

# Upper School Student Handbook



## Qingdao No. 1 International School of Shandong Province Upper School Student Handbook School Year 2018-2019



# Upper School Student Handbook

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## **QISS Mission and Purpose**

**Mission Statement:** “To provide a challenging academic program that develops the core character traits of vitality, courage, sensitivity, intelligence, and compassion. We prepare our students, not only to pursue further university level education internationally, but to become truly international citizens, ready to take on global issues and help create a more sustainable world.”

**Theme:** Developing a Mindful Heart

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## Expected Schoolwide Learning Results (ESLRs)

QISS students will be:

I. Passionate/Active human beings who:

- Demonstrate a positive attitude, enthusiasm and active participation.
- Set and pursue personal goals with vitality and persistence.
- Seek intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

II. Courageous individuals who:

- Act on their principles with integrity and honesty, with a strong sense of fairness, justice and respect for others.
- Take risks to explore new possibilities and are willing to defend their beliefs.

III. Sensitive communicators who:

- Understand and express ideas and information in multiple languages.
- Understand and appreciate their own cultures and personal histories and are open minded about the perspectives, values and traditions of others.
- Work effectively and willingly in collaboration with others.
- Develop basic competency in Mandarin and an appreciation of Chinese culture.
- Express and appreciate beauty.

IV. Intelligent life-long learners who:

- Apply thinking skills critically and creatively.
- Inquire and research effectively.
- Acquire deep knowledge and understanding across a range of disciplines.
- Reflect on their own learning and experience to assess and understand their strengths and limitations.

V. Compassionate global citizens who:

- Show empathy toward the needs and feelings of others.
- Have a personal commitment to service.
- Take action to make a positive difference in the lives of others and to the environment.

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## General Information

### The QISS Upper School Program

The QISS Upper School program is designed to prepare students for successful entrance into colleges and universities in North America, Europe, and East Asia. Core classes in language arts, mathematics, the sciences, and social studies are based upon the U.S. Common Core, College Board, and Advanced Placement (AP) standards. The QISS core curriculum is augmented by a broad slate of elective classes allowing students to concentrate their efforts on the AP, the Arts, Chinese, or digital publications. Students may also opt to pursue a wide sampling of electives from different disciplines.

### The QISS Upper School Curriculum

Content standards include:

- Common Core for **Language Arts and Mathematics**
- AP Standards for AP Courses
- NGSS (Next Generation Science Standards)
- AERO (American Education Reaches Out) **Social Studies Standards**
- US National Standards for **Art & PE (Also CA PE Standards)**
- US National Standards for **Music & Technology** (ISTE)
- HSK for **Chinese**

### The Academic Day

QISS High School uses a semester system of scheduling. Classes are scheduled on a 4x4 block schedule. The school day runs from 8:20 a.m. until 3:20 p.m. *Students are expected to be in their advisory class and seated by the time the bell rings at 8:20 a.m.* Students attend a 30 minute advisory block followed by four 80-minute classes per day. Classes meet every other day. Blocks 1 through 4 meet on Mondays, Wednesdays and alternating Fridays (A Days). Blocks 5 through 8 meet on Tuesdays, Thursdays, and alternating Fridays (B Days). The timetable is as follows:

	Monday (A Day)	Tuesday (B Day)	Wednesday (A Day)	Thursday (B Day)	Friday (A Day)	Friday (B Day)
8:20 - 8:50	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
8:55-10:15	Block 1	Block 5	Block 1	Block 5	Block 1	Block 5
10:15- 10:35	Break	Break	Break	Break	Break	Break
10:35 - 11:55	Block 2	Block 6	Block 2	Block 6	Block 2	Block 6
11:55 - 12:30	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess
12:35 – 1:55	Block 3	Block 7	Block 3	Block 7	Block 3	Block 7
1:55 - 2:00	Break	Break	Break	Break	Break	Break
2:00 - 3:20	Block 4	Block 8	Block 4	Block 8	Block 4	Block 8

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## Changing a Course

A teacher may recommend that a student be changed to another course if the teacher has determined the student has been misplaced. This should be done before or at the first progress report of the semester (5 weeks into the semester) to avoid the student's grade posting on the quarter report card.

Student-initiated requests for course changes should be initiated by completing a drop/add form. The form should be completed and turned into the counselor by the end of the first Friday of the course. Students will continue follow their original schedule until otherwise notified by the counselor.

Any changes after the first month of a course will result in a Withdrawal with the grade at time of withdrawal included on the student's official transcript but not included in the GPA.

The necessary steps to follow when requesting a course change are:

- 1) Student obtains Drop/Add Form from the counselor and completes the required information about the course to be dropped, the course to be added and their reasons for wanting to make the change.
- 2) Current teacher indicates their recommendation for the change with a signature.
- 3) Teacher of the course into which the student is seeking entry into indicates their approval for the change with a signature.
- 4) Student's parent indicates their recommendation for the change with a signature.

## Course Load

Every student is required to carry eight courses (eight 80-minute blocks).

### ***Exceptions:***

Students who are enrolled in at least one AP course and are committed to taking the AP Exam in that course *may be* permitted to take seven courses and carry one supervised (in a classroom) study hall block in their timetable, giving them the opportunity to complete homework, to use the library, to conference with teachers, or to study. The time and location of the study hall will be determined by the counselor, the Assistant Principal, and Principal. Native speakers taking AP Chinese will not be granted a study hall.

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## Credits

Credits are the units by which academic progress is measured. A minimum of twenty-six credits are required for graduation from QISS. Students typically earn eight credits per year. **Credit will be given only for courses taken while students are enrolled at the ninth through twelfth grade levels.** At the conclusion of each semester, students will earn one-half credit (0.5) for each course they have successfully completed. Students will earn one credit (1.0) if they pass a full year course. **Passing a full year course is determined by averaging the first semester grade with the second semester grade. For semester or full year courses successful completion requires a grade of a D or higher.** Students who participate on an ACAMIS Sports team, attending the tournament and a minimum of 70% of the practices, will earn 0.5 credits toward the PE graduation requirements.

Students transferring into QISS from another high school must produce evidence of their up-to-date high school grades. Credits will be awarded for courses successfully completed at other institutions that are **Accredited**. Percent grades will be converted to the QISS letter scale in order to maintain consistency.

## Grading

Class grades are reported as letter grades on the report card using the following scale:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percent %	94-100	90-93	88-89	84-87	80-83	78-79	74-77	70-73	68-69	60-67	0-59
GPA	4.00	3.66	3.33	3.00	2.66	2.33	2.00	1.66	1.33	1.00	0.00
AP GPA	5.00	4.66	4.33	4.00	3.66	3.33	3.00	2.66	2.33	2.00	0.00

The teacher has the final say in determining a student's grade for a given class.

Due to the school's small size and the transient nature of the student body, QISS does not report class rank.

## Grade Weighting

Advanced Placement (AP) courses at QISS will be weighted to acknowledge the commitment and dedication that is required to be successful in an AP course. One point will be added to the GPA for each successfully completed AP course. Students need to be aware that universities may use an unweighted GPA in the college admissions process. *AP students must take the AP Examination in order to get the GPA increase and have the AP designation on their transcript.*

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## Honor Roll

Students in the QISS/QCIE High School program will be able to earn Honor Roll Certificates two times a year. Once at the end of Semester 1 and once at the end of Semester 2. Students can earn the following certificates based on the listed requirements (list is not all inclusive):

**Director's Award Semester One:** Students must achieve a GPA of 4.0 or higher during semester one.

**Additionally,** students may not have any C+, C, C-, D+, D, D-, or F in Quarter 1 or Quarter 2 (this includes AP classes)

**Principal's Award Semester One:** Students must achieve a GPA of 3.5-3.99 during semester one.

**Additionally,** students may not have any C+, C, C-, D+, D, D-, or F in Quarter 1 or Quarter 2 (this includes AP classes)

**Director's Award Semester Two:** Students must achieve a GPA of 4.0 or higher during semester two.

**Additionally,** students may not have any C+, C, C-, D+, D, D-, or F in Quarter 3 or Quarter 4 (this includes AP classes)

**Principal's Award Semester Two:** Students must achieve a GPA of 4.0 or higher during semester two.

Additionally, students may not have any C+, C, C-, D+, D, D-, or F in Quarter 3 or Quarter 4 (this includes AP classes)

## **Additional Awards (awards subject to change):**

**Specialist Awards:** These awards are determined by the specialist teacher. These awards are not based on grades, but also on effort and the use of the ESLRs in the classroom. These awards are given during Semester 1 and Semester 2 depending on the length of the class.

**Subject Area Awards:** Subject area awards are given at the end of the academic year during the Semester 2 Honor Roll Assembly. Subject area awards are determined by the teacher that teaches the subject. One student from each grade level will be recognized based on effort, ESLRs, and academic effort for each of the core subjects: Language Arts, Mathematics, Science, and Social Studies.

**Special Awards:** At the end of the year there will be special awards given out in MS and HS. These awards will be given based on teacher recommendation. The types of special awards can change from year to year.

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## Graduation Requirements

QISS offers three different high school diplomas depending on the number of credits earned throughout the student's high school career (grades 9 – 12). Credits earned at other institutions will count toward a QISS diploma providing the student has met the QISS criteria for successful completion.

	QISS High School Diploma	QISS High School Honors Diploma	QISS High School Honors Diploma with Distinction
Requirements	Minimum of 26 credits	Minimum of 28 credits with a QISS HS GPA of 3.5 or higher	Minimum of 28 credits with a QISS HS GPA of 3.8 or higher
Language Arts/ English	4.0 credits required	4.0 credits required	4.0 credits required
Mathematics	3.0 credits required	4.0 credits required	4.0 credits required
Science	3.0 credits required	4.0 credits required	4.0 credits required
Social Studies	3.0 credits required	4.0 credits required	4.0 credits required
Foreign Language	2.0 credits required	2.0 credits required	2.0 credits required
Fine Arts	2.0 credits required	2.0 credits required	2.0 credits required
Physical Education and/or ACAMIS sports	2.0 credits required	2.0 credits required	2.0 credits required
Other Electives	The remaining 7 credits can be other electives or additional credits in the above subject areas.	The remaining 6 credits can be other electives or additional credits in the above subject areas.	The remaining 6 credits can be other electives or additional credits in the above subject areas.

The QISS graduate(s) with the highest cumulative Grade Point Average (GPA) over their 4 years of High School will also receive the Director's Award in addition to their High School Diploma.

## Repeating a Course

Any student receiving an 'F' may be required to repeat the class in order to fulfill graduation requirements. A student may repeat a class at the recommendation of his/her teacher and/or counselor. **Both grades** will appear on the transcript. However, **only** the class with the highest grade will count towards the grade point average and will receive credit.

## Transcripts

QISS will produce an official high school transcript upon the completion of Grade 12. A QISS High School Transcript is an official record of all of the high school courses a student has taken

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from grades 9 through 12 at QISS and other high schools. In order to maintain the integrity of this document, requests to omit grades from QISS or other institutions will not be considered.

## Advanced Placement (AP) Program

Advanced Placement (AP) courses offer QISS students the opportunity to do college-level work while still in high school. The courses are available to qualified, motivated students primarily in grades 11 and 12. Listing AP courses on a student transcript, earning a GPA boost and receiving any potential university credit are contingent upon taking and passing the AP examination for any course in which the student is enrolled.

### AP Admission Requirements

1. A commitment to academic achievement.
2. An understanding and acceptance of the time the course involves.
3. Teacher and counselor recommendations.

### AP Exam Registration and Fees

AP exam registration begins in January and is completed by mid-February. Students who are sitting for an AP exam are obliged to pay the exam fees. At the present time the exam fee is 730 RMB per exam. These fees are subject to change due to increases by the College Board. Students may register to take AP exams for subjects not offered at QISS. QISS does not count these scores in our own AP success data.

### Advanced Placement Recognitions

AP Exams are scored on a 5-point scale, with 5 being the top score. Scores of 3 and above are generally considered passing grades. The College Board recognizes AP achievement in the following ways:

- 1. AP Scholar** – Scores of 3 or higher on three Advanced Placement exams.
- 2. AP Scholar with Honors** – An average score of 3.25 on all Advanced Placement exams taken and scores of 3 or higher on 4 or more exams.
- 3. AP Scholar with Distinction** – An average score of 3.5 on all Advanced Placement exams taken and scores of 3 or higher on 5 or more exams.
- 4. Advanced Placement International Diploma (APID)** – Scores of 3 or higher on five Advanced Placement Exams in the following areas:
  - Two AP Exams from two different **world language & culture** courses, OR one AP Exam from a world language & culture course and one **AP English course**. (AP Lang & AP Chinese)
  - One AP Exam offering a **global perspective** (Comp. Gov., World History or Human

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Geography)

- One AP Exam from either **the sciences, or math & computer science.** (Calculus, Statistics, Biology, Chemistry, Environmental Science)
- **One additional AP Exam;** cannot be English or a world language

## PBIS at QISS

QISS is dedicated to being a place of mutual respect. It is an expectation that all members of the QISS community-teachers, administrators, staff, students, parents or guest-will follow the QISS Shark's Code, and treat each other as they could wish to be treated themselves. It is expected that everyone on the QISS campus will conduct themselves in such a fashion that everyone will feel safe.

QISS is in the process of implementing the Positive Behavior Instruction and Support (PBIS) Program in our school. The main focus of PBIS is to provide a clear system for all expected behaviors at QISS. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their roles in the educational process.

Our School-wide Recognition and Acknowledgement system will benefit ALL students who follow our school wide expectations. PBIS focuses on positive behavior. Students are taught and acknowledged for following the expectations in all areas of the school. Students must be problem solvers, act responsibly, work hard, and show respect in and out of the classroom.

QISS Behavioral Plan will apply to students:

- While on school grounds
- While going to or from school
- During lunch
- During or while going to or from any school-sponsored activities
- During **any** other event related to school activities and attendance

Respect and courtesy for persons and property are expected at all times. Where a specific penalty for violating a rules is not listed, the consequences assigned will be in proportion to the

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severity of the infraction.

A Student Success Team (SST) has also been established to provide support for both students and teachers by developing effective strategies for recurring behavioral, social, or academic concerns. The SST is designed around a problem solving model that is used to develop effective interventions that address and improve students' learning or behavior at school.

## **PBIS: Student, Faculty, and Administrator Responsibilities**

### **Student Responsibilities:**

- Be Safe: ESLRs: Intelligence and Vitality
- Be Respectful: ESLRs: Sensitivity and Compassion
- Be Responsible: ESLRs: Courage and Intelligence

### **Faculty Responsibilities:**

- Faculty will teach, model, and practice each of the school-wide behavioral expectations and reteach these expectations throughout the year as needed.
- Faculty will establish their own classroom expectations based upon the school-wide expectations by developing a classroom matrix that will be posted in each teacher's classroom.
- Faculty will use the SST Team, colleagues during PLCs, the PBIS committee members, and school administrators when working with students who fail to meet school-wide and/or classroom expectations.
- Faculty will use QISS's PBIS established acknowledgement system for recognizing students who meet and/or exceed QISS's schoolwide and classroom expectations.

### **Administrator Responsibilities**

- Administrators will circulate among students and observe to see that they are meeting school-wide expectations in all non-classroom settings of the school.
- Administrators will talk with students and provide feedback based on the school-wide expectations.
- Administrators will follow school-wide discipline procedures for handling infractions of school-wide expectations.

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- Administrators will help students settle problems safely, respectfully, and responsibly.
- Administrators will use the SST Team, the PBIS committee, the Three-Tiered Model, and the Behavioral Flowchart when working with students who fail to meet school-wide expectations.
- Administrators will develop and/or use the PBIS acknowledgement system for recognizing students who meet and/or exceed school-wide classroom expectations.

## QISS Shark's Code of Conduct:

### ***BE SAFE:***

#### **We Will:**

- Act in a manner that does not endanger self or others
- Resolve conflict peacefully
- Establish and maintain an environment that is free from harassment, violence, and bullying
- Be aware of surroundings at all times
- Report unsafe situations and conditions

### ***BE RESPECTFUL:***

#### **We Will:**

- Treat everyone with dignity and respect
- Use appropriate language
- Be Kind, Not Hurtful
- Be open-minded
- Take care of our environment, including personal property and school property

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## ***BE RESPONSIBLE:***

### **We Will:**

- Follow through on commitment
- Come prepared to school
- Be accountable for choices and actions and understand the consequences
- Use planning tools to organize time and obligations
- Plan to succeed
- Be on time

When students at QISS fail to meet the expectations set in the Shark's Code of Conduct, the teacher will follow the following **Student Concern Steps and Behavior Flowchart**:

### **Student Concern Steps**

#### **Step 1: Student Conference**

- The first step is for teachers to conference with the student, give a verbal warning, and provide an opportunity for reflection, restitution, or apology as appropriate.

#### **Step 2: Parent Notification**

- If the situation persists, the teacher will contact the parents regarding the behavior/academic concern and notified of the steps that were previously taken. Teachers and parents working together often establish informal strategies that successfully address concerns. US teachers may contact Mrs. Smith or Mr. Page in order to get help to call home if the parents does not speak English.

#### **Step 3: Administrative Contact**

- If the teacher and parents have not been able to successfully address the area of concern, the principal (Mr. Page or Ms. Yin) will be contacted and conferred with regarding possible steps to help the situation. The principal should be notified of previous approaches taken and any parent contact that has occurred.

#### **Step 4: SST Referral**

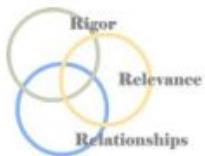
- Any of the above parties can refer a student to the SST. To initiate the SST process, an SST Referral Form must be completed and submitted to the principal. Depending on the

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seriousness of the concern, previous steps can be bypassed and an SST referral can be made immediately.

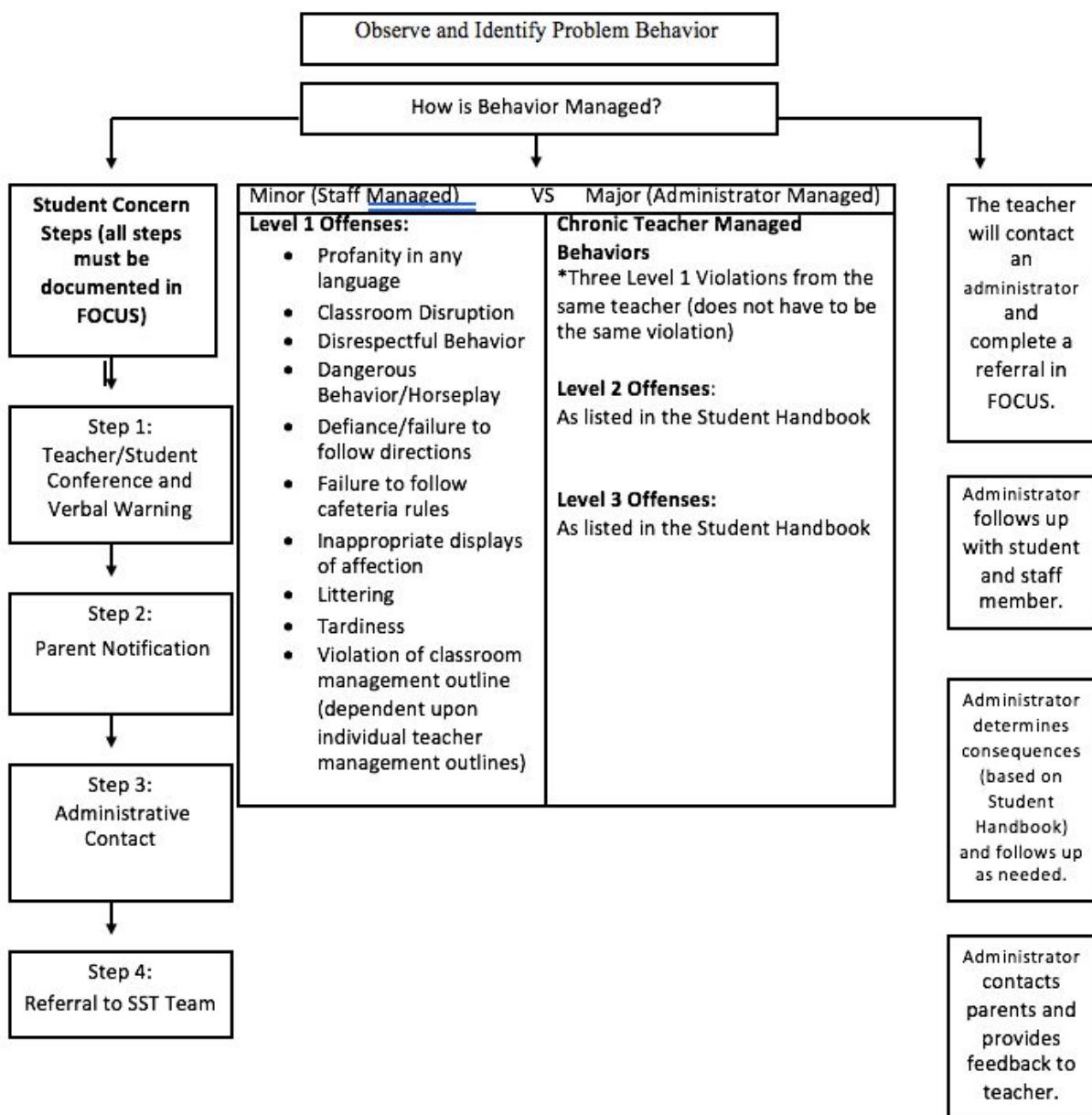
Depending on the seriousness of the situation, the principal may take appropriate disciplinary actions, such as detentions, in-school suspensions, out of school suspensions and expulsions.

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Student Behavior Management Process/Flowchart

**Goal: Students in Class Learning**



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## QISS Upper School Discipline Consequences at a Glance

The following list is a guide to the usual, minimum, consequences for many types of misconducts that are prohibited at QISS. It is important to note that what is set forth in this list is a guideline and that student discipline is cumulative during the student's time at QISS. The consequences described are generally administered for first offenses and may be modified based on the circumstance of the event and the history of the student. Consequences will increase in length and magnitude for repeat offenses. Parent contact will be made any time a discipline consequence is administered, except for verbal warnings. The QISS Discipline Policy is in effect during the regular school day, at any school event on or off campus, on all field trips, and on school buses.

**Level I Offenses** – All infractions will be logged in the student management system (Focus) to track and monitor student behavior. Teachers will follow the student concern steps for Level 1 Offenses. (Once a student has a minimum of referrals for level 1 offenses the teacher needs to alert an administrator.)

- Profanity in any language (while chatting with friends or blurting out)
- Cell phone disruption/texting in class
- Classroom disruption
- Disrespectful behavior toward staff member or another student
- Defiance/failure to follow directions
- Dangerous behavior/horseplay
- Failure to follow cafeteria rules
- Inappropriate public display of affection
- Littering
- Tardiness
- Violation of classroom management guidelines

See Student Concern Steps AND Behavior Management Flowchart/Process

\*Certain Offenses have their own concern steps that are indicated in the following pages\*

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## Level II Offenses

**Level II Offenses are managed by the appropriate administrator (depending on High School Program.)**

**A Level II Offense** will result in an in-school suspension or out of school suspension and a parent conference. (Unless otherwise noted in the Student Handbook) All infractions will be logged in the student management system (Focus) to track and monitor student behavior. Principals or Director may recommend a long-term suspension based upon certain factors regarding the severity and safety of others.

- Bullying/Harassment
- Cheating/copying work/plagiarism
- False Accusations/defamation
- Forgery (signing another person's name)
- Gambling
- Leaving class/campus without permission
- Non-physical fighting/disruptive and extreme arguing
- Severely abusive language/profanity toward another student
- Theft (under 500 RMB in value)
- Tobacco violation/Vaping
- Truancy

### 2<sup>nd</sup> Offense

- Double consequences

### 3<sup>rd</sup> Offense

- Out-of-school suspension

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**Level III Offenses are managed by the appropriate administrator and/or School Director (depending on High School Program).**

A Level III offense will result in an out-of-school suspension, immediate parent conference, subsequent behavior plan and counseling. All infractions will be logged in the student management system (Focus) to track and monitor student behavior.

- Drug and Alcohol use/possession
- Hitting, punching, kicking or assault on another student, adult, or school personnel
- Severely abusive language/profanity towards any adult or school personnel
- Sexual harassment
- Vandalism under 1000 RMB in damage – restitution also required
- Gang or Gang-Related Activity

**2<sup>nd</sup> Offense**

- Double consequences (extended days of out-of-school suspension)

**3<sup>rd</sup> Offense**

- Expulsion considered by the Director

**Level IV Offenses are managed by the School Director and the appropriate Principal (QISS or QCIE).**

Level IV Offenses will result in expulsion from QISS. An immediate conference with student, parent and school director will be arranged. Local police may also be contacted for illegal activities. All infractions will be logged in the student management system (Focus) to track and monitor student behavior.

- Arson
- Assault
- Bomb threat
- Burglary
- Death threat
- Drug dealing or distribution
- False alarms
- Vandalism over 1000 RMB in damage – restitution also required
- Weapons/explosives on campus

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## Student Policies

### Procedures for Academic Integrity

Objective: To promote a professional, respectful, and effective learning environment.

#### What is Plagiarism? (Source: Fenton Community High School, IL, USA)

Plagiarism occurs when material is presented as though it is original, when it actually comes from an outside source. Plagiarism is stealing another person's ideas about a subject, his/her method of presenting or organizing his/her ideas, or the actual work itself and using that work as if it were original. Plagiarism includes the following:

- failure to identify with quotation marks, words or symbols copied from another source
- failure to note in a footnote or a phrase, the author and/or source of material used in writing or speaking
- failure to provide a bibliography for a written or oral report that requires research
- the use of another source's ideas or plan as the basis of a project, report or composition
- the use of another person's words or ideas as one's own for homework, speeches, themes, poems, musical compositions, art work, projects, computer software, and the like.
- submitting the same work for multiple assignments within the same school year or in multiple school years.

#### What is Cheating? (Source: Fenton Community High School, IL, USA)

Cheating can include copying another student's work or allowing work to be copied by another student using illegal notes or "cheat sheets", or in any way obtaining answers for questions from an outside source in a test taking situation. Also submitting the same work for multiple assignments or in multiple years (Ex. Science Fair) is considered cheating.

#### **Action Steps (Altered Student Concern Steps)**

**Offense Level:** Level 2

**Managed by:** The classroom teacher in addition to the Principal using altered **Student Concern Steps**

**First Offense:** A zero for the assignment, a teacher/student conference will be held and documented, as well as a Behavior Reflection Form will be assigned that will be signed by the parent and returned. The student will need to enter into a Behavior Contract with the school to

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ensure no further violations take place. The teacher will submit a referral in FOCUS. The student will be referred to the QISS SST Team.

**Second Offense:** A zero will be given for the assignment. A teacher/parent conference will be held and documented (an administrator will also be present for this meeting). The school, parent, and student will sign an extended Behavior Contract. The teacher will submit a referral in FOCUS.

**Third Offense:** A zero will be given for the assignment. The student and parent will need to meet with the QISS Leadership Team in order to determine if continued placement at QISS is appropriate. The teacher will submit a referral in FOCUS.

## **Library Use Procedures**

Objective: To promote a responsible, respectful, and effective learning environment.

The library as QISS contains many resources that are useful for students. The library also has a printer for student use, along with student computers. However, the library is not a place for students to have study hall. The following library procedures will be used:

1. Students will never enter the library without a hall pass (including before or after school).
2. Students may not stay in the library for more than 15 minutes unless a teacher is with them (the teacher must stay).
3. Ms. Debbie or Ms. Oprah have the right to ask a student to leave at any time if the student is using their phone for any non academic purpose, eating food or drinking, speaking in any language other than English for a non academic purpose, sleeping, or just sitting and not working (this is not an all inclusive list).

## **Action Steps (Altered Student Concern Steps):**

**1st Offense:** Verbal warning/Student conference with an administrator, documented in FOCUS.

**2nd Offense:** Reflection Sheet/Parent Contact/Student Behavior Contract (Documented in FOCUS)

**3rd Offense:** Student will not be allowed to use the library without teacher supervision for 5 school days (Documented in FOCUS). The Student Behavior Contract will be revisited with the parent and student. The student will serve an administrator assigned detention.

**4th Offense:** The student will not be allowed to use the library (at all) for a number of school days to be determined by the administrator. The student's parents will be contacted for a conference. The offence will be logged in FOCUS.

Additional Offenses will result in the SST and Leadership Team reviewing the appropriateness of the

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student continuing their placement at QISS.

## QCCI Souvenir Store Procedures

Seniors may visit the QCCI Souvenir Store during lunch time ONLY. Teacher may elect to take students to the store at other times of the day. Students may not go to the store unattended (except for seniors during lunch). Students who purchase food without permission will hand the food over to administration. The food will not be returned and the student will not be reimbursed. Student concerns steps will be used with underclassmen who do not adhere to the policy. Seniors who do not adhere to the policy will lose the privilege of going to the store for an amount of time to be determined by the administration.

## Attendance Policy Procedures

Objective: To promote a responsible, respectful, and effective learning environment. Regular attendance is necessary for students to make progress in their studies. In order to receive credit for a course, students must satisfy the attendance requirement. Student attendance standards must conform to recognized standards adopted by international schools as a requirement to obtain and retain accreditation.

1. Upper School students (grades 6-12) must not have more than twelve (12) unexcused absences per semester or twenty-four (18) unexcused or excused absences per school year or they will receive No Grade (NG) on their report card and no credit for the course/semester. A High School student missing more than 20% of the total number of days in each semester (18 days), whether the absences are excused or unexcused, may receive "No Credit" on their transcripts for that class.

An excused absence is defined as:

- Personal illness or injury
- Medical or dental appointments
- Death in the immediate family
- Attendance at a funeral if the parent deems it necessary
- Religious holidays
- Other emergencies or unusual circumstances as approved by the administration

All other absences are considered unexcused.

2. Please note: A family vacation is NOT considered as an excused absence. It is important for parents to schedule vacations around school holidays and during the summer break. If this is not possible, teachers should be informed at least two weeks in advance of the vacation (the

# Upper School Student Handbook

vacation will still be recorded as unexcused). Students are responsible for making up work missed during any absence and failure to do so could have a negative impact on their grades. Teachers will try to provide at-home and on-line support for those students who miss school as a result of an excused absence.

3. Students wishing to complete the semester or year early will NOT receive credit for the semester or the year if they leave more than two weeks prior to the end of the semester unless compelling evidence or reason for receiving credit is presented to the administration.

4. Please note: Students will not be granted an excused absence to study for exams, attend non-school sanctioned events (including sporting events), trips, OR academic classes or academies.

4. Mid-term and final exams should be taken during the designated exam days. The school strongly discourages early final exams because it puts undue burdens on the individual teachers to make separate exams for each early-departing student. The administration will approve a request to do so only under unusual or compelling circumstances.

## Action Steps:

1. The office personnel in charge of FOCUS will provide a weekly attendance report to the HS administrative team.
2. The HS administrative team will review the attendance report.
3. At any time that a teacher notices a pattern of absenteeism in a student in their class they should contact the HS administrative team.

Number of Absences	Action	Person Responsible	Prompted By
3	Warning (Parent contact via phone)	Main Office	Principal or AP
6	Parent Conference	HS Administrator	Principal or AP
9	Parent Conference 2 (Attendance Contract)	HS Administrator	Principal or AP
12	Parent Conference 3 (Attendance Contract revisited and Notice of credit for semester given if all)	School Director and HS Administrator	Principal or AP

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	absences are unexcused)		
15	Parent Conference 4 (Notice of possible no credit for the semester will be given)	School Director and HS Administrator	Principal or AP
18	Parent Conference 5 (Notice of no cred for the semester will be given)	School Director and HS Administrator	Principal or AP

Students that approach the 18 unexcused/excused absences will be required to attend a meeting with the QISS leadership team to determine if continued placement at QISS is appropriate.

## **Procedures for Bullying and/or Harassment**

Objective: To promote a safe and healthy school environment.

Bullying is defined as unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. This includes using technology to make another feel isolated, unwanted, and/or threatened. Both students who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Students who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

### **Action Steps:**

1. Any teacher or student that suspects someone is being bullied may confidentially report the incident to any member of the Leadership Team or another teacher with whom they feel comfortable.
2. Any teacher that receives a report of bullying should contact a member of the Leadership Team immediately.
3. An administrator will follow the action steps for a Level II offense which will include ISS OR OSS AND a parent conference.

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## Cafeteria Code of Conduct

**Objective:** To promote a respectful and safe eating area.

- Students will not cut in line or save a spot in line for others (doing so will result in being asked to move to the back of the line).
- Students are expected to use good manners and keep their voices to conversation levels (failure to do so can result in disciplinary actions from the teacher on duty).
- Students are expected to refrain from throwing food or playing with food (student who throw food or play with food will be asked to sit in a designated area in the cafeteria and will not be allowed to choose their seating for a time determined by the teacher on duty).
- Students are expected to leave their tables free of trash and leftover food (failure to do so will result in students being asked to get permission before leaving the cafeteria from the teacher on duty.)
- Students are expected to put trays, bowls, cups and utensils in the designated area (failure to do so will result in the student being required to get permission from the teacher on duty before leaving the cafeteria daily)

## QISS Bring Your Own Technology (BYOT) Policies

**Objective:**

QISS uses instructional technology as one way of enhancing our mission to teach the skills, knowledge and behaviors students will need as responsible citizens in the global community. Students learn collaboration, communication, creativity and critical thinking in a variety of ways throughout the school day. In an effort to increase access to those 21st Century skills, QISS will allow personal devices on our guest network and school grounds for students who follow the responsibilities stated in the Acceptable Use Policy and the attached guidelines regarding B.Y.O.T.

QISS strives to provide appropriate and adequate technology to support instructional purposes. The use of personal devices by students is optional, and students who do not participate in B.Y.O.T. will not be penalized and alternate modes of participation will be available.

An important component of B.Y.O.T will be education about appropriate online behaviors. We will review cyber-safety rules with students frequently throughout the course of the school year and will offer reminders and reinforcement about safe online behaviors. In addition to the rules outlined in these guidelines, students will be expected to comply with all class and school rules while using personal devices. The use of technology is not a necessity but a privilege.

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When abused, privileges will be taken away.

## **Device Types:**

For the purpose of this program, the word “devices” will include: laptops, netbooks, cell phones, smart phones, IPods, IPads, tablets, and eReaders. Please note that Nintendo DS (and/or other gaming devices with internet access) is not permissible at this time.

## **Guidelines:**

Students and parents/guardians participating in B.Y.O.T. must adhere to the Student Code of Conduct, Student Handbook, Acceptable Use Policy and any/all classroom policies set by teachers at QISS:

- Each teacher has the discretion to allow and regulate the use of personal devices in the classroom and on specific projects.
- Approved devices must be in silent mode while on school campus, unless otherwise allowed by a teacher. Headphones may be used with teacher permission.
- Devices may not be used to cheat on assignments, quizzes, or tests or for non-instructional purposes (such as making personal phone calls and text messaging).
- Students may not use devices to record, transmit, or post photographic images or video of a person or persons on campus during school hours or during school activities, unless otherwise allowed by a teacher.
- Devices may only be used to access computer files on internet sites which are relevant to the classroom curriculum.

## **Students and Parents/Guardians acknowledge that:**

- QISS internet connections may be password protected and teachers may not allow students use of QISS Wifi unless it is for specific, educational purposes.
- QISS is authorized to collect and examine any device that is suspected of causing technology problems or was the source of an attack or virus infection.
- Students and parents should be aware that devices are subject to search by school administrators if the device is suspected of a violation of the student code of conduct. If the device is locked or password protected the student will be required to unlock the device at the request of a school administrator.
- Personal devices must be charged prior to school and run on battery power while at school. Students are encouraged to use a battery pack to charge their device at school as the use of electrical outlets may or may not be available or permitted by the classroom teacher.
- In GREEN Technology Zones (where technology is permitted for personal use) students

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are required to use their own data plan. Students are never permitted to use QISS Wifi to play games and/or for any other personal use that is not of an academic nature.

## **Lost, Stolen, or Damaged Devices**

Each user is responsible for his/her own device and should use it responsibly and appropriately. **QISS takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices.** While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their personal devices.

## **Technology Zones at QISS:**

- **RED ZONE (NO ZONES):** Devices Prohibited:

*Devices in book bags, pocket, or locker. Students will not be permitted to hold technology in their hands in the RED ZONES. Students who do not adhere to this policy will have their technology taken away (see Action Steps Below).*

- Hallways
- Restrooms/Locker Rooms
- Auditorium
- Testing

- **YELLOW ZONES (FLEXIBLE ZONES):**

Teacher Directed Use of Technology

*Use of technology in Yellow Zones is ALWAYS teacher directed. This means that if you do not have teacher permission to use a device, you may not use it. Use of technology in Yellow Zones is ALWAYS for educational use.*

Classroom  
Library  
Study Hall  
Cafeteria

- **GREEN ZONES (GO ZONES):**

Personal Use permitted IF students are on their own data plan

*Technology may be used for personal use, IF the student is using their own data plan. Students*

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*may use technology in Green Zones to play games, check wechat, or other social media.  
Students may ONLY use technology for personal use if they are using their own data.*

## After Lunch Recess

### Action Steps (Altered Student Concern Steps)

#### *RED ZONES:*

**1st Offense:** The staff member or administrator will collect the technology from the student. The technology will be handed over to an administrator. The administrator will conference with the student, document the event in FOCUS, and return the technology to the student after a conference has taken place (this may be longer than one day based on the availability of the administrator).

**2nd Offense:** The staff member or administrator will collect the technology from the student. The technology will be handed over to an administrator. The administrator will conference with the student (2nd time), draw up a Behavior contract, make a parent contact, and document the event in FOCUS. The technology will be held in the administrator's office (in a secure location) for a minimum of 2 school days (this will be longer if the offense takes place before a weekend or holiday.)

**3rd Offense:** The staff member or administrator will collect the technology from the student. The technology will be handed over to an administrator. The administrator will make a parent contact and the event will be documented in FOCUS. The technology will be held in the administrator's office (in a secure location) for a minimum of 5 school days (this will be longer if the offense takes place before a weekend or holiday). After the 5 days, a parent will be required to come to school for a parent conference in order for the student to have their technology returned to them.

**4th Offense:** At this time, the student will be required to turn their technology over to an administrator each day when they arrive at school and it will be returned to them at the end of each day. The administrative team will meet with the parent in order to decide when the student will be allowed to have their technology privileges at school reinstated.

#### *YELLOW ZONES:*

Each teacher is required to create an acceptable use policy for technology within their own classroom. The consequences for teacher technology policies will follow the Student Concern Steps listed in the Student Handbook. This policy will be posted in each classroom and may be different for every teacher. It is the responsibility of the student to adhere to the policies for

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the classroom they are in at the time.

## *GREEN ZONES:*

Students who are found to be using their technology inappropriately, even in GREEN ZONES, will go through the action steps listed in RED ZONES (see above).

Inappropriate Use of Technology in Green Zones includes (but is not limited to):

- Making or receiving phones calls
- Taking pictures or videos of others without their consent

## Dress Code Procedures

Objective: To promote a professional and respectful learning environment and readiness for the world of work.

QISS believes that certain articles of clothing, while appropriate in casual settings, are not appropriate for the educational environment. We believe that adherence to our dress code policy will help to prepare students for future success in the workplace. The following guidelines are not meant to be all inclusive. Matters outside of these guidelines will be handled at the administrator's discretion.

**Shorts:** Shorts are permitted only if students are adhering to the following:

- Shorts must be at least as long as the end of a student's thumb when the arm is straight by the student's side while standing.
- Shorts worn over leggings, stockings, or any other leg covering must still adhere to the length rule listed above.
- Shorts worn during PE class must also adhere to the length rule listed above.
- Shorts must always be visible (ex. shirts may not be longer than shorts when standing).

**Skirts/Dresses:** Skirts/Dresses are permitted only if students are adhering to the following:

- Skirts must be a minimum of your longest finger when hands are at your side.
- Skirts worn over leggings, stockings, or any other leg coverings must still adhere to the length rule listed above.
- Skirts must have a hem. No cut off skirts of any length will be permitted at school.
- Skirts must always be visible (ex. shirts may not be longer than skirts when standing).

**Shirts/Dresses:** Students will adhere to the following rules regarding shirts:

- Shirts must cover the stomach when arms are by the side and when arms are raised.
- Shirts must not come off the shoulder in any manner.

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- Shirt straps must be a minimum of two fingers in width.
- Shirts with spaghetti straps, backless tops, muscle style tops, revealing tank tops, or low cut tops will not be permitted.
- Shirts must not be made of see through material.
- Shirts worn for PE must follow all rules listed above.

**Pants:** Students will adhere to the following rules regarding pants:

- Pants must not be made of see through material.

**Shoes:**

- Shoes should be reflective of daily activities (example: tennis shoes for PE class are required)

**Hats:**

- Hats may not be worn inside the school building unless a preapproved hat day has been designated (ex. Spirit Wear, Crazy Hat Day, etc)
- Hats may be worn outside the building during recess or when arriving or leaving school.

**Rips:**

- Rips in pants, skirts, or shorts may not show skin above the tip of the longest finger.
- Rips in shirts may not reveal skin.

**Additional Considerations:**

- No articles of clothing or jewelry may contain profane language (as determined by administration) or symbols of drugs, alcohol, etc. Students will not be allowed to cover profane language with tape, paper, or another article of clothing. **Students will be required to remove the non compliant article of clothing (replacing the article of clothing with one that meets dress code requirements) or jewelry immediately and turn it over to school administration.** Parents may come to collect these items as they deem appropriate.

**Actions (Altered Student Concern Steps):**

1. Students will be asked to change clothes immediately. **The student will not be released to class until appropriate clothes have been procured (this will not be an excused absence).**
2. Students may change into any additional clothes they have at school that do not violate the dress code, students may call someone for a change of clothes, or students may use a limited number of gym shorts or T Shirts provided by the school (if the school does not have something in the student's size, they will not go to class until they have different clothing. Also, students may not cover up clothes that violate dress code, they will be

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asked to remove the clothing and put on new clothing.)

3. Parents will be contacted by the school to advise them of the dress code violation.

**First Offense:** Student Conference with Administrator and a Reflection Sheet to be signed by parents.

**Second Offense:** Student/Parent Conference with Administrator and Dress Code Contract

**Third Offense:** Parent/Student Conference with Administrator to review the Dress Code Contract (from Second Offense) and referral to the QISS SST Team.

\*After the third offense the parents will need to meet with the QISS SST team to determine continued placement at QISS.

## Drug Policy

The possession, use, or distribution of illegal drugs is not permitted on the QISS campus. Students caught in violation of this policy will face a suspension or expulsion from school as outlined in the QISS Upper School Discipline Policy.

## Elevator Usage

Objective: To promote a safe learning environment.

Students are not allowed to use the elevators unless special permission has been given by a staff member because of a medical issue. Students should have a Hall Pass indicating that they have permission to use the elevator OR should be accompanied by an adult. Students MAY NOT use the elevator on their own to “run errands” for staff.

Student Concern Steps will be followed for students in violation of the Elevator Usage Policy.

## English an Academic Language

Objective: To promote the learning of English in academic and nonacademic settings for students at QISS International School.

In order to promote English as an Academic language at QISS, it is expected that all students speak English throughout the school day, before, and after school (8:00 – 4:30). In certain situations, teachers may give students permission to speak a language other than English during class in order to clarify meaning or instructions. Students must ask permission before speaking a language other than English in all areas of the school. Teachers may use discretion when allowing new students to use their native language to communicate with others.

- The consequences for non-compliance with the English as the Common Language policy are not meant to be punitive, but rather to promote English at QISS.
- The teacher will follow the “Student Concern Steps” outlined on p 14 of the Student

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Handbook.

- If the problem escalates to Step: 3 “Administrative Contact” the student will be enrolled in a Friday afternoon English class from 3:30-4:30. Parents will be responsible for providing transportation home after the class. Students who continue to violate the English policy will be referred to the SST team for further review.

## Late Work Procedures

Objective: To promote a professional, respectful, and effective learning environment.

All students are expected to complete all of their own homework assignments. Students caught copying others' work, or letting someone copy their work, will be given a zero on that assignment and will incur disciplinary action according to the QISS discipline protocol.

Students are expected to turn in their homework, assignments and projects by the given due date and time. Specifically, if homework is due at 9:00 am, and it is turned in at 9:01, the homework is late. Additionally, if homework is due at the beginning of class and someone turns in their work at the end of class, it is late. Late assignments will be marked down 20% points the first calendar day, and 10% points each calendar day until the maximum score possible is 50% points. Assignments not turned in will be given a score of 0%. Late work will receive a 0% after 10 calendar days or 5 calendar days before the end of each grading period (whichever comes first). Points are deducted from the score that the assignment earns. For example: if an assignment is turned in one day late, and the assignment scores an 80%, the final grade will be a 60%.

## Littering

At QISS we value a clean learning environment. Students caught littering in the classrooms and/or hallways will face natural consequences relating to the violation, such as cleaning up garbage from classrooms, hallways, cafeteria, and/or outside areas of the campus. Any litter that is found that is deemed to have come from the student council snack bar will result in the closure of the snack bar for one week. Other disciplinary consequences may be invoked at the discretion of the principal.

## Lunch Detentions Procedures

Objective: To help students reflect and determine plan to be successful at QISS.

At times, lunch detention may be assigned as a consequence by a teacher or an administrator.

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There will be two levels of lunch detention served at QISS:

**Teacher Assigned:** A teacher may assign lunch detention to a student for a repeated level one offense if the teacher has completed Step 1 and Step 2 of the Student Concern Steps. Teacher assigned lunch detention will be served with the assigning teacher on a day that best suits the teacher's schedule (but within 3 school days of the offense). The purpose of this type of lunch detention is to give the teacher and student an opportunity to have additional conversations about what expectations the student is not meeting.

1. Students who receive an Teacher Assigned Lunch Detention will serve the detention within three days of the offense (the date will be set by the teacher).
2. On the day of the detention the student is to report to the teacher's room at 11:55.
3. Students should bring a packed lunch with them as they will not be allowed to visit the cafeteria before serving the detention (if a student lives on campus they will be allowed to get their lunch from the cafeteria). Students may not employ other students to deliver food to the detention room.
4. Students should fill out a Reflection Form with the assigning teacher, discuss the form, and make a plan for how to not repeat the offense in the future.

**Administrator Assigned:** An administrator may assign lunch detention or after school detention to a student for repeated Level 1 Offense, a Level 2 Offense, or if the administrator deems the detention as an appropriate consequence. Administrator Assigned detention will be served with a member of the administrative team. Administrator assigned detention will be served with a member of the administration team on a day that best suits the administrator's schedule (but within 3 school days of the offense). The purpose of this type of detention is to give the administrator and student an opportunity to have additional conversations about what expectations the student is not meeting.

1. Students who receive an Administrator Assigned Detention will serve the detention within three days of the offense (the date will be set by the teacher).
2. On the day of the detention the student is to report to the administrator's room at 11:55 or 3:30.
3. If serving a lunch detention students should bring a packed lunch with them as they will not be allowed to visit the cafeteria before serving the detention (if a student lives on campus they will be allowed to get their lunch from the cafeteria). Students may not employ other students to deliver food to the detention room.
4. If serving an after school detention, students will not be allowed to participate in ASAPs, sports practices, or sports games that afternoon.

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5. Students should fill out a Reflection Form with the assigning administrator, discuss the form, and make a plan for how to not repeat the offense in the future.

## Printing/Photocopying

Students may use the printers in the library and computer lab during break times. Using the printer is not a valid excuse for being late for class. Students should plan ahead and not leave printing to the last minute. Students do not have access to the photocopiers in the faculty workroom.

## Public Displays of Affection

Overly intimate public displays of affection are not permitted on campus.

## Tardy Policy

Students are expected to arrive to class prepared and on time. The school bell will be used to indicate the beginning of a lesson. Students should be in the classroom before the bell rings to avoid being considered tardy.

If a student is late for class, the following events must take place:

- The student must obtain a late slip from the front office before entering the class.
- If the class is not yet half over, the teacher will then change their attendance record from absent to tardy in Focus. Students arriving in the second half of the class will be considered absent.
- Three unexcused tardies will count as one absence when determining the number of absences relating to the QISS attendance policy. This may affect a student's ability to receive credit for the class.

## Tobacco Policy

Smoking or Vaping is not permitted on the QISS campus. Students caught smoking or vaping on campus will face an in-school suspension as outlined in the QISS Upper School Discipline Policy.

## Standards of Acceptable Work

All QISS students are expected to produce academic work of a high standard. Unorganized, sloppy, thrown together assignments will not be accepted and will need to be redone until the teacher feels that the assignment meets the standards.

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## Students enrolled in non-QISS classes.

QISS acknowledges that it is sometimes necessary for students to enroll in classes outside of QISS in order to better their chances of gaining entrance to the university of their choosing. QISS strongly advises students to limit the amount of hours spent in non-QISS classes. Not completing QISS assignments due to non-QISS obligations is not a valid excuse. Being unable to concentrate in QISS classes due to extreme fatigue caused by non-QISS obligation is also unacceptable. Students should not work on assignments for non-QISS classes during class time at QISS. Students deemed too tired to participate actively in class will be sent home and marked absent. Studies show that teenagers need 8.5 – 9 hours of sleep a night in order for their brain to function properly. Sleep is food for the brain!

## Weapon Policy

The possession, and/or use potentially dangerous weapons is not permitted on the QISS campus. Students caught in violation of this policy will face a suspension or expulsion from school as outlined in the QISS Upper School Discipline Policy.

Fake weapons will also be confiscated and disciplinary action will be taken. (This includes the use of fake guns, knives, etc for Halloween Costumes.)

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## QISS Student / Parent Agreement of Terms

In order to ensure a safe school environment and a smooth running system of operations, it is essential that all stakeholders have read and understand the programs, policies and consequences outlined in this document.

Please indicate that you have read, understood and are willing to abide by the terms described in this document by completing the information below and returning this page to your homeroom advisor.

Student's Name (Please Print): \_\_\_\_\_

Grade Level: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If you have any questions or require further clarification on anything in the QISS High School Student Handbook, please contact me directly.

I look forward to a successful and exciting year.

Best regards,

Michael Page  
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