

QSI
INTERNATIONAL
SCHOOL OF
El Tigre

Student—Family
Handbook
2009-2010

Welcome to the QSI International School of El Tigre. It is our hope that this handbook will serve as a guide to the policies and procedures we have in place to ensure a smooth and well functioning school. Reference to this will preclude miscommunication on the numerous issues parents, students, teachers, and administrators deal with on a daily basis. We ask that you and your student become familiar with this and use it as your guide as the year progresses.

Wishing you a successful year,

The Administrative Team

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1. MISSION STATEMENT, EXPECTATIONS AND BELIEFS

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 physical surrounding under the charge of a caring staff who believes 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 OUR EXPECTATIONS

WE EXPECT OUR ADMINISTRATORS

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

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 extracurricular and school-wide initiatives, considering them a vital part of the school's success.
- * To be flexible, responsible,

cooperative and supportive.

- * To be aware of individual faculty member's talents/abilities/resources and to share those talents/abilities/resources by assisting each other.
- * To respect their 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 positive attitude toward learning.
- * To be cooperative with others and responsible for their own behavior.
- * To be responsible, cooperative and supportive.
- * To have a readiness to learn.
- * To give their attention to the required task.

WE EXPECT OUR PARENTS

- * To be responsible, cooperative, and supportive.
- * To follow the proper channels when

communicating

* To help their children come prepared for school

1.3 WE BELIEVE IN AND PROMOTE:

A CARING ENVIRONMENT

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

A FOCUS ON LEARNING

1. Student learning needs should be the primary focus of all decisions impacting the work of the school.
2. To develop the whole child, a balanced emphasis is placed on academics, social, physical, and emotional growth.
3. Dedicated to the success of future global leaders, the school offers a sound and rigorous curriculum delivered by an energetic and experienced faculty and staff.
4. Student learning should be

differentiated to accommodate varying levels of ability and learning styles through a variety of instructional approaches.

5. Students need to be given the opportunity to participate in extra-curricular activities in order to develop leadership and teamwork skills outside the classroom.

1.4 A COMMITMENT TO QUALITY

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

1.5 SCHOOL PROFILE

SCHOOL PROFILE

2009-2010

Director: Aaron Harnden

COMMUNITY AND SCHOOL: The QSI International School of El Tigre is a private, non-profit pre-school through Secondary 4 (Grade 12) co-educational, college-preparatory day school. QSI El Tigre was founded in 2003 in order to provide a quality education in English for the children of expatriates living in El Tigre. The QSI school began operations in its new facilities during the 2003-2004 school year. Parents of our highly mobile students are primarily employed by large corporations and governments.

International School of El Tigre is a member of Quality Schools International, a consortium of non-profit college-preparatory international schools with American-style curriculum. QSI has 35 schools in 25 different countries. The world headquarters of QSI is in Ljubljana, Slovenia.

ACCREDITATION: The QSI International School of El Tigre is fully accredited by the Southern Associations of Colleges and Schools.

AFFILIATION: The QSI

SECONDARY COURSE OFFERINGS

English	Literature 1 & 2 American Literature	Writing 1 & 2 British Literature	Creative Writing Senior Research Project
Mathematics	Algebra 1 Adv. Math I (Algebra 2)	Geometry Adv. Math II (Pre-Calculus)	Calculus
Health & P. E.	Physical Fitness	Health	Physical Education
Science	Physical Science Biology	Chemistry Physics	Environmental Studies
Languages Other than English	Italian	Spanish	
Cultural Studies	World Geography Modern World History	US History World Governments	Economics
Fine Arts (planned)	Art 1, 2, 3, 4	Music	Drama
Other Electives	Computer Applications		

Advance Placement (AP) classes in different subject areas are also offered each year

QSI Worldwide sample of 2006 SAT REASONING TEST

average scores

(READING: 586; MATH: 576; WRITING: 608)

QSI Worldwide sample of college acceptances

(1997-2006)

<u>Canada</u> Carleton University Concordia University McGill University Queens University University College Caribou Univ. of British Columbia Univ. of King's College Univ. of Toronto Univ. of Waterloo York University	<u>Sweden</u> Stockholm School of Economics	<u>France</u> American Univ. of Paris	<u>South Africa</u> Univ. of Pretoria Univ. of Stellenbosch
	<u>India</u> Visra-Bharati	<u>UK</u> Amer. Intercontinental Univ. Chester University Kent University London School of Economics Regents' School of Business Royal Holloway University Univ. of Brighton Univ. of Bristol Univ. of SusseN	
	<u>Ukraine</u> Inst. Of Int'l Relations Kyiv Law Institute Music Conservatory of Ukraine National Linguistic Univ. of Ukraine Univ. of Economics Wisconsin Int'l Univ.		<u>South Korea</u> Korean Institute of Science/ Tech
Germany Int'l Univ. Bremen	<u>El Salvador</u> Univ. Of. El Salvador Medical College		<u>Czech Republic</u> Charles University
<u>USA</u> Boston University College of William & Mary Columbia College Emory University Florida State University George Washington Univ.	New York University Ohio State University Penn State University Purdue University St. Lawrence University SUNY – Buffalo Syracuse University	Univ. of California (Los Angeles) Univ. of California (Santa Barbara) Univ. of California (Santa Cruz) Univ. of Chicago Univ. of Colorado Univ. of Florida Univ. of Illinois	Univ. of Michigan Univ. of North Carolina (Chapel Hill) Univ. of Virginia Univ. of Wisconsin Villanova University Virginia Tech

ENROLLMENT: The school currently enrolls 76 students, three year old through Secondary 4 (Grade 12). Students at QSI EL TIGRE represent 3 different nationalities. Approximately 100% of seniors plan to attend a 4-year university.

CURRICULUM: The QSI International School of El Tigre offers a comprehensive program for college preparation. Instruction is in English; Intensive English courses offer a support system for those students who require it. In addition to students earning the QSI EL TIGRE Diploma, Advanced Placement examinations are also offered. All Secondary 1-4 academic courses are college preparatory.

FACULTY: The school employs 9 full time faculty plus 1 part time teacher. There are also 5 maintenance, office, and support personnel. Current faculty and administrative staff are qualified from the USA, Canada, Peru, Guyana, Argentina, Mexico and Venezuela.

PHILOSOPHY: The QSI International School of El Tigre believes in a personalized approach to

instruction leading to mastery of clearly defined objectives, within a positive and enjoyable learning environment. It offers a challenging academic curriculum for students age 3 through Secondary 4 (Grade 12). In addition, student behavior is marked with consideration to seven **Success Orientations:** *Trustworthiness, Responsibility, Concern for Others, Kindness/Politeness, Group Interaction, Aesthetic Appreciation, and Independent Endeavor.*

GRADING SYSTEM: Mastery of each essential unit is evaluated with an “A” or “B”. “B” represents mastery at a very good level and “A” represents mastery that demonstrates higher order thinking skills. Mediocre work, which would traditionally receive a “C” and “D,” is not accepted; students are required to engage in the essential unit until they achieve mastery. If a student has mastered a unit with a “B” evaluation, he/she may wish to demonstrate a higher level of mastery at a later time, in that current school year, to change the evaluation to an “A”. Unit achievement is reported 5 times each year.

CLASS RANK: Due to the mobility of QSI EL TIGRE students and the relatively small graduating classes, as well as the variety of educational systems from which our students come, class rank is not computed.

GRADUATION REQUIREMENTS:

For students to graduate with an **Academic Diploma**, the minimum requirements are 240 Quality Schools International (QSI) units (24 Carnegie units) in the following areas of concentration: English 80 credits, Mathematics 30 credits, Science 30 credits, Cultural Studies 40 credits, Physical Education and Health 25 credits, Languages 20 credits, Fine Arts 10 credits, and 5 elective credits.

The **Practical Diploma** is available to students who experience English language deficiencies, time constraints or other problems which make it impractical to pursue a more advanced course of study. This diploma is designed for students requiring a sound secondary education to prepare for direct entry into the work force. The basic minimum requirements are 220 QSI units or 22 Carnegie units: English 50 credits, Mathematics 20 credits, Science 20 credits, Cultural Studies 30 credits, Physical Education and Health

25 credits, Languages 20 credits, Fine Arts 10 credits, and 45 elective credits.

2. SUCCESS ORIENTATIONS

“Success for All” is the motto of the QSI International School of El Tigre.

Personal habits, the ability to interact successfully with others, reliability, responsibility, diligent work habits, promptness, keeping up with work, kindness, and other similar proponents in this realm are as important as the knowledge students learn and the competencies they gain. Responsibility for success in these orientations are actively encouraged and taught in virtually all areas of the school curriculum with the view of making them a vital part of each student’s life. The Success Orientations are grouped under the following headings:

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

2.1 SUCCESS ORIENTATIONS IN THE EVERYDAY LIFE OF A STUDENT

QSI El Tigre 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 language, tone and behavior that is respectful and sensitive to the people around..

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.

2.2 EVALUATION OF THE SUCCESS ORIENTATIONS

The staff of the QSI International school of El Tigre believes the success orientations to be primary indicators of future success in advanced education, employment, and life in general.

Recent research confirms our beliefs. Recognition for success in these seven orientations (Concern for Others, Kindness and Politeness, Group Interaction, Trustworthiness, Responsibility, Aesthetic Appreciation, and Independent Endeavor) is given five times during the school

year. Teachers, students, and parents will be constantly aware that these are important components of a student's development. Responsibility for success in these orientations rests first and foremost in the home; however, they will be actively encouraged and taught in virtually all areas of the school curriculum, with a view to making these success orientations a vital part of the students' life patterns. The school's role is to reinforce the parents' efforts. Thus, the home and school, working together, can enhance progress in these universally accepted characteristics of success. In an attempt to separate academic evaluations from behavioral

evaluations, the success orientations will be evaluated independently. Thus, the academic outcomes will be evaluated solely on the basis of student performance on the specified outcomes of the academic areas.

Evaluations of the success orientations will be limited to situations in which the student is under the jurisdiction of the school and will be made by a group of the professional staff for each student. If there is no evidence that a student is unsuccessful in a particular success orientation for an evaluation period, he will be awarded with one success orientation credit which will appear on the status report as an 'S', which denotes 'success'. A student who demonstrates noteworthy or exemplary positive behavior in a success orientation will also receive one success orientation credit, which will appear on the status report with the letter 'E' which denotes 'exemplary'. A student who is not yet successful in a success orientation will not receive the due credit for that period. This will appear on the status report as an 'N', which denotes 'not yet'. The awards given for each student will be reached by a consensus of the appropriate group of professional staff members.

2.3 THE PROCESS OF EVALUATING SUCCESS ORIENTATIONS

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

1. The teacher intervenes and encourages the student to change his/her behavior.

Ex: positive reinforcement, giving consequences for his/her actions, reminding him/her how to use other techniques.

2. Teacher calls home to inform parents about the unchanged behavior.

Teacher informs home that he/she is considering a RECOMMENDATION for an N in a specific Success Orientation. Parent is given the opportunity to aid the student/teacher in adjusting the behavior.

3. During a staff meeting before the end of the quintile, recommendations are examined by **ALL TEACHERS WHO INTERACT WITH THE STUDENT.**

A. The student receives an N based on the consistency of the behavior throughout other classes. (i.e. all teachers who know the student agree that the student has not yet fulfilled the expectations)

i. The student only receives an N if there is a consensus among teachers.

ii. Teachers are assigned to follow up with student by meeting with him/her, setting goals, and monitoring progress.

-or-

B. Student does not receive an N because the behavior is not seen in other teachers' interactions with the student.

1. In extreme circumstances, a faculty member may **RECOMMEND** an N for isolated incidents.

These cases may include: cheating, fighting, stealing, etc. A recommendation for an E follows a similar process when a student consistently demonstrates Exemplary behavior in a Success Orientation.

2. During a staff meeting before the end of the quintile, recommendations are examined by **ALL TEACHERS WHO INTERACT WITH THE STUDENT.**

A. The student receives an E based on

the consistency of the behavior throughout other classes. (i.e. other teachers agree that the student has exceeded expectations in a particular Success Orientation)

-or-

B. The student does not receive an E because the behavior is not seen in other teachers' interaction with student.

If you want more information on the QSI Mission Statement and Exit Outcomes (which includes success orientations) our office has copies available. Please ask for them.

3. ACADEMIC PROGRAM AND EVALUATION

The academic program uses a Performance–Based/Mastery Learning approach to learning. This model ensures mastery of specific skills and knowledge involving both individual and group instruction. The educational philosophy is founded upon the 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.

QSI International School of El Tigre departs somewhat from traditional schools in that it is not as concerned about time being the “defining” factor of learning. In most schools, students are given a certain amount of time to complete learning in a subject. They are then assessed on whether they can master the units designed to make them into a well-educated and well-adjusted person. In QSI’s model of learning, students achieve the mastery level and are immediately rewarded by receiving credit for the unit. Thus, QSI has only mastery grades of “A” or “B” or “P: still in progress”. QSI recognizes that not everyone will master units at the same rate. Many students will be able to finish a unit rather quickly, and they will be allowed to gain more credit by working on a selective unit. Some students will take longer to achieve mastery level, and they will be given time to do so. In other words, students have more than one opportunity to be successful. The units they will need to learn to a mastery level are clearly defined and stated. QSI believes in teaching what we test and testing what we teach.

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. 2009-10 COURSE OFFERINGS

Elementary Course Offerings

(5 Year Through 13 Year Old Classes)

Reading
Language Arts
Mathematics
Science
Cultural Studies
Computer Literacy
Music
Art
Physical Education
Library
Intensive English (if needed)
Foreign Languages: Spanish

Secondary School Course Offerings (student numbers may

affect offerings)

Mathematics: Algebra, Geometry, Advanced Mathematics I, Advanced Mathematics II / Calculus (selected courses may be online through U. of Miami)

English: Literature I, Literature II, American Literature, British Literature, Sr. Research

Composition: Writing I, Writing II

Computer Literacy/Keyboarding

Cultural Studies: World Geography, World Government / Economics, World History, US History

Science: Biology, Chemistry, Physics, Physical Science

Personal Health: Physical Education, Health

Performing Arts: Drama, Music, Art

Languages: Italian, Spanish

3.3 INTENSIVE ENGLISH

The language of instruction at QSI EL TIGRE is English and students attending QSI EL TIGRE are expected to attain reading, writing, and spoken proficiency in English. In order to help students who do not have an adequate working knowledge of English, QSI EL TIGRE will provide Intensive English (I.E.) classes. 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. Students are placed on the concept of “least restrictive environment”, allowing students to remain mainstreamed to the greatest extent possible. Until adequate proficiency is achieved, however, I.E. students may be placed in a self-contained program. During Reading and Language Arts, I.E. students develop skills in reading and writing, and listening and speaking in English. In addition, students may be given further support to focus on the specific vocabulary and concepts of Science and Cultural Studies. If an I.E. student is at the beginning level of English acquisition, he/she may receive further I.E instruction during the Science and Cultural Studies class periods. I.E. students will also attend I.E. classes during the Foreign Language class period to receive further instruction and to practice English. Students will successfully transfer into the mainstream classes when they achieve age level or close to age level equivalency in reading and language arts. Secondary students will enter the Secondary English courses when they have developed language competencies to achieve academic success.

3.4 LEARNING SUPPORT

While the staff can help with learning difficulties, QSI EL TIGRE does not have the resources or programs to support students with major learning disabilities or major physical challenges. Any one-on-one special educational needs support is provided by outside consultants and tutors. Fees for such services are paid privately by the individual families. Any educational, emotional, or physical needs must be noted in the application form. Please provide any available academic or psychological evaluations and reports of extra academic support the applicant is receiving.

3.5 STUDENT PLACEMENT AND MOVEMENT

Initial Placement

Following official admission procedures, a placement examination is given to each student entering the 6 year old program and higher to determine the appropriate level of instruction. The assessment involves reading, writing, and mathematics. School administration and parents will also discuss the academic, social, emotional and physical development of the child. School administration will meet with the parents and discuss placement a second time, if

recommended placement does not correspond to the child's age group.

Changing Placement of Current Student

To better meet a student's individual needs, a student may be considered to be moved up or down an age level upon the recommendation of the student's current teacher. A change of placement only occurs in the core subjects: Reading/Language Arts and/or Mathematics. Upon the teacher's referral, students are assessed by the Director to determine academic level. Significant consideration is also given to relationship with classmates, maturity level, academic work in class, attention span, self-discipline, the class dynamics of the potential new class, and the individual's social, emotional, and physical development. The Director and classroom teachers make observations and analyze student performance to determine the best placement for the student.

3.6 STUDENT EVALUATION

QSI does not accept the mediocre grade of "C" or the poor grades of "D" or "F". Traditionally the grades of "A" or "B" are considered to be Mastery Grades. The evaluations given in the written status reports are defined as follows:

- “A” All essential parts of the unit were mastered at an appropriately high level. The student consistently demonstrated noteworthy achievement of a high quality, particularly in the higher order thinking (analysis/synthesis/evaluation) 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.
- “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 a reasonable effort and is therefore “deficient” in attaining mastery of the unit.
- “E” Exposure. The student made a reasonable effort in the unit and attained a level of mastery consistent with his/her capabilities. (Elementary classes only, but not in the areas of mathematics, reading, or

language arts.)

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

What is the difference between an ‘A’ and a ‘B’?

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

What is the difference between a ‘D’ and an ‘H’?

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

the right time the teacher will have the student re-engage in the outcome. A ‘D’ is given when the student has not made a reasonable effort and is thus not attaining mastery of the unit. This grade is temporary and is changed to a ‘P’ (in progress) when the student returns to an

acceptable work pattern or to a ‘B’ when the student demonstrates mastery of the unit.

QSI EL TIGRE encourages all students to pursue a challenging academic course of study. Students are required to learn to a level of mastery. Although students have more than one chance to achieve mastery in each unit, we expect most students to master the unit during their first opportunity.

3.7 “D” POLICY

A “D” is given to a student who has not made a reasonable effort and is therefore “deficient” in attaining mastery of the outcome. A “D” can be given to students who refuse to work towards mastery.

1. The teacher and the student together must fill out an *Academic Deficiency form*. On this form the teacher and student fills out:

- a. What exactly the teacher did for or offered to the student before the “D” was given
- b. Why he/she received the “D”
- c. How the student and teacher will change the “D” to a “B” within a two week time frame (This step may include mandatory after school tutorials). Safety net is provided by the school.

2. The student and teacher agree to the terms and sign the *Academic Deficiency form*.

3. Parents are contacted when a D is assigned.

4. Copies are submitted to the Director and parent.

5. The student is required to fulfill the actions listed on the *Academic Deficiency form* within the two week time frame. That may mean staying after school to work with the teacher during the course of the two weeks. Or any other arrangement that is between the teacher and the student. The student becomes ineligible for extra-curricular activities during this time period.

6. If the student does not fulfill the requirements of *Academic Deficiency form*, then the student forfeits the

chance to change the “D” to a “B” until the following school year.

If a student receives three “Ds” during the school year:

1. A meeting is called with teachers, parents, student, and Director.

During the meeting an Academic Performance Contract is drafted with all deciding parties. This contract will clarify to everyone what steps will be taken to ensure the student does not obtain another “D”.

2. Parents and student are informed that the student is now on Academic Probation (no sports or extra activities allowed) and what the next steps would be should the trend of “Ds” continue.

3.8 STATUS REPORTS

Evaluations, called Status Reports, are issued to all students five times each year (at the end of each “Quintile”).

The reports keep a continuous record of a child’s progress during the school year in each of his/her courses.

Personal narratives accompany the fifth status reports. If there is a need or reasonable request, a status report can be issued at any time. Evaluations for student progress are entered in the computer as soon as possible after mastery is demonstrated for each unit.

What is the difference between a traditional report card and a status report?

Traditional report cards give parents a general idea how their child is performing in class. When a student receives a ‘B’ in mathematics, it means he/she is doing well in mathematics; however, it gives no information as to what the student has specifically learned. The Status Report provides grades in mathematics; however, it breaks up the course into "essential units" (outcomes). Teachers evaluate students for mastery of each essential unit and this becomes part of the report. Therefore, the parents not only have a better idea of what their child has learned, but they know what their child has actually mastered. This ensures that the child does not miss learning important concepts.

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

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.

Does this type of reporting system cause problems when my child returns to

a school that uses a traditional report card?

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

3.9 FIELD TRIPS AND EXCURSIONS

QSI EL TIGRE recognizes the value of out-of-classroom educational experiences as they enhance or strengthen particular 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. Overnight weekly excursions will only be offered to 12 Year Old Class students and older.

If the student represents QSI EL TIGRE in functions which take them away from the school site (excursions and field trips), 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.

You can expect the following from QSI EL TIGRE 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 mobile phone is carried to contact the office, hospital, and parents in case of emergency.
- A first aid kit is carried.
- On extended trips, a copy of family health insurance cards, family contact numbers, and school contact numbers are carried.

3.10 AFTER SCHOOL ACTIVITIES PROGRAM

The goals of the enrichment 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 generally offered in three sessions and last for approximately 5 to 8 weeks per session. Activities are designed to appeal to students of different age groups. Students select activities based upon course

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 After School Activity Coordinator in advance. If there are large expenses like baking, arts and crafts, etc, the students may need to pay for the costs of these activities. This will be communicated in the course descriptions.

4. SCHOOL PERSONNEL AND INFORMATION

4.1 Useful Telephone Numbers

Country Code - +58

QSI EL TIGRE Main Line – 58-283-2412467-2412005

QSI EL TIGRE Fax Line – 58-283-2412467- 2412001

School Website: www.qsi.org

4.2 QSI EL TIGRE Support Staff

Liseth Guarino Office
Manager

4.3 QSI Faculty

Aaron Harnden Director
Olive Da Silv Classroom

	Assistant	Maria Perez
April Harnden	3/4/5 YOC	Rodrigo Torrealba
Mike Kempenich	6/7 YOC	
Jean Triolo	8/9 YOC	
Oscar Baiz	10/11 YOC	
Barin Beard	Sec. Mathematics/ Science	
Matthew Hannon	Sec. English/ History	
Daniel Hefley	Mathematics, Environmental Studies/ Technology	
Ada Harnden	Intensive English / Librarian	
Tara Sukhraj	Intensive English Assistant	
Alicia Gomez	P.E. /Spanish	
Miriam Silva	Elementary Spanish	

4.5 Custodians and Maintenance

Jessica Suarez
Juan Stapleton

4.6 PROFESSIONAL DEVELOPMENT

Professional development plays an essential role in successful education improvement. Professional development serves as the bridge between where prospective and experienced educators are now and where they will need to be to meet the new challenges of guiding all students in achieving higher standards of learning and development.

Professional development is an integral component of QSI EL TIGRE, and in particular, focuses exclusively on improving teaching and learning through sustained and intensive high-quality professional development activities. All professional development will support the curriculum vision and school beliefs. Three professional development days are scheduled this 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.

4.7 PARENT SUPPORT GROUP

The QSI EL TIGRE P.S.G. is an active group of parents who wish to help teachers, the administration, and the QSI EL TIGRE family community in every way to improve the school. The P.S.G. is governed by an executive committee in which teacher representatives and Administration are invited to participate. 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.

4.8 LENGTH OF DAY

The school gates open at 7:35 a.m. and supervision of students on the playground will begin at that time. If parents choose to drop their children off prior to the 7:35 a.m. supervision starting time, please make sure that you stay with your child on the playground until the supervising teacher arrives. The instructional day begins at 7:55 a.m. Students should go to their designated areas.

School officially ends at 3:05 p.m. Any students not participating in the after-school activities program should be

picked up by 3:15 p.m.

After-school activities begin at 3:10 p.m. and end at 4:00 p.m. All after-school teachers are responsible for the supervision of their students until 4:00 p.m. two teachers will remain until 4:15. Parents are asked to respect this time and be sure to pick-up students before 4:15 p.m. If a student has not been picked up by 4:15 p.m., the child will be sent to the main office to wait until his/her parents arrive. They will be supervised.

4.9 DROP AND PICK UP PROCEDURES

Regular Morning Drop-Off

Parents/Drivers park their car along the drive the school for drop-off and pick up. Students will enter the school building and go to their appropriate areas. After students have safely left the vehicle the car must immediately exit the campus to allow the traffic to continue to flow.

Students from 5 years old to 11 years old classes do not go directly to their classroom in the morning. Students should go directly to the appropriate

playground once they have been dropped off. Students drop off backpacks in or near their classroom prior to line-up at 7:55. We ask all parents and students to abide by this rule.

Students in the preschool go directly to their classrooms.

Pick-Up

At 3:05 the school day ends. Students go directly to their assigned areas in the school for boarding through main student entrance of the school. Paraprofessionals or assigned teachers will escort elementary and preschool students to the area. Students enrolled in After School Activities go directly to the activity.

Pick-Up from After School Activities

At 4:00 A.S.A ends and students will go to the entrance to be picked up. Parents are asked to be on time. If students have not been picked up by 4:15, the student will wait in the office area.

Change in Pick-Up/Drop-Off

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.

4.10 SECURITY PROCEDURES

In our effort to make our school secure for your children the following procedures must be followed:

- The school door is open from 7:35 a.m. to 8:00 a.m. and from 2:50 p.m. to 3:20 p.m. and from 4:00 p.m. to 4:15 p.m.
- Parents/Drivers who drop-off children through the “drive-through” lane will be encouraged to drive carefully and follow the instructions given.
- Any visitor to the campus between 8:00 a.m. and 2:50 p.m. will be required to sign in with the office manager located at the front entrance and receive a visitor’s badge.
- Visitors must wear a visitor’s badge at all times.
- Upon leaving, the visitor will sign out with the office and return the

visitor's badge.

- Any visitor to the campus after school hours will be required to sign in with the office.
- Regular visitors (ie. Room Parents and volunteers) will check in at the main office.

4.11 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
- The classroom teacher will call all families to inform them that school has been closed using the telephone tree provided by the school. Please avoid lots of conversation and questions as the message needs to be passed quickly to other families.
- It should be assumed that school will resume the following day.
- The phone tree will be initiated for each consecutive day that school is cancelled.

4.12 COMMUNICATION

Effective communication is essential to a school's functioning. It is the responsibility of parents to remain abreast of what is going on in the school by reading bulletins, and attending P.S.G., Parent Information and Town Hall meetings.

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 the issue. In a small community such as ours, it is imperative that all members of the professional faculty, parent community, and student body observe the proper channels of communication. Concerns should first be discussed directly with the individual(s) involved, before they are brought to the attention of the Director or the Director of the school. QSI EL TIGRE is a community where people interact with dignity and respect. Parents, staff and students are expected to communicate with each other in a polite or courteous manner at all times.

QSI EL TIGRE Newsletter

The QSI EL TIGRE Newsletter is a weekly bulletin that is sent home and emailed to each family. The school newsletter will be sent home with the youngest child in your family. The QSI EL TIGRE Newsletter highlights events that will take place in the school, report on past school events and activities, as well as provide information regarding the organization of school. Agenda items and main discussion points from the school's advisory board and town hall meetings will also be posted in the QSI EL TIGRE Newsletter.

Classroom Newsletters

Classroom newsletters are a tool that we use to assist with home/school communication. You can expect to receive a newsletter as follows:

- Preschool – 7 years old teachers will send home newsletters every two weeks
- 8 years old – 11 year old teachers will send home newsletters at least every two weeks
- Specialist Teachers send home monthly information from their department. This will be a part of the age level or classroom

newsletter.

Parent Information and Town Hall Meetings

School administration will schedule either parent information meetings or town hall meetings on a regular basis. During parent information meetings a selected school topic or issue will be discussed and reviewed (examples may include: mastery learning, status reports and grading, success orientation). Town Hall meetings will be scheduled to discuss a variety of school issues that are generated beforehand by the parent and school community.

School Website

QSI EL TIGRE's school website address is www.qsi.org. The school community can find relevant school information, updated announcements and news. The school website is maintained and updated by the secondary computer students.

4.16 Drop Everything And Read (D.E.A.R.) Time

Fifteen minutes are scheduled into three times each week for students to Drop Everything And Read. This is a

great time for students to practice their reading skills undisturbed. Instruction will be provided from teachers on choosing “Just Right” books to provide reading mileage at the right level of text. This time is for kids to foster the love of reading. Teachers will use this time to assess individual readers and to model silent reading.

5. SCHOOL POLICIES

5.1 ILLNESS AND ACCIDENTS

If your child is not feeling well before he/she leaves for school, it is advisable 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. Parents are asked to call the school in case of absence.

If a child becomes ill or has an injury during school hours, the student will be escorted to the office (if possible). The teacher, secretary or administration will phone the child’s parents. 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. Many of the school faculty has received first-aid and CPR

training.

Students not able to participate in PE are expected to bring a written explanation from parents or a medical excuse in the case of a prolonged absence from physical activity. Students still attend P.E. classes as active observers and assistants rather than participants.

If a student has allergies, a chronic illness or some physical disability, this information should be given to the school office by the parents. This information will be kept in a file in the office. The Office Manager will inform classroom teachers of the student’s condition.

Students with communicable illnesses, severe colds, or fevers, who are sent to school, will be sent to the office. Parents will be notified and requested to come and collect their child to prevent infections from spreading.

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

Telephone/cell phone numbers where

parents can be reached

Names and (local) telephone numbers of relatives or friends who should be contacted when parents are not available.

Immunization information, recommended Doctor or medical services.

5.2 DISPENSING MEDICATION

QSI EL TIGRE 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, 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 FOOD AND DRINK

Students need to bring their own bottle for water and should also bring a snack, which can be eaten during the morning break. Children are expected to either buy or bring a lunch. QSI EL TIGRE 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.

5.4 DEPARTURES DURING SCHOOL HOURS

Students are permitted to leave early at the request of the parents. A parent's verbal or written notification must be received by the teacher or 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. 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 by the parent should be sent to the student's teacher and 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 person, 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.

5.5 CHANGE OF SCHOOL DISMISSAL

Students may not go home with anyone else unless the school has **written** or **verbal permission** from their parent/guardian and the parent/guardian of the other student. Please inform the Office Manager or classroom teacher via written note or phone call permitting them to go home with another student. If the office is directly contacted, the Office Manager will inform the classroom teacher.

5.6 VISITORS TO OUR CAMPUS

QSI EL TIGRE 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 are not permitted to remain in the building during the course of the day unless specific arrangements have been made with the Director. 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 or students may attend QSI classes. Parent volunteers can be coordinated either through the Room Parent (**organized at the beginning of school year**) or directly through the classroom teacher. It is understood that a visiting student will be an active member of the classes he/she is attending.

5.7 FAMILY VACATIONS

We cooperate fully with parents who desire their children to join them on trips and vacations during the school year. **WE ASK THAT ALL CHILDREN KEEP A DAILY JOURNAL OF THEIR TRIP.** Please notify the school 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. Any standardized testing missed during a family holiday will NOT be made up. The teacher reserves the right to assign a W for elementary students in a non-core subject.

5.8 WITHDRAWAL PROCEDURE

When a family learns that they will withdraw their child from QSI EL TIGRE, we request that they inform the school office two weeks in advance, if possible. Notice of early withdrawal from school should be made at the school office by written notification from parents. If withdrawal is expected close to the end of a quintile, 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 be only granted for work completed, turned in, evaluated, and recorded. Any student who withdraws will be given a withdrawal form, which is given to all teachers and the librarian. This form is then taken to the accounting office to verify that there are no outstanding financial obligations. Once the accountant has cleared the student, the form is presented to personnel in the main

office and the student's records will be issued. Student records include: status report, the last teacher narrative written, 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

Many learning experiences occur in a classroom setting. Most of these experiences cannot be duplicated through make-up assignments. School attendance is extremely important for successful learning, and the information in textbooks is only part of a QSI education. Much is taught in class discussions, experiments, projects, and other class activities. Students missing from class over a period of a few days will also miss valuable instruction, which cannot be experienced outside of school.

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 so that parents can be alerted to a potential problem. If the student makes no effort to do their make-up work, they will be referred to the Director for guidance. It is the student's responsibility to contact the teacher for make-up work and to set convenient times for make-up tests or quizzes. A determined time-line will be used in order to receive credit.

6.2 TARDINESS

The instructional day begins at 7:55a.m. At this time students are to be in their classrooms, with materials ready and prepared to learn. We advise for parents to drop-off their children between 7:40 a.m. and 7:55 a.m. All students are to report to the office if they arrive after the Attendance Form has been sent to the office. Students must obtain a note from the office before entering the classroom. If a student arrives at school after the beginning of the instructional day (1st period) and is listed on the absent list, the student must check in with the office so that he/she will not be counted absent for the rest of the day. Tardiness and absences limit school achievement. Tardies in excess of three per quintile will result in waiting in the office until after the class is

completed so as not to disrupt the learning of others.

6.3 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 QSI EL TIGRE community. The following are a few of the specific rules that are expected to be followed each school day and at all school functions and locations. Students and teachers will formulate rules of conduct for their individual classrooms.

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. Hats are not to be worn in the building under normal conditions.

8. Students are encouraged to bring only those items directly related to activities of his/her class.

9. Chewing gum is not allowed because of the problems with improper usage and disposal.

10. Any electronic devices not related to classroom instruction are not to be used. This includes cell phones, iPods, and electronic games. The school takes NO responsibility for lost or stolen items.

11. Alcohol, drugs and tobacco in any form are prohibited at school.

12. Skateboards, roller skates, and roller shoes are not permitted.

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.

6.4 CAFETERIA / LUNCH RULES

Students must follow the following rules during lunch time:

1. Keep hands and feet to yourself.
2. Wash hands before eating.
3. Clean up all materials before leaving.
4. Walk at all times.
5. Talk quietly at all times.
6. Younger children do not use microwave.
7. Keep food on your plate or in your mouth.

6.5 PLAYGROUND RULES

Safety, fair play, common sense and appropriate language are the major considerations on the playground. Student's actions must 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. Keep your hands to yourself.
2. Respect everyone.
3. No one older than 7 yoc can use the sandy area.
4. You are not permitted to climb on the swings or soccer goals.
5. Share the playing area.
6. Games are not involve pushing, shoving, tackling, or tripping.
7. Throwing dirt, rocks, or other such items is prohibited.
8. Hard balls are not allowed.
9. Have fun.

1. **Verbal warning.**
2. **Reflection letter**-student fills in a reflection letter to describe what they did, how it affected others, and a plan to change the behavior. The letter is sent home to be signed and returned the next day. If the note is not returned the next day, a phone call is made to the parent that morning.
3. **Phone call**-by student and teacher to parent. At this stage, teacher also informs administration of potential problem and documents conversations with parents.
4. **Parent, teacher, student conference** - A behavior management plan is created among all parties present.
5. **Office referral**-Consequences at this level are at the discretion of the administration. Teacher documents referral and consequence and a phone call are made to the parents.

6.6 CONSEQUENCES AND OFFICE REFERRAL

Parents play an important role in the discipline process and are asked to reinforce good behavior at home. If necessary, parents will be asked to come to school to discuss a plan for improved behavior if a problem remains consistent.

The QSI EL TIGRE staff agrees to adhere to the following order of procedures for implementing consequences:

The school maintains the right to inspect student bags, lockers, etc. for tobacco, weapons, or illegal drugs or drug paraphernalia. The school

maintains the right to suspend and expel students for tobacco, alcohol, drug, substance abuse or violent behavior.

6.7 WEAPONS

QSI EL TIGRE prohibits the possession of dangerous weapons by students on the school's property (whether on a person or in a vehicle) or at a school function away from the school property. Dangerous weapons include, but are not limited to, firearms, fireworks or other explosives, most knives, and any object used in a threatening way. 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.

6.8 SMOKE FREE, ALCOHOL FREE, AND DRUG FREE

The use or possession of non-prescribed drugs, tobacco products or alcohol by a student enrolled at QSI EL TIGRE is strictly prohibited on campus or at school related activities whether

at school or at a different location. If it is determined that a student was using, under the influence of, or in possession of such substances, the student is subject to punishment. Drug and alcohol possession are zero tolerance misbehaviors and will lead to major school suspensions or expulsion.

6.9 PUBLIC DISPLAYS OF AFFECTION

Because so many cultures co-exist at QSI EL TIGRE, it is important that students demonstrate an attitude and behavior regarding interpersonal relationships that would be acceptable to people of various cultural, ethnic, and social backgrounds. QSI EL TIGRE recognizes that genuine feelings of affection may exist between students; however, overt, public, physical displays of affection on campus are not acceptable.

6.10 DRESS CODE

School is a student's place of business. Students are therefore expected to follow the guidelines for dress. Students will need to wear blue shorts, jeans or slacks. Skirts, skorts, or overall, wide pants, or revealing clothes are **not** acceptable. Please buy polo knit shirts (with collars) of solid colors. The school emblems need to be sewn

on the left side of the shirt. Students in classes 3-5 wear red, students in classes 6 through 11 wear white, students in the 12/13 classes wear blue and secondary students wear beige. P.E. shirts are to be worn for P.E. classes only. Shoes and socks must be worn. Sandals, open toed, high heels, or slippers are not to be worn. Clothes should be neat and clean: not ragged, frayed or torn. Girls are expected to refrain from the overuse of make-up. Shorts need to be no shorter than the length of one's fingers placed at the side of the legs. We hope the following guidelines are taken in the spirit of cultural sensitivity, common sense, and respect for others.

Students are expected to wear appropriate clothing while attending school (dress down days each month), on field trips, or at any other school functions.

Clothing which is inappropriate for this environment includes:

- Hats, caps, or bandanas inside the building.
- Blouses or shirts that show the midriff.
- No undergarment should be

seen at any time.

- Shorts that are shorter than mid-thigh length.
- No spaghetti straps: sleeveless shirts at least 2 inches in width at the shoulder are permissible.
- Clothing with inappropriate words, pictures or meaning.
- Sunglasses inside.

Appropriate dress for P.E. classes will be discussed with P.E. instructors and will be mandatory for participation. Proper athletic shoes are important to wear during P.E. We recommend that students wear hats or caps and sunscreen while exposed to the sun.

6.11 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.

6.12 HOMEWORK

Regular homework can provide additional practice of skills and concepts taught, assist students to prepare 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 including punctuation, use of capitals, and sentence structure

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. Although the amount of homework will vary from day to day, the following times will act as a guideline at QSI EL TIGRE:

General Guidelines:

5 Year Old Classes

Time: Specific homework will not be assigned each day; however, students may bring home a story book daily to share with parents.

Responsibilities:

Teachers

Ensure each child brings a book home daily.

Assign work as needed to reinforce skills taught.

Provide clear, explicit instructions and feedback.

Students

Enjoy books daily at home.

Bring book back to school daily.

Bring any assigned homework back to school.

Parents

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.

Ensure children get adequate sleep-establish a regular bedtime.

Limit the amount of time their child watches television and plays video or computer games.

6 to 8 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 taken home from school daily.

Responsibilities:

Teachers

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.

Students

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.

Parents

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.

9 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:

In September, teachers will communicate to parents the manner in which the student should record and organize home work assignments.

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.

Students

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.

Parents

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 8 to 12 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. Teachers may also display a monthly calendar for the upper school classes tracking tests, quizzes, assignment due dates, and school events. This will prevent student requirements from piling up at the same time and provide a visual cue to students to assist in pacing work and study.

6.13 ACADEMIC INTEGRITY

In general, questions concerning the Guidelines for Academic Integrity at QSI EL TIGRE should be addressed in light of an action which “makes a student look more academically able than he/she actually is, by using another student’s or person’s work and representing it as his/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

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 ungraded and which you work with another person or persons with the knowledge of the teacher.

Examples of homework activities which violate the Guidelines of Academic

Integrity include, but are not limited to:

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

TESTS and QUIZZES:

Obtaining unfair help with tests and/or quizzes is a violation of the QSI EL TIGRE 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 QSI EL TIGRE 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 are, but are not

limited to:

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

*Because all violations of Academic Integrity strike at the very core of the nature of the school, the response to plagiarism and cheating is extreme, including the possibility of redoing all outcomes of that course. If you are a

Secondary 4 student, you may also be required to write a letter to universities explaining your actions.

6.14 COMPLETION OF UNITS

The following policies are mainly for middle school and secondary students, though it also may apply for upper elementary, if needed:

- If a student has not turned in all the required assignments by the time an assessment is given, the teacher will assign a D to that outcome and the student will not be allowed to take that unit test. The teacher will call home indicating the grade given and why and discuss what the student needs to finish in order to complete the assessment.
- The student needs to make arrangements with the teacher on when to take the assessment.
- If a student misses an exam for any reason, he/she has 5 academic days to make arrangements with the teacher to take the exam. If arrangements are not made, the teacher assigns a D to that outcome.
- Students can take make-up assessments during times that are

convenient for teachers.

- While preparing for the make-up assessment, the teacher may assign additional work.
- Once a student earns a D, he/she is not allowed to participate in any after school activity until the D is changed to a B (a D cannot be changed to an A). Once the test is taken or project handed in, the teacher has one week to grade the assessment before the student is eligible to participate again.
- Students wishing to upgrade, are allowed one chance at an upgrade. However, students need to make arrangements to take the assessment within 5 academic days. If no arrangements are made within that time period, the student forfeits his/her chance to upgrade for that outcome. If the student wants additional opportunities to upgrade to an A, it is up to teacher discretion.
- Students are allowed to take two make-up tests to pass a unit. If the student does not pass the second assessment, he/she must file a petition, signed by the parent and the student, and it must be approved by the Director in order to take a test. If

homework is not completed, in addition to a student not being allowed to take the unit exam, he/she can be assigned recess detention (supervised by the teacher).

6.15 CONSEQUENCES TO VIOLATED RULES

TGR DISCIPLINE POLICY

At TGR a safe environment ensures that students can excel academically as well as 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. Student behavior is a direct reflection of the school's philosophy and integrity. Students will be held to high expectations of behaving in a respectable and trustworthy manner. Misbehaviors have been categorized into three levels depending on the severity of the incident.

Level 1 misbehaviors keep or distract students from learning.

Level 1 Behaviors Consequences (each incident will be

documented by the teacher)

1. Electronics*
2. Dress code♦
3. Tardiness
4. Disruptions
5. Public Display of Affection

Teacher:

warning, time off recess, lunch detention, call home,

etc.

*device confiscated (every time)

♦see the dress code procedures

If a Level 1 behavior persists (3+ times), it is seen as a Level 2 behavior.

Level 2 Behaviors Consequences

Level 2 misbehaviors cause classroom or school environment to feel unsafe.

Level 2 Behaviors Consequences (each incident will be

documented)

1. Insubordination
2. Harassment
3. Forgery
3. Plagiarism, cheating
4. Theft
5. Vandalism
6. Profanity
7. Repeated Level 1 Behaviors

Teacher: may opt to deal with the incident in the classroom or send directly to the office. Any referrals to the office should be accompanied by the Student

Misbehavior Referral Form.

Administrator:

Incident dealt with dependent on severity and number of offenses.

Plagiarism and cheating is an automatic redoing of the assignment, and potential redoing of all units previous (if done on a test). In school or out of school suspensions may be

given.

In school suspension – parent must be notified

maximum of 5-day suspension – suspension requires conference with parents.

If a Level 2 behavior persists (3+), it is seen as a Level 3 behavior.

Parent Conference and behavior plan required to return to school.

Level 3

Level 3 misbehaviors put the student or others at an immediate physical/emotional danger.

Level 3 Behaviors Consequences (each incident will be documented)

1. Fighting
2. Sexual Harassment
3. Alcohol/Chemicals/
Tobacco, possession
and/or use
4. Burglary

5. Repeated Level 2

Behaviors

*6. Bribery

*7. Ammunition,

Weapons, etc.

possession

*8. Bomb threat, causing

fire alarm

*9. Arson

Student sent immediately to office

Administrator: (administrator reserves the right to

deal with offenders on a case by case basis.)

1st offense: a. Minimum 1-3-day suspension

b. Parent Conference required

2nd offense: Recommended Expulsion

*Automatic Recommended Expulsion

Parent Conference and behavior plan

Definitions of Misbehaviors

Alcohol/Chemicals/Tobacco: possession or use of any narcotic or

controlled substance or possessing or distributing drug paraphernalia (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

Burglary: entering a building or a specific area of a building without consent and with intent to commit a crime

Cheating: getting answers for an independent assignment (e.g. 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. *e.g.: speaking without permission, getting out of seat without permission, playing in class*

Dress code: See "Dress Code Policy"

6.16 COMMUNITY SERVICE

Community Service is volunteer work given to the community, be it on a local, national, or international level. As part of the QSI EL TIGRE Community Service program, each student in the 12-year-old class and older is required to perform a minimum number of hours of quality volunteer work. It is up to each student to choose projects that seem most worthwhile and those that interest him/her personally. Students are certainly welcome to complete more than the minimum number of hours in each year. The minimum requirement for each grade level is as follows:

- 12-year-old: 10 hours for the year (1.0 hours per month)
- 13-year-old: 10 hours for the year (1.0 hours per month)
- Secondary students: 10 hours for the year (1.0 hours per month)

Students do not have to perform Community Service each month. It is entirely up to each individual as to how they plan to complete the requirement. Those students entering QSI after December will have their minimum requirement of hours reduced.

6.16 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. Many mix-ups occur during the year and an unbelievable amount of clothing is unlabeled and unclaimed. The lost and found is located in the office. As the lost and found becomes full, we will make an announcement to

students and parents to check in the lost and found. Whatever is not taken will be donated.

6.17 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 a fine, double the catalog price plus one U.S. dollar. Students are expected to provide their own writing paper, pens, pencils, colored pencils, felt tip markers, erasers, and rulers. Many students also like to have their own geometry sets and calculators. QSI EL TIGRE expects each student to come to school ready to learn and an important element in this is that they have the proper tools with which to succeed.

6.18 LIBRARY

Borrowing – books are to be 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.

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 the amount paid. 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.

Other Considerations – If a student has an outstanding book charge, their library privileges will be withheld until charges are paid. If library fines remain outstanding at the end of a quintile, the status report, diploma, letters of recommendation, etc. will be held in the school office until payment is made.

6.19 USE OF SCHOOL COMPUTERS

Students may use school computers when under the direct supervision of a QSI EL TIGRE staff member. We expect all students to use the QSI EL

TIGRE 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 school computer.

6.20 TELEPHONE USE

The school telephone is a business phone; therefore, student use is limited to business matters. We cannot accommodate large numbers of students calling home at dismissal time for instructions on what to do. Students are encouraged to make prior arrangements with parents to stay for an after school activity. Students may not call home to make impromptu arrangements or homework requests.

If parents need to contact a student, the parent shall call the QSI 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 Director's office.

7. SERVICES

7.2 CAFETERIA SERVICE

Children may bring a cold lunch to eat during the lunch period or they may purchase a hot lunch through the school hot lunch program. Parents pay for the school lunch service as determined by the service provider.

Younger students are not permitted to use the microwave as this may cause serious burns and/or accidents. A teacher or other adult may assist you. It also causes a line up of students wanting to use the microwave which causes delays in the lunch period.

8. SAFETY

8.1 PERIMETER SECURITY, DOORS, AND WINDOWS

Perimeter Security

Security fencing (2.75 meters) protects the perimeter area and is monitored at the QSI guard postings. There are two entry points into the school perimeter. They are guarded 24 hours a day. The two entry points are equipped with cameras. There is also security lighting around the perimeter and school building.

Doors

The school building can be entered at

two points. Both of the doors are open for students and staff to use on a daily basis. The school guards closely monitor these two entry points. Parents and guests are asked to use the main, front entrance of the building which is closely monitored by school guards.

8.2 THE CRISIS RESPONSE TEAM

There are four people on QSI El Tigre's Crisis Response Team. The Head of the Crisis Response Team is the School Director. The other Crisis Response Team members are the Office Manager and selected teachers. These members will meet as needed to discuss safety concerns and issues.

- During a crisis the Crisis Response Team will:
 - Assume Leadership
 - Establish a communications center – communicate its' location.
 - Inside the school: Main Office
 - Soccer Field: Mid-field
- (At least one member of the Crisis Response Team will be located at the Communication Center.)
- Evaluate the nature of the crisis and its extent
- Use the appropriate Crisis Response Plan

- Account for the presence of all students and staff.
- Direct evacuation of the school, if necessary.
- Oversee contact with school chaperones if an emergency has occurred on a school-sponsored field trip.
- Communicate to the school community and/or public.
- Contact parents or relatives when appropriate.

8.3 COMMUNICATION DURING A CRISIS

The most critical element in any crisis is communication. The school's communication goal is quick and clear communication. During a crisis, verbal and written communication can be used depending on the nature of the crisis. Carefully worded written and verbal messages are practiced during drills.

Communications to and from the school

- The telephone is the primary means of communication, backed up by mobile / cell phones.
- Telephone tree communication to families is a high priority.
- QSI EL TIGRE has a telephone tree to contact all staff members. All contact numbers including

mobile phones are listed for individuals. If an emergency message needs to be sent to parents, homeroom teachers are responsible for contacting parents. Student contact information should also be saved at home.

- Efforts will be made to keep the school switchboard open to receive incoming calls.

Telephone Tree

A Telephone Tree is essential to communicate quickly with parents and staff if school is not in session and with parents if school is in session when an emergency situation arises. The School Director is designated "Official School Contact Person". The Director writes a message and each person he/she calls will copy and relay the script exactly.

The Director begins the telephone tree. Each administrator and office staff needs to call no more than 3 other staff members. After the Telephone Tree is activated, school lines will remain open. If the message needs to be sent to parents, each homeroom teacher is responsible for contacting their students' parents. If a student has a sibling, the oldest child's teacher will contact the family. A list of family contacts will be given to each teacher at the beginning of the school year. P.S.G 'Classroom Parents' can assist in communication and assist during a crisis.

The telephone tree is also used in cancellation of school because of severe weather.

8.4. SAFE HAVEN

Safe havens are used to provide temporary protection until help arrives. The school has both on and off site safe havens. If it is not possible to keep the entire student body in one safe haven, everything will be done to ensure that siblings and family members are grouped together. All staff members will accompany the students to the safe haven. Students will be kept at the safe haven until parents can come and pick them up or it is safe to transport them home. The Crisis Response Team headed by the School Director will provide leadership at these safe havens.

On-Site Safe Haven:

Depending on the nature of the event, the weather, etc. our On-Site Safe Havens are:

- Secondary L. Arts room has access to bathrooms and has the fewest points of entry and windows to protect against very severe weather conditions or terrorist attack
- Outside Soccer Field (not under covered area): can be used in cases

of natural disasters such as earthquakes and as back up locales. If at all possible, the On-Site Safe Haven should be used.

If students are moved to an On-Site Safe Haven because of an incident of civil unrest, the building will be secured by locking all exterior doors, closing all windows and drawing curtains, blinds or shutters. Safe haven doors will not be opened unless there is a confirmed ‘all-clear’ signal from the local authorities or guard service provider.

Off Site Safe Haven:

An off-site safe haven is a place to go when the school has become a dangerous place (e.g. during a bomb threat). Off Site Safe Havens are close enough to walk to yet distant enough to be out of harm’s way. Our Off Site Safe Haven is the school apartment complex. This location has easy access for emergency vehicles and parent vehicles to pick-up children. It can be used in cases of natural disasters such as earthquakes and as back up locales. If at all possible, an on-site safe haven should be used.

8.5 Crisis Procedures and Plans
QSI EL TIGRE has procedures and plans in place for the following

emergencies: (If a parent would like to see the details of these procedures, please ask the school director for a copy.)

- Fire and Chemical Burns
- Civil Unrest and Disturbance (Lock Down Drill),
- Earthquake / Storm
- Pandemics
- Life Threatening or serious injury situations

8.6 PRACTICE DRILLS

Dates for crisis practice drills are scheduled routinely. At least one drill is scheduled for each month. Prior to the drill, teachers might be advised of the fact. Drill practice is necessary for the following emergency contingencies: Fire Drills, Civil Disturbance Drills (Lock Down Drill), Earthquake Drills. These drills will be scheduled and a log book will be kept to record the performance of the school and note where improvements need to be made.

8.7 SHORT TERM CLOSURE

After evaluating the seriousness of the crisis, school administration has the

option to temporarily close the school for the safety of the school community. If possible, this decision will be discussed and consulted with the school's advisory board and QSI Headquarters. Information will be obtained by local authorities and other sources of information.

Administration will then disseminate the announcement of school closure through the school's telephone tree. A part of the announcement will be that the school will be closed until further notice.

The Crisis Response Team will continue to gather updated information from reliable sources. Once safe conditions have been confirmed through primary sources the school will reopen. The reopening of the school will be announced using the school's telephone tree. The school will do its best to make-up lost days depending on the number of days lost.

8.8 FORCE MAJEURE

Force majeure describes an event that cannot be anticipated or controlled. It is an emergency that will close the school for four or more consecutive weeks. Force majeure causes

evacuation of expatriate school families and school staff.

The QSI Force Majeure Policy:

In the event of force majeure, which causes a student or students to be withdrawn from the school, the fee already paid in full for the school year will not be refunded, or if unpaid, will be due. This policy is necessary to protect the school's financial interests with a view to continuing operations after the force majeure event has passed. Any appeals resulting from the application of the policy will be resolved by the Advisory Board of the School. The QSI Headquarters will declare a force majeure situation after consultation with the School Director, the regional supervisor for QSI , and the Advisory Board.