, time restraints, or other problems which make it impossible to pursue a more advanced course of study. *It is only available to students who are in their fourth year of secondary.* In general, this diploma is designed for students requiring a sound general secondary education to prepare for direct entry into the workforce or further specialized practical training. A minimum of 220 units (22 Carnegie credits) is required, including English - 50 units, Mathematics - 20 units, Science - 20 units, Cultural Studies - 30 units, Personal Health Physical Education/Health - 20 units, World Language - 20 units, Fine Arts - 10 units, and Creative/Applied Arts elective credits.

NOTE: AIS students have the option of earning an **AP Capstone Diploma** in conjunction with an Academic Diploma with Honors. In addition to fulfilling the requirements of the QSI Academic Diploma above, AP Capstone students will earn a score of 3 or higher on six AP courses/exams; these must include AP Seminar and AP Research and their choice of four other AP courses. Secondary students who wish to take advantage of this opportunity must enroll in AP Seminar as a prerequisite prior to taking AP Research and plan their schedule to include the necessary number of AP courses prior to graduation.

Advanced Placement Courses offered at AIS in 2018-19: AP French, AP Spanish, AP Calculus, AP Computer Science, AP Biology, AP Physics 1, AP Chemistry, AP US History, AP World History, AP Comparative Government, AP Human Geography, AP Economics, AP Language, AP Literature, AP Studio Art, and AP Music Theory. Advanced placement courses are university-level courses that AIS has been authorized by the College Board to teach. Students who enroll in AP courses are required to take an externally graded AP exam in May of 2017; these exams incur an additional fee. Instructors and curricula for all AP courses are evaluated and approved by the College Board.

AP courses are demanding and academically rigorous. Students must meet prerequisites (such as no open units from prior years) and have teacher recommendation before enrolling in an AP course. AP courses have strict attendance policies due to the exceptional rigor; please do not enroll in an AP course unless you are committed to be at school every day and be fully engaged in your studies. A student struggling in an AP course after the first unit may be removed from AP and scheduled into another class.

Sample Standard Four-Year Schedule leading to Academic Diploma:

Secondary 1	Secondary 2	Secondary 3	Secondary 4
<ul style="list-style-type: none"> ■ Literature I ■ Writing I ■ Algebra ■ Physical Science ■ World Geography ■ Health ■ World Language I ■ Music or Art ■ PE Sport 	<ul style="list-style-type: none"> ■ Literature II ■ Writing II ■ Geometry ■ Biology ■ Modern World History ■ World Language II ■ Technology ■ Wellness 	<ul style="list-style-type: none"> ■ American Literature ■ Advanced Math I ■ Science Elective ■ US History ■ World Language III ■ Music, Art, PE, AP, etc. ■ Music, Art, PE, AP, etc. 	<ul style="list-style-type: none"> ■ British Literature ■ Senior Research Project ■ Advanced Math II ■ Government/Economics ■ Science Elective ■ World Language IV ■ Music, Art, PE, AP, etc. ■ Music, Art, PE, AP, etc.
Sub-Total Credits 60-80	Sub-Total Credits 60-80	Sub-Total Credits 60-80	Sub-Total Credits 60-80
Shaded courses are required for the Academic Diploma			Total Credits 240-320
NOTE: Kazakh citizens are required to complete four years of Kazakh Language and Kazakh History/Geography.			

Grade Classification and Scheduling:

Beginning with Secondary 2, grade classification is determined by the number of secondary credits earned by the beginning of the school year. QSI and AIS guidelines for secondary grade classification are:

- Secondary 2: successful mastery of at least 51 units/credits
- Secondary 3: successful mastery of at least 101 units/credits
- Secondary 4: successful mastery of at least 151 units/credits

Students should confer closely with the Counselor and Secondary Director of Instruction when planning their course selections. We do our best to give students as many choices as possible; however, many courses have prerequisites that must be fulfilled prior to enrollment. Careful planning is essential to ensure that students are taking courses that lead to their diploma of choice.

Conditions for Course Enrollment:

Successful mastery of prerequisite coursework is necessary for success in future courses. In order to enroll in a course, a student must have demonstrated mastery of the prerequisite course in that academic discipline (e.g., to move from Algebra to Geometry) by completing at least seven units of the previous course.

If only six units or less are mastered in any required course, the student will be re-enrolled in that course to better prepare for future success. If seven or more (but less than 10) units are completed, the student will be scheduled into a mandatory after-school Academic Support period. This special support period will meet after the end of the regular school day from approximately 3:30 to 4:45 p.m. The student will attend this period until all incomplete units are mastered. In keeping with the Mastery Learning approach, the purpose of this Academic Support period is to provide students with the additional time, support, and structure needed for successful mastery of essential coursework. In addition, students with incomplete coursework should meet with the Counselor and Secondary Director of Instruction at the beginning of the school year to confirm a plan and timeline to master their incomplete units.

Academic records

Confidentiality of Student Records

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

Requests for Letters of Recommendation and Transcripts

AIS teachers and administration take pride in the quality of letters of recommendation we write for our students. It takes time, reflection and concentration to write letters that best reflect a student's strengths. Please plan ahead and allow seven working days for letters to be prepared.

Academic culture guidelines

AIS is dedicated to providing students with an academically focused and engaged learning environment. We strive to give all our students the best possible opportunity to be successful in learning and to achieve the important milestone of a high school diploma. We believe the following guidelines will help us achieve this objective.

Attendance

The process of education includes a combination of instruction, classroom participation, learning experiences, and study in order to achieve the maximum educational benefit for each individual student. The regular contact of the students with one another in the classroom and their participation in learning activities under the guidance of a competent teacher are vital to this purpose.

Because of the importance of attendance to learning, students may not exceed three (3) total absences per unit in any given course. **Students who exceed this limit are in danger of receiving NO CREDIT for the unit.**

Parents/guardians are urged to arrange doctor and dental appointments, college visits, family trips, etc. after school, on weekends, during the summer, or during school holidays in order to minimize the loss of school time.

Absences from classes due to school sponsored activities, bereavement, hospitalization, or religious holidays are considered excused absences. However, even excused absences impact learning and may impact mastery of learning outcomes and grades. Students and parents are expected to notify teachers and administration of the absence (in advance whenever possible) and to make regular contact with teachers to arrange alternative learning opportunities

Secondary Period Attendance

Students are marked present or absent for the full day according to their attendance during the first period. For example, if a student misses Period A but arrives late for Period B, then he/she will show one absence for the full day on the Status Report. In effect, only Period A absences show on the Status Report. Nevertheless, teachers take attendance for each period, and students are expected to be present for each class. If a student will be absent from a class due to a school function (i.e. field trip), then it is the student's responsibility to notify all teachers involved via email prior to any missed classes. If a student is away on a field trip and does not notify a teacher, then the teacher will mark him/her absent for the period. If a student feels an attendance record needs to be changed, he or she should speak first with the teacher. If procedure was not followed, meaning the student was absent due to a school event but the student did not email, then the student must meet with the Secondary DI and/or the Secondary Counselor to initiate the process for changing an attendance record. The purpose of these policies and procedures is to enable students to be responsible and proactive.

Tardies

If a student consistently has trouble making it to school or class on time and, within one quintile, attains **3 tardies** to the same class, he/she must arrange with his/her teacher to make up the time she/he has missed. At the convenience of the teacher, this may occur at lunch or after school. Parents will be notified by the teacher if the student needs to remain after school. If a student attains an additional **2 tardies (total of 5)**, the student may be referred to the Director of Instruction for additional interventions and consequences. This may include detention and/or an ‘N’ for the Success Orientation of responsibility. If tardy behaviors continue, additional consequences may result.

Academic Integrity

Academic Integrity is the foundation of secondary success. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. Academic dishonesty not only cheats the student of valuable learning experiences but can result in a failing grade on assignments or a failing grade in a course. The following explanation provides general guidelines but is not intended to cover all situations.

Plagiarism- submitting ideas, images, or passages of any length with the intent to represent this work as one’s own by failing to acknowledge or seek permission from the original author. This includes copying or cutting and pasting directly from a web page or another person’s work in whole or in part and submitting it as your own. Superficial changes in wording or structure or conclusion are still defined as plagiarism. The student’s individual voice should be clearly evident. Examples of plagiarism are:

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

Collusion– When one student permits another student to copy or submit his or her work and fails to report this to the teacher. This greatly differs from collaboration where students work together to complete an assignment through the exchange of ideas.

Theft – When a student steals notes, reports, or other work from other students to use as their own or to transmit to any other user.

Too Much Assistance – When a student receives too much assistance from sources such as websites, individuals or other services that offer answers or parts of answers to assignments or that significantly alter the style or language of a piece of work.

Examination and Test Dishonesty- Obtaining unfair help with tests and/or quizzes violates AIS Guidelines of Academic Integrity. The following are examples of **unacceptable** test behavior and are provided to give an idea of common mistakes:

- Discussing (in detail) a test or quiz with a person who has already taken it.
- Using hidden notes during a quiz or test. The mere possession of such “cheat notes” (on paper or stored on an electronic device) indicates intent to use them and is considered a violation of the Guidelines of Academic Integrity.
- Looking at another person’s work during a test or a quiz or allowing another person to look at your work.
- Talking to another person during a test or a quiz unless specifically permitted to do so by the teacher.
- Possessing, in ANY form, a copy of the test or quiz before it is administered.

- Assisting another person during a test or quiz through noises or silent signals.
- Doing another person's test or quiz for them at their request or your initiative.
- Providing a student who has not taken a test with test content.

AP Courses - Students who elect to take AP courses are choosing to agree to university-level expectations for academic honesty. As stated in the College Board guidelines for AP, "The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited. A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution, or reference in the body of the work, or through a bibliographic entry will receive a score of 0 on that particular component of the AP course. A student who incorporates falsified or fabricated information (e.g., evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP course" (*AP Capstone Policy on Plagiarism*). For a second offense in a student's AP academic career, he/she will be removed from the course with the option of taking the course the following year.

Consequences - If a student intentionally or inadvertently plagiarizes, the teacher will inform the student's parents and the Director of Instruction. Because of all violations of Academic Integrity strike at the very core of the educational process, **the response to plagiarism and cheating is extreme, including the possibility of redoing all unit outcomes of that course.**

- 1st offense: The student will be required to attend an after-school session to discuss the issue with the teacher. **At teacher's discretion, the student may be given the opportunity** to rewrite the assignment for 'B' level mastery only.
- 2nd offense: Notification will be sent to the student, parents and the Director of Instruction that the student will receive a 'D' on the assignment or unit. (Specific additional consequences may vary with the nature of the offense and will be determined by each individual instructor in consultation with the Director of Instruction.)

Homework at the Secondary Level

At AIS we are committed to fostering lifelong learning. Homework is an integral part of the educational process. It is an extension of the students' daily learning experiences and provides opportunities for students to:

- Develop responsibility and good study habits, such as organizational skills and time management.
- Review and practice skills and concepts taught in the classroom.
- Share learning and school experiences with families.
- Understand that learning also takes place outside the school.
- Develop the habit of reading.

Secondary students can anticipate having daily homework. Students should expect to also do homework on the weekends if they are working on long-term projects or have not completed assignments during the week. *The amount of homework will vary depending on the student's schedule, personal organization, and effort.* If students are spending excessive time completing their homework, parents should feel free to contact the teacher to discuss any concerns.

Students are expected to satisfactorily complete and submit homework assignments on time. Students are encouraged to take responsibility for being organized and completing assignments. At the beginning of the school year, teachers will share homework expectations with their students. We ask parents to work with teachers to support their child's completion of assignments.

Most homework assignments are given as learning experiences and receiving assistance from others may be appropriate. However, wholesale copying of another person's assignments to make a teacher think you have done an assignment is a violation of the Guidelines of Academic Integrity.

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

- Working with another person on a cooperative study assignment when both names are affixed to the final submission.

- Review of a question or problem by another person in order to get a suggestion about how to solve a problem or answer a question; the solution, however, is entirely worked out by you.
- Work which is assigned and announced by the teacher as un-graded and which you work with another person or persons with the knowledge of the teacher.

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

- Someone else doing the work for an assignment for which you will receive a grade.
- Copying or paraphrasing another's work in whole or in part and turning it in with your name on it to receive a grade.
- Turning in someone else's work as your own.
- Allowing/encouraging someone else to copy all or part of your work and claim it as their own.

Mastery Learning at the Secondary Level

In the Mastery Learning approach employed at AIS, each subject is divided into a series of instructional units. (Full year courses have ten units each.) Teachers provide instruction and evaluate students for mastery of essential concepts and skills on each separate unit. A variety of evaluation tools may be used to determine mastery; these include written tests, projects, direct observation, class participation, and student activities. Students who do not master an essential unit are given additional instruction in areas of deficiency. This instruction will be targeted to the student's learning style. The process of corrective teaching and follow-up evaluation continues until the essential unit is either mastered or the teacher determines that instruction should be postponed until the student develops the skills and/or motivation needed for successful completion of the unit.

We believe that all students are capable of mastering their courses successfully. We will do our best to provide the conditions for success, including additional time and instructional support if needed. Often this additional support can be provided by the course instructor at lunch or after school. Should a student need more extensive time and support, they may be assigned to an "Academic Support" period after school. In rare cases, the student may need to complete their coursework in the following school year and may even need to delay graduation by a year in order to meet high school graduation requirements.

NOTE: Students must complete a minimum of 10 units for all required courses in order to graduate and receive a high school diploma. Credit cannot be granted to any unit until content is mastered at a B or an A level. P's and D's DO NOT indicate mastery and do not gain credit toward graduation. Units with a P or D grade should be considered incomplete!

It is essential that students master all units with P or D grades. A student with D's will be automatically enrolled in the after-school Academic Support period to help them master the units in which they are deficient. Other students may also be required or recommended to attend this after-school period at any time they are at risk of falling behind.

Academic assessment

Grade Reporting - Status Reports for Secondary Students

Parents should read the information contained in the earlier section titled "Academic Grading and Reports". In addition to that information, secondary students and parents of secondary students should consider the following:

Q: Are there particular things on the Status Report that may indicate that my child needs additional support?

A: If you notice several "P" grades or "H" grades in any course, we advise you to contact your child's teacher to discuss why this is occurring. Anytime you see a "D" grade, this indicates that your child is not fully engaged in learning and is not working up to their full potential; a conference with the teacher is

imperative.

Open Units ('P' Grades):

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

'D' Grades:

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

For example, a 'D' may be given for the following reasons: (All reasons for receiving a 'D' are not included.)

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

A 'D' grade indicates a significant lack of academic engagement; a 'D' grade is only given after considered attempts to engage the student in learning have been made. When a student continues to demonstrate deficiency of effort and the teacher determines that a 'D' is an appropriate intervention, the following procedure will be followed:

Step 1 - The teacher meets with the student and informs them that a 'D' is being considered. The teacher will offer the student extra support during or after school. The teacher may also assign the student to the after-school Academic Support period for supervised study and extra help. The teacher schedules a meeting with the Director of Instruction to discuss further possible interventions. The teacher contacts the parents and informs them that a 'D' is being considered and asks for their help and support. Parents may also be invited to meet with the teacher (or may request a meeting) at this time.

Step 2 – If the student does not master the unit in a timely fashion, usually within about 4 school days or according to a reasonable timeline set by the teacher, the student will receive a 'D' for the unit and it will appear on their Status Report.

Step 3 – The parent will be called, emailed, or otherwise informed that the student is receiving a 'D' and that the student may be recommended for an 'N' in the Success Orientation category of Responsibility. The student will be assigned to the after-school Academic Support period and will not be eligible for athletics and extra-curricular activities until the 'D' is removed.

NOTE: No intervention plans to remove 'D's' will be implemented during the final four weeks of school. Students who still have 'D's' on their Status Reports at this time will be scheduled into the after-school Academic Support period at the beginning of the following academic year.

A student who receives a second 'D' on their status report in any class will be placed on Academic Probation. A meeting will be called with teachers, parents, student, and an administrator. During the meeting, a contract will be written which clarifies what steps and interventions will be taken to re-engage the student positively in learning. Parents and student are informed that the student is now on Academic Probation as well as what consequences will occur if additional 'D's' are earned. Students on Academic Probation lose the opportunity to play or practice with teams, participate in any extracurricular activities, or go on field trips or excursions until they have removed all 'Ds' from their Status Report.

A student receiving three ‘Ds’ in the same course may be removed from the course. The student will then be assigned to another supervised area for this period.

NOTE: At the upper secondary level (Secondary 1 to Secondary 4) where all 10 units of every course must be completed to meet graduation requirements, if ‘D’s’ and open ‘P’s’ are not mastered before the end of the school year, students will be required to complete those units in the following school year. If a student has three or fewer open units in a course, she/he will be scheduled into the after-school Academic Support period at the beginning of the next school year; if she/he has four or more incomplete units in a course, she/he will be required to retake the entire course.

Upgrading

AIS encourages students who master a unit at the “B” level to upgrade to “A” level. Teachers will provide rubrics and/or other guidelines explaining what students must do to demonstrate “A” level mastery in a particular unit. Please be aware that students are allowed a limited time to upgrade units. As a general rule, units completed during one quintile may be upgraded only until the following quintile ends. (For example, units from Quintile 1 may not be upgraded to “A” level after Quintile 3 begins.)

Specific upgrading policies may vary from class to class; each teacher will provide students with a course syllabus that explains their classroom policy on the eligibility criteria and timeline for upgrades. Students must work cooperatively with the teacher to make arrangements for upgrades and follow-up assessments; usually, this will require the student to set up a time to meet with the teacher outside of class.

Eligibility for assessment

Students do not take an assessment just because the rest of the class is being assessed. Taking an assessment is not a student right. The student earns the privilege to be assessed based on his/her successful completion of homework and other assignments, as well as class participation. Teachers will not assess a student if he/she does not have a good chance of success. Attendance also has a great impact on preparation for successful assessment.

Measures of academic progress (MAP®) testing

Almaty International School administers MAP® tests in the fall and spring of each academic year to students 5-years-old through Secondary II. These computerized adaptive tests measure academic progress in reading, writing, and math. The data provided by these tests allow teachers and parents to monitor the growth and progress of basic academic skills over time. More information about MAP® testing can be found online at https://www.nwea.org/content/uploads/2014/07/ParentToolkit_0.pdf. If you would like more information regarding MAP testing, please be on the alert for seminars offered by AIS staff at least twice a year to help parents better understand how to interpret this test.

Special Programs

Academic support and unit recovery

AIS is committed to providing students with additional time and learning support to master coursework when needed. In many cases, teachers will be able to offer the necessary support at lunch or after school. In other cases, students may be assigned to an Academic Support period after school. This special learning support session will be available from 3:30 pm to 4:45 pm on Tuesdays and Thursdays.

Students with incomplete units from prior school years will be assigned to attend this session until all units are completed. Students who earn a ‘D’ during the school year will be required to attend this session until the unit in question is mastered. Teachers may also refer other students to this session to receive additional learning support and assistance.

NOTE: Students who are assigned to the after-school learning support session may ride the late bus home if

they are bus riders. If students need to ride the late bus, they must sign up with the bus coordinator by 2:00 p.m. If students are not bus-riders, parents must arrange for transportation at the appropriate time.

Intensive English

Almaty International School has a very well-developed Intensive English program for Elementary and Middle School. However, AIS does not have an Intensive English program for Secondary. All secondary instruction at AIS is conducted in English; we do not provide Intensive English (ESL, EFL) training for high school credit. Students must have a high level of academic and social English proficiency to participate successfully in Secondary classes.

English proficiency will be assessed at the time of enrollment. Any Secondary student who does not have sufficient English proficiency will be placed in Pre-Secondary Intensive English classes - regardless of age. No student will be classified as Secondary II (10th Grade) until their English proficiency is sufficient to be successful in Literature/Writing I (9th Grade English).

Please be aware that language acquisition research suggests that it normally takes from 3 to 7 years to achieve academic fluency in English. This means that students who enroll in our Pre-Secondary Intensive English program often need more than the usual four years to complete high school graduation requirements.

World languages

Almaty International School has a dynamic and engaging World Languages program. All secondary students are expected to enroll in a world languages class. Two years of coursework in the same world language are required for high school graduation. (See requirements above.) AIS students may choose French, Spanish, or Russian as their language of choice.

Students who are Kazakh citizens must enroll in Kazakh language, history, and geography classes. These classes are in line with the Kazakh national standards and regulations. Additionally, the Kazakh department shares cultural insight and performs school-wide programs for Kazakh Independence Day in December and Nauryz in March.

Athletics

In the athletic department, we believe that hard work both on and off the field/court is essential to team success. A successful team is not always measured by wins and losses, but by values learned. We consistently work toward creating a challenging and rewarding environment to help young men and women develop positive attitudes and skills. Athletes are expected to be leaders in our school community and to embody good sportsmanship and success orientations behavior at all times!

Students must be in good standing academically to participate in athletics. Eligibility requirements are:

1. Athletes must have no more than two (2) P's for any current class. That means one (1) current unit and one (1) past unit. If any athlete has more than two (2) P's they will be ineligible to play that season's sport. (If a teacher keeps a unit open all year by design, that unit will be counted as current and will not make the student ineligible.)
2. If any athlete has incomplete units from a previous year, he/she must arrange an action plan with the Counselor and Director of Instruction and be making appropriate progress on those units in order to be eligible for any sport or activity. The Athletic Director will check regularly to ensure that adequate progress is being made.
3. Any student who receives a 'D' on their Status Report will be assigned to the Academic Support period after school and will not be eligible to participate in athletics until the 'D' is removed.

Uniforms will be issued to the student-athlete, who is responsible for the proper care of the uniform and returning it when required. Athletes will be charged the equivalent of \$200 USD for any lost or damaged uniform outside of normal wear.

Fine Arts

AIS is proud to offer students the opportunity to enroll in art, drama, choir, and band classes. In the case of the band, the school has a limited inventory of instruments that may be rented. The cost of replacing lost instruments or repairing damaged instruments will be the responsibility of the student. If sheet music is lost or damaged, replacement is the student's responsibility.

Clubs and Community Service

Students are encouraged to participate in extracurricular clubs and service groups, such as "Roots and Shoots" and "Helping Hands". These clubs meet regularly outside of class time, usually during lunch, to plan activities and projects. AIS also plans an annual "Service Learning Week" to give students an opportunity to provide community service and outreach to people of other cultures and nationalities. Students who complete a number of hours of community service are eligible to receive a Certificate of Community Service. (Please see the school counselor for more specific details.)

Honors and recognition

National Honor Society

The National Honor Society (NHS) honors students who have demonstrated excellence in the areas of scholarship, leadership, service, and character. NHS is one of the oldest and largest recognition programs for high school students in the United States. It is estimated that over one million students participate in the National Honor Society. NHS chapters are found in all 50 states and Canada as well as in many international schools around the world.

Once selected, a student is awarded membership in the local NHS chapter at a special induction ceremony. Each NHS member assumes the obligations outlined by the local chapter and the NHS constitution. The chapter conducts a yearly service project for the school or community; each member also develops an individual service project. Chapters may choose to sponsor fundraising projects or provide other services to the school to reach their goals. Regular meetings are held to conduct chapter business.

A Faculty Advisory Council, in compliance with NHS rules and regulations, determines the procedure for dismissal if students do not fulfill their obligations. Members who fall below NHS standards shall be promptly warned in writing by the chapter adviser and given a reasonable amount of time to correct the deficiency (in the case of flagrant violation of school rules or the law, a member does not have to be warned). The Faculty Council shall determine when an individual has exceeded a reasonable number of warnings. In all cases of pending dismissal, a member shall have a right to a hearing before the Faculty Council. (*Note: This hearing is required and is considered "due process" for all members.*)

Tri-M Music Honor Society

The Tri-M Music Honor Society is recognized throughout the world by many colleges and universities as one of the highest-ranking honor societies. It recognizes music students for academic and musical achievements, rewards them for accomplishments and service activities, and inspires other students to excel in music and leadership.

Once selected, a student is awarded membership in the local chapter at a special induction ceremony. Each member assumes certain obligations as outlined by the chapter, including service to the school community. In addition, regular chapter meetings are held to conduct business and plan events.

Members who fall below society standards shall be promptly warned in writing by the chapter adviser and given one quintile to correct the deficiency (in the case of flagrant violation of school rules or the law, a member does not have to be warned). The chapter advisers shall determine when an individual has exceeded a reasonable number of warnings. In all cases of pending dismissal, a member shall have a right to a hearing before the advisor, Director of Instruction and school Director. (*Note: This hearing is required and is*

considered "due process" for all members.)

AIS End of the Year Awards

The AIS faculty recognizes students at the end of the year for outstanding work. Several awards are customarily presented including awards for exemplary academic performance, citizenship, success orientations, and community service. Individual department - such as athletics and music - may also choose to present awards.

Advanced Placement Awards

The College Board also recognizes students who demonstrate exemplary achievement in Advanced Placement examinations. These include: AP Scholar (a score of 3 or higher on three AP exams), AP Scholar with Honors (3 or higher on four AP exams, with an average score of 3.25 or higher), AP Scholar with Distinction (3 or higher on five AP exams, with an average score of 3.5 or higher), and the International AP Scholar Award (granted to one male and one female international students with the highest score on the greatest number of exams).

Additional Behavioral Considerations for Secondary

Building policies

1. Students are expected to solve their disagreements through peaceful dialogue.
2. Students are encouraged and expected to speak English.
3. Students should walk quietly at all times when in the building.
4. All textbooks, library books and school materials issued to students are his/her responsibility. Students are encouraged to have a book bag or backpack to carry materials to and from school.
5. Hats are not to be worn in the building under normal conditions. Clothing may be kept on hooks or in lockers.
6. Chewing gum is not allowed because of the problems with improper usage and disposal.
7. Skateboards, roller skates or any motorized vehicles are not permitted. (This includes shoes with wheels.)
8. Any student staying after school should do so only when involved in supervised activities and with parental permission. Students staying after school for any reason must be under the supervision of an adult. Students found staying after school without permission will be escorted to the main office, parents will be called, and the students will remain at reception or another designated/supervised location until a parent or driver picks them up.

A safe environment is necessary for students to excel academically and socially. Students must feel secure in order to be successful at school. At times, disciplinary action may be needed to maintain a healthy school atmosphere. Students are held to high expectations to conduct themselves in a respectful and trustworthy manner. Any student whose actions bring dishonor to the school, whether on or off campus, may be disciplined.

The primary goal of student behavior guidelines is to encourage students to be individually responsible and monitor their own behavior. The responsibility for meeting this objective rests first and foremost with the home; the school works with parents in achieving this goal. In cases in which consequences must be issued by school authorities, they are not intended to be punitive but to support the student in correcting their behavior.

Consequences may include parent notification, conference with an administrator, detention, suspension, and even expulsion.

DETENTION

Occasions may arise where a student is required to attend a corrective session at a set time as a consequence for misbehavior or to make up class time missed due to tardies. In some cases, individual teachers may detain a student in their classroom with proper notice; in other cases, a student may be required to fulfill a detention at lunch or after school. If a student has multiple detentions, teachers will request a meeting with the parents and an administrator to develop a plan of action. When a student is required to attend an after-school detention, parents will be responsible for arranging transportation for the student.

SUSPENSION

In cases of significant or consistent misbehavior, students may be suspended from attending classes at the discretion of the Director or Director of Instruction. Suspension may be assigned at home under the supervision of parents or in-school in an isolated location under the supervision of the Director of Instruction or designee. Parents will be notified if a suspension assigned. Before a student may attend classes following an incident of in-school or out-of-school suspension, parents and student shall meet with the Director of Instruction to be informed of conditions for the resumption of attendance.

HARASSMENT AND INTIMIDATION

Harassment of another student, whether verbal, physical or written (on paper or electronically) is NOT tolerated at AIS. Any student found harassing another student may be recommended for long-term (up to 10 days) suspension from attendance at school. Bullying is one form of harassment. Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.

Bullying behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and intentionally excluding someone from a group. It is not bullying when two students with no perceived power imbalance fight, have an argument or disagreement. Conflict resolution or peer mediation may be appropriate for these situations.

BULLYING IS NOT TOLERATED and all reported incidents will be thoroughly investigated. Parents will be contacted immediately, and an 'N' will be assigned on the offending student's Status Report for Concern for Others.

PUBLIC DISPLAY OF AFFECTION

It is important for students to demonstrate attitudes and behaviors regarding interpersonal relationships that are acceptable to people of various cultural, ethnic, and social backgrounds. AIS recognizes genuine feelings of affection may exist among students; however, excessive public, physical displays of affection are not acceptable. Students should remember the school campus is a public environment. Some community members are offended by certain behaviors. Students are to refrain from any public display of affection. Consequences include parent contact, detention, suspension, or referral to the Director of Instruction.

Appendix A: Success Orientations Rubric

Trustworthiness		
N (Not Yet)	S (Success)	E (Exemplary)
Often does not tell the truth	Tells the truth-avoiding deception	Tells the truth always, even if negative consequences follow
Keeps items that do not belong to him/her	Brings lost items to teacher/office and does not steal	Will never keep an item found or that does not belong to him/her
Cheats on tests and homework	Does not cheat on tests and homework	Does not cheat and will not allow others to do so either
Often does not fulfill the commitment	Usually follows commitments and often completes tasks	Can always be trusted to follow a commitment and is known to accomplish tasks
Often does not accomplish errands or does not complete promptly	Promptly accomplishes errands requested by the teacher	Promptly and willingly accomplish tasks
Disruptive when not under supervision	Displays acceptable behavior when not under supervision	Displays acceptable behavior and ensures others behave
Vandalizes materials at school	Does not vandalize materials	Doesn't vandalize materials and ensures others do not vandalize
Group Interaction		
N (Not Yet)	S (Success)	E (Exemplary)
Rarely participates in a group activity	Actively participates in a group activity	Always willingly participates in a group activity
Uses words and actions that discourage responsible behavior by others	Often demonstrates support of leadership by displaying words and actions that encourage responsible behavior by others	Always demonstrates support of leadership by displaying words and actions that encourage responsible behavior by others
Uses words and actions which do not promote learning in a classroom	Often demonstrates support of leadership by displaying words and actions which promote learning in a classroom	Always demonstrates support of leadership by displaying words and actions which promote learning in a classroom and encourage others to learn
Discourage responsible behavior of and learning of others	Often demonstrates support of leadership by not discouraging responsible behavior or learning by others	Always demonstrates support of leadership by not discouraging responsible behavior or learning by others and encourages responsible behavior and learning of others
Does not cooperate with the leader and does not follow	Often demonstrated support of leadership by cooperating and being good followers	Always demonstrates support of leadership by cooperating and being good followers and encourage others to cooperate and follow
N (Not Yet)	S (Success)	E (Exemplary)

Does not contribute ideas that are related to the goals of the group	Often supports group activities by contributing ideas that are related to the goals of the group	Always supports group activities by contributing ideas that are related to the goals of the group
Makes negative comments that are neither constructive	Often supports group activities by being a person who does not make negative comments that are not constructive	Always supports group activities by being a person who does not make negative comments that are not constructive and discourages others from making these comments
Does not control emotions when discussing different points of view	Often supports group activities by controlling emotions when discussing different points of view	Always supports group activities by controlling emotions when discussing different points of view
Does not display kindness when expressing an opinion	Often supports group activities by displaying kindness when expressing an opinion	Always supports group activities by displaying kindness when expressing an opinion and encourages others to do so
Does not have a cooperative attitude in a group setting	Often supports group activities by displaying a cooperative attitude	Always supports group activities by displaying a cooperative attitude and encourages the cooperation with others
Aesthetic Appreciation		
N (Not Yet)	S (Success)	E (Exemplary)
Intentionally damages healthy plants around our community	Demonstrates an appreciation of nature by not damaging trees and flowers	Takes care and promotes the care of trees and flowers around our community
Promotes negative actions towards nature	Makes positive comments that show appreciation for the beauty of wildlife, mountains, trees, flowers, etc.	Promotes and shares an appreciation for the beauty of nature
Uses artwork to belittle nature	Creates artworks that illustrate nature	Uses artwork to explore nature ex. Cause/effect, persuasive, concern, and responsibility in the community
Ignores litter	Voluntarily picks up unsightly litter	Constantly picks up litter and motivates others to follow actions
Litters without concern	Puts litter in proper receptacles rather than throwing it on the ground	Promotes and encourages others to put trash in the proper place
Does not keep the area of work and play tidy	Keeps areas of work and play reasonably neat	Consistently promotes and help others, including self, to keep areas of work and play neat
Belittles or ridicules the beauty ideas	Makes positive comments about the beauty of ideas in music, art, drama, literature and academic concepts	Promotes or explores appreciation through comments and actions
Displays negative remarks or actions that show disrespect for the beauty of ideas	Does not display negative remarks or actions for the beauty of ideas in music, art, drama, literature, and academic concepts	Discourages others who display negative remarks or actions that show disrespect for such beauty and respects others' interests

Concern for Others		
N (Not Yet)	S (Success)	E (Exemplary)
Makes negative comments to others	Does not make negative remarks to others	Usually gives positive remarks to others
Does not join group activities with different groups	Joins group activities with different groups	Consistently willing to join with different groups
Unfriendly to others	Openly friendly to others	Constantly friendly to the school community
Excludes others	Includes others	Welcomes others to own social environment
Uses actions or words that hurt others	Avoids actions or words that hurt others	Shows positive actions and words to others and encourages positive behavior to those who do hurt others
Does not sympathize with others	Uses actions or words to support and sympathize with others	Consistently willing to support and sympathize with the school community
Is not willing to help others	Help others	Always willing to give a helping hand to others whether asked or not
Displays selfish behavior	Displays unselfish behavior	Voluntarily shares
Independent Endeavor		
N (Not Yet)	S (Success)	E (Exemplary)
Seldom shows initiative in engaging in tasks other than those assigned	Shows initiative in engaging in tasks other than those assigned	Regularly shows initiative in engaging in tasks other than those assigned
Rarely sets goals that include more than the minimum effort	Consistently sets goals that include more than the minimum effort to complete tasks	Always sets goals that include more than the minimum effort
Never goes beyond the minimum requirements	Consistently pursues curricular areas	Pursues a particular interest in an area not in the curriculum or pursues a curricular area in depth
Rarely shows self-sufficiency in completing assignments, projects, and homework	Shows self-sufficiency in completing assignments, projects, and homework	Consistently shows self-sufficiency in completing assignments, projects, and homework
Kindness and Politeness		
N (Not Yet)	S (Success)	E (Exemplary)
Puts down or insult others	Demonstrates kindness by not making remarks that put down others	Does not put down others and ensures others are kind
N (Not Yet)	S (Success)	E (Exemplary)
Physically abuses others	Demonstrates kindness by not physically abusing others	Does not physically abuse others and also help ensure the physical safety of peers

Acts unkindly towards classmates	Demonstrates kindness by being sympathetic, encouraging, helpful, and patient towards others	Models kindness through sympathy, encouragement, and patience. Is helpful to others
Does not help others in need	Demonstrates kindness by giving time and resources to help others	Willingly gives time and resources to help others
Can be rude to others	Demonstrates politeness by not being rude	Does not exhibit rudeness and always displays good manners
Uses unacceptable language	Demonstrates politeness by using acceptable	Uses acceptable, courteous language
Is not courteous towards others	Demonstrates politeness by displaying acts of courtesy	Always treats others with courtesy and encourages classmates to do the same
Responsibility		
N (Not Yet)	S (Success)	E (Exemplary)
Often misses school or is late for class	Comes to school and to each class on time	Always on time and rarely misses school. Is often early to prepare
Often forgets to bring materials to class	Brings appropriate materials and books to class	Brings extra materials which can extend learning
Sometimes completes assignments	Consistently completes assignment on time	Always completes assignments on time
Sometimes is organized and cooperative in completing assigned schoolwork in a prescribed manner	Usually is organized and cooperative in completing assigned schoolwork in a prescribed manner	Always shows organization and cooperation on completing assigned schoolwork in a prescribed manner
Never contributes ideas, research, materials that are not assigned	Contributes ideas, reports, and materials that are not assigned	Often brings in extra research and material that were not assigned for extended learning.
Seldom takes care of materials and equipment	Takes care of materials and equipment and handles them properly	Always takes care of materials and equipment and handles them properly, encouraging others to do so
Intentionally causes accidents or misdeeds and does not help out in a situation of need	Takes appropriate actions to avoid accidents, misdeeds or to aid in a situation of need	Always willing to take appropriate actions to avoid accidents, misdeeds, or to aid in a situation of need
Seldom makes commitments or rarely keeps them	Careful in making and keeping commitments	Always keeps commitments

Appendix B: Acknowledgement Pages

Letter to Parents of Kazakhstani Passport-holders

Dear Parents,

Almaty International School (AIS) has enjoyed for over twenty years its unique relationship and history with Kazakhstan. In fact, the government of Kazakhstan requested that QSI establish an English speaking school in Almaty (then the capital) to serve the expat community, including families from businesses and the diplomatic community. For a number of years, AIS was the only International school in Almaty and has since developed more QSI schools in Astana, Atyrau, and Aktau. We are proud of the continued endorsement of the government of Kazakhstan, which licensed our present facility in 2010—authorizing Almaty International School to operate as a fully accredited school in this country.

Of course, there was a great demand to offer this education to local citizens as well. The government recognized the quality of our Kazakh Studies Program, developed as a necessary curricular addition to our American education based on mastery learning, which is fully accredited by Middle States Association of Colleges and Schools until 2021. Just recently, the Ministry of Education now recognizes MSA as the only non-Kazakh accrediting institution. We are grateful for this special recognition by the Kazakh government. Without the Kazakh Studies course additions, Kazakh students would not be allowed to attend AIS, and take advantage of the unique academic and extracurricular programs we presently offer to 505 students.

From the beginning, we offered the kind of education that would prepare our students for college and university in the U.S and Western Europe. Of course, many of our graduates have been successful in a number of Eastern Europe and Korean universities as well. Our extensive number of Advanced Placement (AP) courses and our rigorous QSI diploma requirements for our Honors program have prepared our students well for further education throughout the world. It's important that you understand that AIS offers American diplomas—not Kazakh diplomas. We have stressed to our parents through private meetings, school newsletters, and meetings with students, that AIS offers all of its students an expat education. Our guidance counselor is constantly offering parents and students help to choose an education appropriate to what they receive at AIS. We always look for ways to improve the job of explaining to you how this impacts every AIS student.

As an American school, our students are prepared to take SAT, ACT and Advanced Placement tests—all in English, and recognized worldwide as standardized tests typically required by most Universities and colleges. Our present program does not prepare students to take a University entrance exam (Unified National Testing (UNT) or General Testing of Applicants (GTA) required for admission to higher education institutions located in the Republic of Kazakhstan. If your plan is to send your child to a college or University located on the territory of the Republic of Kazakhstan, you will need to give this strong consideration. We do not prepare students at AIS for non-English college entrance exams. Because of this component, the Ministry of Education of the Republic of Kazakhstan understandably will not endorse us for Kazakh National testing. However, they will allow our students to take the test one calendar year after graduating from AIS. We continue to work with the government of Kazakhstan to discover the best solutions for our Kazakh citizens.

We think this issue is very important, and we want to avoid misunderstanding. We will provide a space below for you to sign acknowledging your understanding of this, and we will keep on file with your student's records.

Sincerely,
AIS Director

Computer and Internet Acceptable Use Policy (All Parents/Students)

Almaty International School is pleased to offer students access to the school's computer network for class work and Internet use. To obtain Internet access, all students must obtain parental permission and must sign and return this form to the school office.

Access to the Internet enables students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive. While our intent is to make Internet access available only for educational purposes, students may find ways to access other materials as well.

We believe the benefits of Internet access, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, AIS will support and respect each family's right to decide whether or not to apply for access.

STUDENT RIGHTS AND RESPONSIBILITIES

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others.

Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required and students who do not have such permission are responsible for not accessing the Internet at school. Access is a privilege, not a right. Access entails responsibility.

Individual users of the school's computer network are responsible for their behavior and communications over this network. We expect users to comply with the school's standards and honor the agreements they have signed. Network storage areas are treated like school lockers. The network administrator may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Within reason, freedom of speech and access to information will be honored; however, users should not expect that files stored on the school's server will always be private.

The following are not permitted when using the AIS computer network:

- Sending or displaying offensive messages or pictures
- Using obscene language that will be offensive to anyone
- Harassing, insulting, or any type of online bullying
- Violating copyright laws
- Using another person's password or misrepresenting the identity
- Trespassing in another's folders, work or files
- Deliberate damage to hardware or software
- Employing the network for commercial purposes
- Use of school computers for illegal activities

Violations of the rights and responsibilities may result in loss of access, as well as other disciplinary action.