QSI International School of Pápa

Parent-Student Handbook
2019-20

Welcome to the QSI International School of Pápa. It is our hope that this handbook will serve as a guide to the policies and procedures we have in place to ensure a smoothly running school. We ask that you and your student become familiar with this and use it as your guide as the year progresses.

Success for All

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1. MISSION STATEMENT AND EXPECTATIONS

1.1 MISSION STATEMENT

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

Our schools follow a logical model of education, which measures success by the accomplishments, and attitudes of our students. We believe that all of our students can succeed, that their successes encourage them to continue in a pattern of success, and that it is the schools' responsibility to provide the conditions for success. These conditions include 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 and safe physical surrounding under the charge of a caring staff who believe their students will be successful, and who use time with the students as a resource for learning rather than as a boundary condition to determine when a unit of learning begins and ends. We believe in providing resources such as books, learning materials, and educational technology. In the world today children need to become proficient in the use of computers and related technology as tools to accomplish a myriad of tasks.

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

1.2 EXPECTATIONS

*WE EXPECT OUR **ADMINISTRATORS***

* To create a safe, positive environment for teachers, parents, and students.
* To be flexible, helpful, and provide support when meeting with parents in conferences.
* To be available, willing and able to provide support to all faculty members.
* To provide support by visiting the classroom and giving helpful feedback and also provide help when requested.
* To support and facilitate teaching and learning.
* To follow the proper channels when communicating.

*WE EXPECT OUR **TEACHERS***

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

*WE EXPECT OUR **STUDENTS***

* To be respectful of teachers and each other.
* To have a readiness to learn and a positive attitude toward learning in the face of academic challenges.
* To be cooperative with others, responsible for their own behavior and supportive of the school and the school community.
* To give their full attention to each school day and commit to being successful students.

*WE EXPECT OUR **PARENTS***

* To be responsible, cooperative, and supportive.
* To follow the proper channels when communicating.
* To help their children come prepared for each school day.

2. SUCCESS ORIENTATIONS

"Success for All" is the motto of the QSI International Schools.

QSI Pápa believes that the Success Orientations are an integral part of every student's day and are shown through the following:

Responsibility: *Being prepared and on time*
Concern for others: *Remembering that they are a part of a community and their actions affect those around them.*
Kindness and Politeness: *Using polite language, tone and behavior.*
Aesthetic Appreciation: *Noticing and appreciating the beauty around them, both inside and outside of the school.*
Trustworthiness: *Being honest and forthright*
Group interaction: *Understanding how to relate to their classmates in a positive way.*
Independent Endeavor: *Doing their best, especially in the face of a challenge.*

Recognition for success in these seven orientations is given five times during the school year on status reports.

2.1 PROCESS OF EVALUATING SUCCESS ORIENTATIONS

If there is evidence that a student is successful in the success orientations for an evaluation period, he will be awarded an 'S', which denotes 'success'. A student who demonstrates noteworthy or exemplary positive behavior in a success orientation will receive an 'E'. A student who is not yet successful in a success orientation will receive an 'N', which denotes 'not yet'. The evaluation given for each student will be reached by a consensus of professional staff members. Students receiving an 'N' will have parents notified by a teacher before the status report is sent home.

3. ACADEMIC PROGRAMS AND EVALUATION

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

3.1 MASTERY LEARNING

Each learning area or subject is broken up into essential units (outcomes). Teachers provide a program of instruction for each of these essential units. Teachers evaluate each student for mastery of the concepts and skills. A variety of evaluation tools are used including written tests, projects, direct observation, and student

activities. Students who do not completely master an essential unit are given additional instruction directed at a variety of learning styles to effect students' progress toward mastery. The process of re-teaching and evaluation continues until the essential unit is mastered.

3.2 COURSE OFFERINGS

3.2.1 5-11 Year Old Course Offerings

Reading, Language Arts, Mathematics, Science, Cultural Studies, Computer Literacy, Music, Art, Physical Education, Library, Intensive English (if needed 5 YO and above)
Foreign Languages: German, and Dutch, Norwegian and Swedish for Native Speakers

3.2.2 12-13 Year Old Course Offerings

Reading, Language Arts, Mathematics, Science (Earth Science and Life Science), Cultural Studies, Computer Literacy, Music, Art, Physical Education, Intensive English (if needed)
Foreign Languages: German as a Second Language; Dutch, Norwegian and Swedish for Native Speakers

3.2.3 Secondary Course Offerings

Mathematics: Algebra, Geometry, Advanced Mathematics I, Advanced Mathematics II, (AP) Calculus
English: Literature I, Writing I, Literature II, Writing II, Technology, (AP) English Literature and Composition
Cultural Studies: Geography, (AP) Human Geography
Science: Physical Science, Biology, Physics
Foreign Languages: German as a Second Language; Dutch, Norwegian and Swedish for Native Speakers
Physical Education: Lifetime Sports, Team Sports, In-depth sports, PE, Fitness, Health
Creative & Applied Arts: Art, Music, Documentary Film

3.2.4 Advanced Placement Program 2019-2020

Advanced Placement (AP) is a program created by the College Board, which offers college-level curricula and examinations to high school students. QSIP offers a limited number of AP courses to recommended Secondary II, III, and IV students. Secondary II students can take one AP Course. Secondary III and IV students can take two AP Courses. In exceptional cases, a student may petition to take an additional AP course.

QSIP recognizes four honors granted by the College Board: AP Scholar, Grades of **3** or better on **three** or more AP exams; AP Scholar with Honor, Grades of **3** or better on **four** or more AP exams **and** an average of **3.25** on all AP exams taken; AP Scholar with Distinction, Grades of **3** or better on **five** or more AP exams **and** an average of **3.5** on all AP exams taken. Universities to which Secondary IV students are applying to or have been accepted will be notified when a student earns an honor.

QSIP will offer two AP courses in 2019-2020. Some AP courses can be substituted for the usual Academic Diploma courses.

AP Human Geography	Can be substituted for World Geography
AP Calculus	It is elective subject.

3.2.5 Online Courses / AP Online Courses 2019-2020

QSI offers online courses when there is a need. A Secondary III or IV transfer student with a scheduling conflict may take a required course online. A Secondary III or IV student who has finished all the onsite courses in a curricular area may take an online course.

Here is a preliminary list of on-line courses offered in 2019-2020:

- Physical Science
- Physics
- Chemistry
- AP Physics 1
- Biology
- AP Biology
- Environmental Science
- Algebra
- Geometry
- Advanced Math 1

- AP Economics (Micro or Macro, based on the need)
- Senior Research
- AP Art History
- Modern World History
- US History
- World Geography
- AP US history

3.3 STUDENT PLACEMENT

The MAP placement examination is given to 6 year-old and older applicants to determine the appropriate placement. The assessment involves reading, language arts, and mathematics. School administration and parents will also discuss the academic, social, emotional and physical development of the child. Children ages 3-11 will be placed in their age appropriate class. Screening will be carried out by the classroom teacher.

3.4 GUIDELINE TO READING STATUS REPORTS

3.4.1 SUCCESS ORIENTATIONS

QSIP developed Success Orientations to help students and staff focus on the attributes of a successful person. All students receive an S in these areas, but those students who show they are exemplary (E) or need to work on a success orientation (N) are noted in this section. All staff has an opportunity to recommend and decide if students receive either an E or N.

3.4.2. COMPETENCIES AND KNOWLEDGE SECTION

Course is the subject area being taught.

Unit and Title give a brief overview of the general topics. A list of the specific concepts covered for each unit is available through the office.

Periods/Week states how often this unit was taught.

Date Engaged is when the unit began. **Date Mastered** is when the unit was successfully completed.

Duration is the number of days it took to complete the entire unit.

Evaluation is designed to support the school's educational philosophy and success oriented model of education.
The following is an explanation of possible evaluation marks:

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

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

P---The student is "in progress" in the unit. This is a normal mark to receive and means that a unit is still on-going, or that an individual student is still working on this unit. It is possible for a unit to remain a P for several months because there may only be two units to cover in a certain course over the entire year.

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

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

E--- 'Exposure.' The Intensive English elementary student made a reasonable effort in the unit and attained a level of mastery consistent with his/her capabilities.

W---The student has withdrawn from this unit.

3.4.3 PERCENTAGE BAR AT THE END OF REPORT

This percentage bar at the bottom of the 5 YO – 13 YO report indicates Percentage of all units successfully completed in the 5 – 13 year old program.

3.5 STANDARDIZED TESTING

QSI screens incoming students using the online MAP (Measures of Academic Progress) for 5 YO and older. Twice a year all students from the 5 YO class to Secondary IV also participate in the online testing. Students are tested in Reading, Language usage and Math.

The administration will review the scores with parents and explain the meaning of the tests at a parent meeting. Scores will also be kept as part of the students' permanent records in the office. These scores will be included in the records when students move.

All secondary III students will take the PSAT in October. The SAT is given in Budapest and students will be responsible for signing up on their own if they want to take it prior to the May examination, which will be given at QSI International School of Pápa.

3.6 INTENSIVE ENGLISH

The language of instruction at QSI is English. QSI may provide Intensive English (I.E.) classes for elementary and middle school students.

The principle goal of Intensive English is to bring students to a level of academic English, including oral competency, which allows them to transfer to mainstream classes.

3.7 LEARNING SUPPORT

While the staff can help with learning difficulties, QSI does not have the resources or programs to support students with significant learning disabilities or physical challenges. Any educational, emotional, or physical needs must be noted in the application form. Parents must provide any available academic or psychological evaluations and reports of extra academic support.

3.8 AFTER SCHOOL ACTIVITIES (ASA)

The goals of the ASA program are to provide students the opportunity to explore a variety of areas outside the academic curriculum offered during the regular school day.

Activities are offered each quintile, lasting for approximately 5 weeks per session, and take place on, Monday through Friday. Secondary Students may also have afterschool activities on Friday. Activities are designed to appeal to students of different age groups. Students select activities based upon descriptions that are sent home prior to the beginning of each session. Enrollment is voluntary, but any change to, or absence from, an activity must be reported to the office in advance. The students must pay for additional costs of some activities.

3.9 FIELD TRIPS AND EXCURSIONS

QSIP recognizes the value of out-of-classroom experiences that enhance curricular objectives. School sponsored trips must be approved by school administration. Consideration will be given to security, safety, and the educational value of off-campus trips, as well as cost to the school and to the families. Students are required to have parental permission to attend field trips or excursions.

If the student represents QSIP in functions which take them away from the school site (CEESA sports, or Model United Nations, etc.), they are required to meet certain standards of scholarship and behavior. With this in mind, the school has the right to select those students who will benefit from out of school excursions and who best represent the school.

The Director may deny a student the privilege of participating in a field trip or sport trip on the basis of the past behavior. Students who have one or more "D" grades in any of their classes may not participate. Teachers who lead field trips or sports trips are responsible for fulfilling the following requirements:

- Make all flight/bus/train trough the business Office
- Make all hotel reservations and/ or CEESA Host Family arrangements and leave detailed list of addresses, phone numbers, and email addresses.
- Collect fees and expense money and pay expenses through the Business Office before the trip
- Collect students passports and keep them in teacher possession
- Carry an appropriate amount of "emergency" money

 You can expect the following from QSIP staff before a field trip is taken:

- All student permission slips are turned in and signed.
- Before trips, the list of participants is shared with the office who informs the leader about participants with special health conditions.
- Two or more adults accompany trips so one can stay with the group while another goes with an ill or injured student. If several vehicles are used, there must be at least one adult in each vehicle in addition to the driver.
- A 10:1 student / adult ratio will be adhered to.
- A mobile phone is carried to contact the office, hospital, and parents in case of emergency. The teacher will inform parents of their phone number on the permission slip.
- A first aid kit is carried.
- If the field trip is in a rural area the Mine Action Center will be contacted for security clearance.
- On extended trips, a copy of family health insurance cards, family contact numbers, and school contact numbers are carried.
- Students going on trips must attend school the days leading up to the trip and the days following their return.

3.10 HOMEWORK

Regular homework can provide additional practice of skills and concepts, assist students in preparing for tests, exams, and other assessments, and act as an extension of what is studied in the classroom. It helps students establish study routines, self-discipline, responsibility, independence, research skills and good work habits such as organization and time management. It also gives parents an opportunity to be informed about and participate in their child's learning.

Examples of the types of homework students will bring home are:

- Completion of unfinished school assignments
- Preparation for test or other assessments
- Projects and research
- Regular spelling practice
- Math drills and practice
- Reading for novel or book studies
- Cursive writing practice
- Regular practice of editing and revision skills using the 6 + 1 Traits of Writing

Actual time required to complete assignments will vary with each student's study habits, academic skills, course loads, and pacing. Contact the teacher if your child is spending an inordinate amount of time doing homework. Teachers will make every effort to limit homework during holidays. Although the amount of homework will vary from day to day, the following times will act as a guideline at QSIP:

General Guidelines:

5 Year Old Classes

Time: Students will bring home a story book daily to share with parents. Students should spend about 20 minutes on the book.

Responsibilities:

Teachers	Students	Parents
• Ensure each child brings a book home daily. • Assign work as needed to reinforce skills taught. • Provide clear, explicit instructions and feedback.	• Enjoy books daily at home. • Bring book back to school daily. • Bring any assigned homework back to school.	• Read with children daily. • Assist children in bringing book back to school daily. • Monitor children when assigned work is brought home. • Assist children in bringing assigned work back to school.

6 to 9 Year Old Classes

Time: It is expected that students will have between 10 to 30 minutes of assigned homework related to the program most days. In addition, students should read a book for 20 minutes each night.

Responsibilities:

Teachers	Students	Parents
• Provide a form of communication that informs parents and students of daily homework expectations. • Teach the necessary skills required to complete homework assignments. • Ensure each child brings a book home daily. • Provide clear, explicit instructions and feedback.	• Record homework assignments in accordance with teacher expectations. • Understand what is expected and ask questions to clarify expectations when necessary. • Complete all assignments to the best of his/her ability. • Submit quality homework on time. • Read daily at home.	• Talk to teachers when unsure about assigned homework or the time required to complete it. • Provide a quiet work/study area and the necessary materials • Support completion of tasks. • Provide positive reinforcement and encourage their child to be an independent learner. • Ensure children get adequate sleep-establish a regular

- bedtime.
- Limit the amount of time their child watches television and plays video or computer games.
- Read with children daily at home.

10 to 11 Year Old Classes

Time: It is expected that students will have between 20 to 60 minutes of assigned homework related to the program most days. Students should also read daily at home.

Responsibilities:

Teachers	Students	Parents
• In September, teachers will communicate to parents the manner in which the student should record and organize homework assignment. • Establish a homework planning routine on a daily basis • Provide clear, explicit instructions and feedback. • Encourage students to develop the habit of using a homework planning routine and planner with increasing independence. • Teach the necessary skills required to complete homework assignments. • Not expecting major assignments to be completed over a long weekend or a holiday.	• Take homework planner home to share with parents and return to school. • Understand what is expected and ask questions to clarify expectations when necessary. • Contact teacher at school to find out about missing homework assignments during a student's absence. • Record homework assignments in homework planner and complete all assignments to the best of his/her ability. • Submit quality homework on time. • Read daily at home.	• Ensure students use homework planners as organizational tools. • Talk to teachers when unsure about assigned homework or the time required to complete it. • Provide a quiet work/study area and the necessary materials • Support completion of tasks. • Provide positive reinforcement and encourage their child to be an independent learner. • Ensure children get adequate sleep-establish a regular bedtime. • Limit the amount of time their child watches television and plays video or computer games.

12 Year Old Class to Secondary IV

Approximately 5 to 10 hours of homework per week. This includes all major projects and research, assignments and exercises, test preparation, and such tasks as free reading and journal writing. A monthly calendar for the upper school classes listing school events will be displayed. Students who discover several tests or projects are due at the same time should notify the teachers and due dates will be altered. **AP courses will require a minimum of one hour of study for each course each day.**

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

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

- Working with another person on a cooperative study assignment when both names are affixed to the final submission for grade attribution;
- Review of a question or problem by another person for the purpose of getting a suggestion of process or strategy for solution—the solution to which is entirely worked by you;
- Work which is assigned and announced by the teacher as un-graded and which you work with

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

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

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another person or persons with the knowledge of the teacher.

part of your work and claim it as their own.

3.11 CLASS LOAD

Secondary students are expected to have a full schedule.

3.12 ACADEMIC INTEGRITY

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

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

Examples of homework activities which **do not violate** the Guidelines of Academic Integrity include:
· working with another person on a cooperative study assignment when both names are affixed to the final submission for grade attribution;
· review of a question or problem by another person for the purpose of getting a suggestion of the process or strategy for solution—the solution, however, is entirely worked out by you;
· work which is assigned and announced by the teacher as un-graded and on which you work with another person or persons with the knowledge of the teacher.

Examples of homework activities which **violate** the Guidelines of Academic Integrity include, but are not limited to:
· someone solving problems on an assignment for which you will receive a grade.
· copying another's work in whole or in part and turning it in with your name on it to receive a grade;
· turning in someone else's work as your own;
· allowing/encouraging someone else to copy all or part of your work and claim it as their own.

TESTS and QUIZZES:
Obtaining unfair help with tests and/or quizzes is a violation of the QSIP Guidelines of Academic Integrity. The following are examples of **unacceptable** test behavior and are provided to give an idea of common mistakes:
· discussing (in detail) a test or quiz with a person who has already taken it;
· bringing hidden notes or using notes during a quiz or test (The mere possession of such "cheat notes" indicates intent to use them and as such would be considered a violation of the Guidelines of Academic Integrity);
· looking at another person's work during a test or a quiz;
· talking to another person during a test or a quiz unless specifically permitted to do so by the teacher;
· allowing another person to look at your work during a test or a quiz;
· assisting another person during a test or quiz through noises or silent signals;
· possessing, in ANY form, a copy of the test or quiz before it is administered;
· doing another person's quiz or test for them at their request, or your initiative;

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

Examples of plagiarism include, but are not limited to:

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

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

3.13 WORK OPPORTUNITIES

A specially recommended student may request a practical work opportunity in the library, a laboratory, a classroom, or another work situation. Work Opportunities are scheduled for less than a full school year, i.e. a quintile or a term, but a supervisor may extend the length of a Work Opportunity. Work Opportunities are not offered for credit but the supervising teacher will assess the student's experience in the Comments section of the Status Report.

3.14 SUMMER COURSE WORK

A request for a summer course through the QSI Virtual School will be considered on the basis of special circumstances. Parents will be required to pay for any approved summer coursework. Registration will be local. A monitor must be designated to proctor examinations.

3.15 STUDY HALLS

Secondary students are expected to have a full schedule. Students who have AP courses, especially multiple AP courses, may have one study period due to the additional requirements of the work load. Online Students will have an assigned study period to prepare course work, meet with their monitors, and take proctored tests.

3.16 GRADING POLICIES

3.16.1 UP – GRADE POLICY

Students wishing to upgrade from a "B" to an "A", are allowed one chance at an upgrade at the discretion of the teacher. However, students need to make arrangements within 5 academics days. If no arrangements are made within that time period, the student forfeits his/hers chance to upgrade for that outcome.
Students may not upgrade from a "B" to an "A" if they have taken multiple assessment to reach the B level.

3.16.2 POLICIES ABOUT NON-MASTERY OF ESSENTIAL UNITS

"P" Policy

"P" means an essential outcome is in progress. Usually, only one essential unit is in progress at a time, but in some cases several essential units may be in progress at the same time.
Usually, teachers change "P" grades to "A" or "B" when the class completes an essential unit. However, if an individual student has not yet completed the essential unit when the rest of the class does so, the unit can be extended for that student. Upper elementary, middle school, and secondary students will be given five days to meet with the teacher and make a plan, with a time limit, for completion of the essential unit. If the plan is not successfully completed because the student is unable to do the work, the "P" may become and "H." If it is not successfully completed because the student has not made a reasonable effort, the "P" will become a "D."

"H" Policy

A student will receive a grade of "H" under these conditions: she has not finished an essential unit when the rest of the class has done so; re-teaching and other plans for completing the essential unit have not been successful; and it has been determined that it is best to keep this essential unit on hold to be finished later. Students who receive "H" grades will receive help to complete the essential unit later in the school year. Secondary students' "H" grades will become "Ws" at the end of the school year.

"D" Policy

A student will receive a "D" when she/he has not achieved mastery of an essential unit because she/he has not made a reasonable effort. When a student has a "D" grade she/he is not allowed to participate in afterschool activities until the "D" is resolved. When a student receives a "D", a plan for improvement with a time limit will be written and approved by the director. If the plan is not successfully completed, the "D" will automatically become a "W." At the end of the school year, on final essential units, teachers will identify potential "D" students, create a plan for improvement, and allow time for the student to resolve the "D" before the end of the school year. An unresolved "D" will be marked as a "W" on a fifth quintile status report.

"W" Policy

"W" means a student has been withdrawn from an essential unit and the teacher has limited responsibility for assisting the student in making up the essential unit. "W's" are only given with the consent of the director and after a conference with the teacher, the director, and the parents. Grades of "W" may be given for various reasons including:
- Extended absence
- Lack of readiness for the class
- A plan to resolve "D" grade was not successfully completed.

Essential Units Not Mastered at the End of the School Year

All essential units must be mastered to get credit for a QSI course. If, at the end of the course, a student has "W" grades in three or more essential units, the course must be repeated in order to earn credit. No more than two essential units can be made up during the summer. A plan for improvement with a time limit will be written and approved by the director. If the plan is not successfully completed the course must be repeated.

3.17 GRADUATION REQUIREMENTS

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

THEE DIPLOMAS ARE OFFERED BY QSIP THIS YEAR:

1. **ACADEMIC DIPLOMA**　　2. **ACADEMIC DIPLOMA WITH HONORS**　　3. **GENERAL DIPLOMA**

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

AP Literature/AP Language and Composition (rotating each year)
AP World History/AP Human Geography

THE DIPLOMA requires 220 credits, including electives.
Below are listed the minimum requirements for each department.

English (50 credits)
20 - Literature (Literature I & II)
20 - Writing (I & II) or demonstrated competency
10 - Technology

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

Science (20 credits)
10 - Biology **OR** Environmental Science

Cultural Studies (30 credits)
10 - World Geography

10 - Physical Science **OR** Discovery Science

10 - Modern World History
10- Cultural Studies electives

Personal Health (25 credits)
10 - Fitness
5 - Health
10 – Physical Education Elective

Languages other than English (20 credits)
20 in **ONE** language **OR** demonstrated competencies in a second language. QSIP offers German as a Second Language; Dutch, Norwegian and Swedish for Native Speakers

Creative Arts (10 credits)
10- elective credits (art, music, drama)

3.17.1 ADDITIONAL HONORS

QSIP recognizes four additional honors granted by the College Board: AP Scholar, Grades of **3** or better on **three** or more AP exams; AP Scholar with Honor, Grades of **3** or better on **four** or more AP exams **and** an average of **3.25** on all AP exams taken; AP Scholar with Distinction, Grades of **3** or better on **five** or more AP exams **and** an average of **3.5** on all AP exams taken. Universities that Secondary IV students are applying to or have been accepted at will be notified when a student earns an honor.

4. SCHOOL INFORMATION

4.1 SCHOOL DAILY SCHEDULE
(Monday – Friday)

Start Time:	**8:15 AM**	
Arrival	8:00	8:10
Homeroom	8:15	8:20
1st	8:20	9:05
2nd	9:07	9:52
Break	9:52	10:08
3rd	10:10	10:55
4th	10:57	11:42
1st Lunch	11:42	12:03
2nd Lunch	12:03	12:24
5th	12:26	1:09
6th	1:11	1:56
7th	1:58	2:43
8th	2:45	3:30
After-School	3:45	5:00

4.1.1 LENGTH OF SCHOOL DAY

The school gates open at 8:00 a.m. and supervision of students on the playground will begin at that time. Students should not arrive prior to 8:00. The instructional day begins at 8:10 a.m.

School officially ends at 3:30 p.m. Any students not participating in the after-school activities program should be picked up by 3:35 p.m.

After-school activities begin at 3:35 p.m. and end at 5:00 p.m. All after-school teachers are responsible for the supervision of their students until 5:10 p.m. Parents are asked to respect this time and be sure to pick-up students by 5:10 p.m.

4.1.2 DROP-OFF AND PICK-UP PROCEDURES

<u>Regular Morning Drop-Off</u>

Parents/Drivers may choose to park their car outside of the school perimeter for drop-off and escort the student(s) directly to the appropriate playground or they may go through the "drive through" lane. If a parent/driver goes through the drive through lane the car may only stop long enough to allow the student(s) to exit the vehicle. After students have safely left the vehicle the car must immediately exit the campus to allow the traffic to continue to flow.

Students should go directly to the playground once they have been dropped off. Students do not drop off backpacks in their classroom or go into the school building prior to line-up at 8:10. We ask all parents and students to abide by this rule.

<u>Rainy Day Morning Drop-Off</u>

After arriving, all students will go directly to the cafeteria.

<u>Pick-Up</u>

At 3:30 the school day ends. Teachers will escort elementary and preschool students to the buses. Students enrolled in After School Activities go directly to the designated area. All other students who are being picked up by parents/drivers will go directly to the playround and wait quietly for their parents/drivers.

<u>Pick-Up from After School Activities</u>

At 5:00 A.S.A ends. Parents are asked to be there on time. If students have not been picked up on time, a phone call to the parents will be made and the student will wait in the office.

<u>Change in Pick-Up/Drop-Off or Bussing</u>

In case of change in regular routine the parent must call the office, or send a note with the child. If a friend or another parent is picking up your child, a direct phone call from the parent must be made to the office.

4.2 QSIP FACULTY

QSIP classroom teachers are generally recruited from abroad, speak English as their first language and are certified in the area in which they are teaching. Specialists are generally hired locally, have university degrees and speak English fluently. Support staff is hired locally and speak English fluently.

4.3 PROFESSIONAL DEVELOPMENT

Professional development plays an essential role in successful educational improvement.
All professional development will support the curriculum vision and school beliefs. Three professional development days are scheduled during the school year for teachers. Students do not attend school on these days. These professional development days do not affect the 180 days of scheduled classes.

4.4 PARENT SUPPORT GROUP (PSG)

The QSIP P.S.G. includes all parents, the administration, teachers and the QSIP community who wish to support the school. Room Parents are selected for each homeroom. They act as a liaison between the school staff, the P.S.G., and the school community. P.S.G. Room Parents are asked to assist in the organization of classroom activities and should communicate often with the classroom teacher.

"The goal of the Parent Support Group in QSI is to make the learning environment the best possible place for children. To achieve this goal, the PSG will:
• Work to enhance communication among parents as well as between parents and the school.

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- Organize educational and social events for QSI students and/or the school community.
- Enrich the regular classroom curriculum.
- Assist classroom educators in ways that allow for more efficient and productive use of classroom management time.
- Promote fund-raising events in order to purchase items or services the school might not easily obtain.
- Develop events that encourage student involvement and understanding of the local community or host country."

4.5 SECURITY PROCEDURES

In our effort to make our school secure for your children the following procedures must be followed:
- The school gates are open from 8:00 a.m. to 8:15 p.m. and from 3:30 p.m. to 3:45 p.m.
- All visitors to the campus will be required to sign in with the guard located at the front entrance and receive a visitor's badge.
- The visitor must wear a visitor's badge at all times.
- Upon leaving, the visitor will sign out with the guard and return the visitor's badge.
- Any visitor to the campus after school hours will be required to sign in with the guard only if they have a specific purpose on campus.

Security drills for students are run several times during the year. Drills and procedures are in place for fire, earthquake, lockdown, and civil unrest. The entire school practices at least one drill each quintile.

4.5.1 CLOSING OF SCHOOL

If the occasion arises that warrants the closing of school, official notice will be issued from the Director.
Procedure:
- The Director will notify the teaching faculty and support staff.
- Notice will sent by SMS, and be posted on the School's Facebook page.
- It should be assumed that school will resume the following day.

4.6 COMMUNICATION

Effective communication is essential to a school's functioning.

In order to avoid misunderstanding, please voice your concerns directly with the individual(s) involved, before they are brought to the attention of the Director.

Elementary Work Folders

Folders are a communication tool that enables students to share their work with their parents. All elementary teachers are expected to use this method of communication as a way of keeping parents informed of student progress and delivering any information that needs to be communicated from the school administration. Some examples of the type of work that may be included in the Folders are samples of student work, tests and quizzes, notes on behavior or academic issues, classroom newsletters, and permission slips.

Sharing their work with people at home offers many benefits to students:
- Encourages students to be accountable for work/achievements.
- Increases meaningful, timely interaction and communication between a student, his/her parents and the teacher.
- Encourages guided self-assessment and critical thinking skills.
- Allows parents an active involvement in their child's learning.
- Allows students to communicate about concepts and school activities in their mother tongue language which can increase understanding for both the student and adult.

Type of questions parents could ask their child:
- What did you learn/are you learning from this piece of work?

- What was the easiest/hardest part of this activity?
- If you had to do it again what would you do differently?
- What was your most / least favorite activity this month? Why?
- What did you think you did best?
- What areas would you like to improve upon? How could you do this?
- What part of the school day do you enjoy most / least? Why?

School and Classroom Newsletters/ Websites

School and Classroom newsletters are a tool that we use to assist with home/school communication. You can expect to receive an electronic newsletters posted on the website, along with assignments and unit expectations. Specialist Teachers will also have information and units posted on the website.

Teachers use the "Moodle" websites to post assignments, receive papers, and update students on projects. Each family will receive a password to log-on and view their child's progress.

School Website

QSIP's school website address is www.qsi.org/hungary/ppa. The school community can find relevant school information, updated announcements and news.

Back to School Night

Prior to the first day of school parents will be invited to attend an evening where they will have the opportunity to speak to teachers about the curriculum, programs, and activities that will occur during the year. Parents will receive a weekly schedule along with other helpful information from the teachers. This is a night for parents and teachers so childcare arrangements should be made by each family.

Parent-Teacher Conferences

Conferences provide the opportunity for teachers and parents to discuss individual student growth and needs. Parent conferences will be scheduled twice a year. First conferences will be organized after the first quintile is complete. Teachers will also meet with parents for conferences after the third quintile. Every effort is made to coordinate sibling conference times. Parents or teachers may request a conference at any time during the year.

Contacting Teachers

When a problem occurs that concerns your son or daughter's work in school, the best person to contact is the classroom teacher. An appointment to meet with the teacher may be made by calling the secretary or by sending a note to the teacher. Sending an email to the teacher is another effective way to communicate or ask for a conference. Your teacher will share their contact information with each parent.

5. SCHOOL PROCEDURES

5.1 DEPARTURES DURING SCHOOL HOURS

Students are permitted to leave early only at the request of the parents. A parent's verbal or written notification must be received by the office before a child is allowed to vary from normal leaving arrangements. Every student who has authorized permission to leave early must check-out with the office prior to departure. 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 by the parent should be sent to the student's teacher and then to the main office.
• Parents or drivers are to come to the office to pick their child up. This is a request based on the safety of your child. You are to report to the office where you sign your child out. Your child will then be called from their classroom.
• No child will be released to anyone other than a parent, guardian or authorized personnel, delegated with legal authority over the child.
• Students may not go home with anyone else unless the office has received written or verbal permission from their parent/guardian.

5.1.2 FAMILY VACATIONS

As you plan your family trips, please make every attempt for them to coincide with the school calendar. Please notify the school well in advance of travel plans. It is expected that all work missed while on a trip will be made up as soon as possible following the child's return to school. If a student will be absent from school for an extended amount of time, the teacher is not expected to prepare weeks' worth of student work in advance. If an elementary student is absent for several weeks and misses an entire unit of study, the student will not receive credit for the missed unit. Make up work does not substitute for the experiences and activities inside the classroom. Any standardized testing missed during a family holiday will NOT be made up.

5.2 VISITORS TO OUR CAMPUS

QSIP is a closed campus, which means that students may not leave the campus without permission from the office. A closed campus also means visitors and non-students must check through the school office before being allowed to visit the school. For safety reasons, we must know who is on the campus at all times. Personal security guards or nannies are not permitted to remain in the building during the course of the day. Anyone wishing to visit a particular class should make their request to the school's office at least one day in advance. We do invite parents to be involved with their child's education, but we must protect the safe, nurturing learning environment of the classroom and refrain from causing unexpected disturbances. Upon approval of the homeroom teacher and administration, visiting parents may attend QSI classes. Parent volunteers can be coordinated either through the Room Parent or directly through the classroom teacher.

5.3 ILLNESS AND ACCIDENTS

If your child is not feeling well before he/she leaves for school, it is important to keep him/her home. This not only allows your child to rest and get healthy, it also protects the entire school community from also getting sick.

If a child becomes ill or has an injury during school hours, the student will be escorted to the office (if possible). The Office Manager will evaluate the student, and phone the child's parents if the child should be taken home. An incident form will be filled out to document care given, and the details of the incident. In some cases, parents may be asked to come pick their child up from school. The school faculty receives first-aid and CPR training yearly.

Students not able to participate in Physical Education are expected to bring a written explanation from parents and a medical excuse in the case of a prolonged absence from physical activity. In the case of a prolonged absence from P.E., a student may be ineligible to receive credit.

5.3.1 DISPENSING MEDICATION

QSIP does not permit school employees to dispense prescription or non-prescription medication without directions and written/verbal consent from the parents. If medication must be given during school hours by the nurse, a signed consent letter MUST be on file in the school's office. Medications must be brought to school by the parent - not sent to school with your child. Medication needs to be in the original prescription or nonprescription bottle/container. If medications need to be taken home, they need to be picked up by the parent. Medications cannot be released to your child to take home.

5.3.2 HEAD LICE

Head lice are tiny insects that live in human hair. They are not caused by poor hygiene and they do not carry diseases. Head lice transfer from child to child when their hair is in close contact, e.g. while playing or doing schoolwork. For this reason head lice are relatively common in primary school children. An all elementary school lice check will be conducted periodically as a preventative measure.

If a student is found with live active lice, the school will call the parents and ask them to pick up their child immediately. Information on lice and treatment will be given out. Medication/treatment must be administered and all lice must be removed before re-entry to school. Upon re-entry to school, the child will be checked once again. The child will then be checked for the next 2 weeks every 2 days or until all eggs are removed.

If a student is found with nits, a phone call is given to parents and information on lice will be sent home. Medication/treatment must be applied before re-entry to school. The school will check the child every 2 days for 14 days to ensure all eggs are removed.

5.4 FOOD AND DRINK

Students need to bring their own bottle for water and should also bring a healthy snack, which can be eaten during the morning break. Students should not expect to use the cafeteria cups during the day but should bring their own water bottle to school each day. Children are expected to either buy or bring a lunch. QSIP strongly encourages parents to pack healthy snack and lunch foods. Highly processed, high fat, high sugar foods do not give children proper nutrition and can impact their school day with reduced energy and an inability to concentrate. No soda/pop or candy will be permitted at school unless there is a special event.

5.5 WITHDRAWAL PROCEDURE

When a family learns that they will be leaving Pápa, we request that they inform the school office two weeks in advance, if possible. Notice of early withdrawal from school should be made, in writing, to the school office. Credit will be granted for work completed, turned in, evaluated, and recorded. Once the accountant has cleared the student, the student's records will be issued. Student records include: status reports, the last teacher narrative, verification of attendance form, and a school biography. Secondary students will also receive their secondary transcript in place of the status report.

6. STUDENT EXPECTATIONS AND BEHAVIOR

6.1 ATTENDANCE

Learning experiences in a classroom setting cannot be duplicated through make-up assignments. School attendance is important for successful learning. Much is taught in class discussions, experiments, projects, and other class activities.

Parents need to contact the school office or homeroom teacher if their child will be absent from school. Lengthy or frequent absences are brought to the attention of the Director. It is the student's responsibility to contact teachers for make-up work.

6.1.2 TARDINESS

The instructional day begins at 8:20 a.m. At this time students are to be in their classrooms, with materials ready and prepared to learn. Students should arrive between 8:00 a.m. and 8:10 a.m. All students are to report to the office if they arrive after 8:20 am to obtain a note to enter the classroom. Tardiness and absences will negatively affect school achievement.

6.2 BEHAVIOR

With reference to behavior, common sense and good manners are the guidelines. This includes responsibility and respect for others from all members of the QSIP community. The following are expected to be followed each school day and at all school functions and locations.

1. All teachers, classroom assistants, and other staff members are to be treated courteously by students and vice versa.
2. Students are expected to solve their disagreements through peaceful dialogue.
3. Students should walk quietly at all times when in the building.
4. Use of obscene, foul, or vulgar language is not allowed.
5. Bullying and teasing is inappropriate and is not tolerated.
6. The care of all textbooks and library books issued to the child are his/her responsibility as are all the parts of the building and other equipment. Students are encouraged to have a book bag or back pack to carry materials to and from school.
7. Coats and hats are not to be worn in the building under normal conditions. There are hooks or lockers in designated areas to hang up clothing.
8. Students are encouraged to bring only those items directly related to activities of his/her class.
10. Any electronic devices not related to classroom instruction are discouraged. The school takes NO responsibility for lost or stolen items.
11. Alcohol, drugs and tobacco in any form are prohibited at school.
13. Students are expected to remain on the school premises after arriving at school.
14. Any student staying after school should do so only when involved in supervised activities and with parental permission.

6.2.1 DRESS CODE

Dress Code

In view of the cultural diversity of our students, a few guidelines regarding student dress are in order. We hope these are taken in the spirit of cultural sensitivity, common sense, and respect for others. Students are expected to wear appropriate clothing while attending school, on field trips, or at any other school functions.

- Shorts, skirts, dresses and pants must cover the upper thigh (in both the front and back).
- Shirts and tops should be of a modest cut. Shirt length should reach the top of the shorts/pants/skirts and the midriff should not be exposed. Regarding shirts with straps, shirts should have two straps that measure two student fingers in width.
- Tank tops are not appropriate for male students

- Undergarments, and the body parts they are meant to cover, should not be visible at any time.
- Sunglasses and hats with bills and brims should not be worn indoors.
- Regarding clothing with hoods, the "hood" portion of the garment should not be worn in the upright/hooded position.
- Clothing which depicts, advertises or promotes drugs, alcohol, tobacco, or violence is not appropriate.
- Clothing which contains nudity or messages that are vulgar, offensive, obscene or defamatory is not appropriate.
- Appropriate shoes and shorts/athletic pants must be worn during physical education instruction (no jeans, dresses, skirts).
- If you are not sure if something is appropriate, it is better to err on the side of modesty.
- If a student is not in dress code, the parents will be contacted.

6.2.2 CAFETERIA / LUNCH RULES

Students must follow the following rules during lunch time:

1. Use soft voices at all times.
2. Keep your hands and feet to yourself.
3. Keep your food on your plate or in your mouth.
5. Be as courteous as you would be in any restaurant.
6. Students must stay in the cafeteria and must have teacher permission to go to the bathrooms.
7. Clean up before you leave.

6.2.3 PLAYGROUND RULES

Safety, fair play, common sense and appropriate language are the major considerations on the playground. Student's actions may not cause a problem for any person or damage any equipment. 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.

The following are playground rules:
1. Have fun and be safe!
2. Students are not to climb any slides or fences, may not stand on top of, or jump from any piece of equipment.
3. Students should stay alert and pay attention to any games going on and not go near games in which they are not engaged.
4. No fighting or play fighting.
5. No games involving pushing, shoving, tackling, or tripping.
6. Throwing any items such as rocks or dirt is strictly prohibited.
8. No holding onto or hanging from basketball rims.
9. Students at recess are not to go back into the building or outside of recess boundaries without permission from the playground supervisor.

6.2.4. PUBLIC DISPLAYS OF AFFECTION

It is important that students demonstrate an attitude and behavior regarding interpersonal relationships that would be acceptable to people of various cultural, ethnic, and social backgrounds. QSIP recognizes that genuine feelings of affection may exist between students; however, overt, public, physical displays of affection on campus are not acceptable.

6.2.5 WEAPONS

QSIP prohibits the possession of any weapons by students (real or pretend) on the school's property (whether on a person or in a vehicle) or at a school function away from the school property. Students should not bring a weapon as part of a costume. The penalty for possession of firearms is immediate expulsion from the school.

The penalty for possession of other weapons will be determined by the school administration. In view of the seriousness of this matter and the safety of students and faculty, the school reserves the right to search students as well as their vehicles, bags, and lockers if there is reason to believe that weapons may be on the premises.

6.2.6 DISCIPLINE POLICY

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

Suspension

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

Expulsion

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

LEVEL 1 Misbehaviors	LEVEL 2 Misbehaviors	LEVEL 3 Misbehaviors
These misbehaviors distract from student learning. Examples include, but are not limited to:	These misbehaviors contradict the Success Orientations and make the school feel unsafe. Examples include, but are not limited to:	These misbehaviors put others in immediate physical and emotional danger. Examples include, but are not limited to:
◎ Electronic device violations ◎ Dress code violations ◎ Tardiness ◎ Disruptive behavior in classroom and at school ◎ Profanity ◎ Public displays of affection	◎ Insubordination ◎ Harassment (any form) ◎ Forgery ◎ Cheating/Plagiarism ◎ Bullying, intimidation, physical aggression, threatening ◎ Theft ◎ Vandalism ◎ Lying/Dishonesty	◎ Fighting ◎ Sexual harassment ◎ Use or possession of alcohol, drugs, tobacco ◎ Bribery ◎ Use of a weapon at school (knife or gun) ◎ Making a bomb threat ◎ Arson

Consequences may include:	Consequences may include:	Consequences may include:
◎ "N" on Status Report ◎ Warning from teacher or administrator ◎ Conference with teacher, administrator, counselor and/or parent ◎ Detention: lunchtime or after school ◎ Parent notification ◎ Removal from ASA ◎ Other appropriate consequence	◎ "N" on Status Report ◎ Parent notification & conference ◎ Detentions ◎ Suspension: in-school or out-of-school ◎ Counseling as needed ◎ Removal from ASA ◎ Other appropriate consequence	◎ "N" on Status Report ◎ Suspension ◎ Expulsion ◎ Notifying local police ◎ Other appropriate consequence NOTE: Immediate expulsion from QSIP

6.3 LIBRARY

Borrowing – books are usually checked out for one week and may be returned the day before the next library visit. If a student desires to keep a book more than one week, it must be renewed after the first week. Students wishing to return a book and check out another may do so at any time.

Overdue Books – If books are not returned on the due date, a written reminder will be given. If the books are not returned with this reminder, a second notice will be given. In the event the books are still outstanding after these notices, a third notice will be given stating the charge for replacing the books, double the catalog price plus one U.S. dollar. Book borrowing privileges will be withheld until outstanding charges are paid.

Lost or Damaged Books – Students are required to pay for lost or damaged books. If they pay for a book and it is later found, they will be reimbursed. Any book damaged due to negligence will be charged a fine in accordance with the degree to which the book was damaged or the original value of the book, double the cost plus $1.

Other Considerations – All library books must be returned before final status reports or transcripts are released.

6.4 LOST AND FOUND

Please help us by clearly labeling, with student's name, all the items of clothing such as mittens, caps, hats, jackets, coats, sweaters and boots. It is also very helpful to have the child's name on his/her lunch box and back pack. The lost and found is located near the guard desk. 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.

6.5 OUTDOOR RECESS

Recess is a scheduled part of the regular school day. This time serves as a break for students and provides an opportunity for them to expend energy, stretch, and be active. All children will go out to play during morning

and afternoon recess. This is a good time for socialization and learning to get along with other children. All children should come to school properly clothed for outside conditions (which includes snow pants, mittens or gloves, hats, etc. in winter).

6.6 SCHOOL SUPPLIES

School books are assigned to students free-of-charge with the expectation that they will be returned in a condition which reflects reasonable use. If a book is lost, damaged, or vandalized, the student will be required to pay for the book, which will cover replacement as well as shipping and handling (usually double the price). Students are expected to provide their own pens, pencils, colored pencils, felt tip markers, erasers, and rulers. All middle school and secondary math students are expected to provide their own graphing calculator (QSIP recommends the TI 84). QSIP expects each student to come to school ready to learn, which means they have the proper tools with which to succeed.

6.7 TELEPHONE USE

The school telephone is a business phone; therefore, student use is limited to business matters. Students are required to make prior arrangements with parents to stay for an after school activity. Students may not call home to make impromptu arrangements, homework requests, or arrange a playdate.

If parents need to contact a student, the parent shall call the QSIP office. Important and emergency messages will be delivered at once. If a student needs to return a call to a parent, the student must use a phone at the secretary's desk, or if confidential, should ask to use the phone in the receptionist's office.

6.8 USE OF COMPUTERS AT SCHOOL

Students may use school computers when under the direct supervision of a QSIP staff member. We expect all students to use the QSIP computers or their own personal computers responsibly and with an eye towards their academic development. Computer games, e-mail, chat sites and surfing the Internet are activities for home and not for school. A student must sign the School Use Agreement Form before using any computer at school.

7. SCHOOL SERVICES

7.1 CAFETERIA SERVICE

Children may bring to eat during the lunch period or they may purchase a hot lunch through the school. Parents pay for the school lunch service by term. Weekly menus are listed on the Friday newsletter for the following week. Lunch payments are to be turned in to the Office. Students are not permitted to use staff room appliances at any time.

8. CURRICULUM OVERVIEW

The QSI Curriculum reflects the understanding that our students have highly individualized learning styles. In their classrooms, students and teachers collaborate to develop meaningful, individualized goals within an environment that stresses curriculum philosophies such as cooperative and inquiry-based learning, with mastery as the end result.

The Curriculum:
- Is framed by the philosophies and goals of Mastery Learning,
- Is developmentally appropriate,
- Emphasizes a skills, process and Mastery approach,
- Nurtures global awareness,
- Reflects a variety of teaching and learning styles,
- Develops the use of language across the entire curriculum,
- Incorporates a range of authentic assessment strategies.

Specific Outcomes have been established for each year group in each subject area: Reading, Language Arts, Math, Science, Cultural Studies, Physical Education, Music, and Art. Quintile reports directly reflect the mastery of, or progress they are making toward these outcomes.

READING AND LITERATURE

The QSI Reading and Literature Program enable students:
- To learn about literature through exposure to a variety of genre,
- To learn cause and effect through literature,
- To effectively use reading strategies to comprehend text,
- To continue reading instruction and comprehension in all subject areas,
- To develop age appropriate research skills.

The Reading / Literature Program at QSI will include:
- The integration of sight vocabulary, phonics and structural analysis to decode words and passages,
- An emphasis on mastery of skills,
- Practice in both oral and independent reading,
- Exposure to a wide variety of texts,
- An emphasis on comprehension and appreciation of literature.

Journeys - Common Core by Houghton Mifflin Harcourt is the Elementary series and McDougal Littell is the Secondary series used to support this program.

WRITING

The QSI Writing Program enables students:
- To learn language arts through active engagement in meaningful language experiences,
- To learn the modes of language arts in individualized and developmentally appropriate stages,
- To learn to effectively communicate through language arts,
- To value language as a process as well as a skill,
- To develop an understanding that language arts learning is an on-going process that occurs in and outside of classrooms and continues throughout life.

The Writing Program at QSI will include:
- The integration of reading, writing, listening and speaking across the entire curriculum,
- An emphasis on mastery of skills,
- Exposure to a wide variety of texts,
- Different models of language learning,
- Individual and whole class access to the QSI Library,

The Write Source Series and 6+1 Traits are used to support this program.

Advanced Placement courses are offered in literature for secondary students.

MATHEMATICS

The QSI Mathematics Program enables students:
- To value the use of mathematics in a variety of contexts,
- To become confident in their ability to process mathematical concepts,
- To learn to communicate mathematical thinking,
- To learn to reason mathematically by developing strong basic skills,
- To master outcomes necessary to be successful in mathematics,
- To become problem-solvers of mathematics.

The Mathematics Program at QSI will include:
- An emphasis on mathematical processes,
- A hands-on approach to mathematics,
- The use of manipulatives,
- The connecting of math to real-life experiences,
- Four areas of study: numeration, measurement, spatial relations and data.

The McDougal Littell Series is used to support this program.

Advanced Placement courses are offered in mathematics for secondary students.

CULTURAL STUDIES

The QSI Cultural Studies Program enables students:
- To develop an integrated understanding of the history of cultures and communities from the beginning of time to present,
- To use mapping skills to understand the relationship between people and land,
- To learn how economics applies to the work people do and how they provide for themselves,
- To learn how people relate to one another as individuals, groups, families, communities and nations,
- To understand how people govern or regulate themselves.

The Cultural Studies Program at QSI will include:
- An emphasis on research processes,
- A coordinated program to integrate other subjects such as art, music and IT.

 McDougal Littell is the series used to support this program.

Advanced Placement courses are offered in Cultural Studies for secondary students.

SCIENCE

The QSI Science Program enables students:
- To develop an understanding of biological science, including life science and health,
- To begin an integrated study of earth science and physical sciences,
- To learn that environmental issues are part of each science study.

The Science Program at QSI will include:
- An emphasis on the scientific process,
- A hands-on approach to science,
- Connecting science to real-life experiences of students,
- Using real world problems to discuss current science knowledge.

The Pearson Learning/Core Knowledge Series is used in the 5-13 YO program. McDougal Littell is the series used for Secondary courses.
Advanced Placement courses are offered in science for secondary students.

FOREIGN LANGUAGE STUDIES (German as a Second Language; Dutch, Norwegian and Swedish for Native Speakers)

The QSI Language Program enables students:

- To develop an increasing level of competence in all aspects of the language – reading, writing, speaking, and listening,
- To develop an understanding of and respect for the culture, customs, language, and people.

The Foreign Language Program at QSI will include:

- Foreign language classes from 5 YO through Secondary,
- A specifically designed curriculum to suit the needs of QSI students,
- Qualified specialist foreign language teachers,
- The integration of speaking, listening, reading and writing through a topic approach taught in a developmentally appropriate manner at each year level,
- Opportunities for students to apply their foreign language studies in purposeful and relevant ways, and in a variety of different situations,
- Field trips to significant cultural sites and exhibitions as appropriate.

Advanced Placement courses are offered in foreign languages to secondary students.

INTENSIVE ENGLISH (English as a Second Language) IE

The Intensive English (IE) Program serves students 5 years old and up whose English skills limit full access to mainstream classroom instruction.

The IE program at the QSIP enables students:
- To develop basic interpersonal communication,
- To acquire academic English skills needed to function successfully in their mainstream classrooms,
- To work in a program integrating the four modes of English – reading, writing, listening and speaking.

The QSI Intensive English Program includes:
- Small class sizes,
- An individualized program to suit students' individual needs,
- Pull-out classes where teaching focuses on the development of language skills,
- Lessons where the IE teacher works with the classroom teacher to supplement subject area course such as Science or Cultural Studies.

NATIONAL GEOGRAPHIC School publishing - Hampton-Brown is the series used to support this program.

MUSIC

The QSI Music Program enables students:
- To enjoy and experience music in a practical way,
- Acquire skills of listening to and appraising music,
- Develop vocal and instrumental skills according to their ability,
- Express emotions through the medium of music.

The Music Program at QSIP will include:
- Opportunities for participatory activities and experiences during class sessions and at public performances,
- Music appreciation,
- The playing of melodic and non-melodic percussion instruments,
- Students playing the guitar from 12 YO.

PHYSICAL EDUCATION - PE

The QSI Physical Education Program enables students:
- To develop gross-motor skills, body and spatial awareness,
- To develop the concept of fair play, good sportsmanship and team skills,
- To build on concepts and skills at each Year level to use a variety of techniques, equipment and facilities.

The Physical Education Program at QSI will include:
- Individual and group sports,
- Rhythm and movement,
- Tumbling and gymnastics,
- Fitness,
- Ball skills.

IT – INFORMATION TECHNOLOGY

The IT Program enables students to:
- Use the computer as a research tool,
- Find and use appropriate programs for a project,
- Find and use appropriate websites and information online,
- Word process using the correct fingering at an acceptable speed,
- Digital Citizenship.

The IT Program at QSI will include:

- Opportunities for students to use many different software programs,
- Coordination of classroom work and IT skills,
- Independent projects,
- Specific curriculum taught at each level,
- Knowledge of hardware as well as software.