



Qingdao No. 1 International School of Shandong Province  
High School Student Handbook  
School Year 2016 – 2017





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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

## Expected School-wide 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.

## General Information

### The QISS High School Program

The QISS High 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 High School Curriculum

Content standards include:

- Common Core for **Language Arts** and **Mathematics**
- CollegeBoard and AP **Science** Standards
- Next Generation Science Standards
- AERO (American Education Reaches Out) **Social Studies** Standards
- California Standards for **PE, Art & Theatre**
- US National Standards for **Music & Technology** (IT)
- 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 3:30 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 - 8:45	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
8:50 - 10:10	Block 1	Block 5	Block 1	Block 5	Block 1	Block 5
10:10 - 10:30	Break	Break	Break	Break	Break	Break
10:30 - 11:50	Block 2	Block 6	Block 2	Block 6	Block 2	Block 6
11:50 - 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



### 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 students' grade posting on the quarter report card.

Student-initiated requests for course changes will only be considered within the first two weeks of the scheduled course. Students must complete a Drop/Add Form to initiate a request for a course change. After the initial two week period, parent-teacher-counselor communication is required to request withdrawal from the course.

Any changes after the first month of school 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 advisor indicates their recommendation for the change with a signature.
- 5) Student's parent indicates their recommendation for the change with a signature.
- 6) Counselor indicates their recommendation for the change with a signature.
- 7) A final decision will be made by the HS Principal, taking all recommendations into account.

### 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 committed to taking the AP Exam in that course are permitted to take seven courses and carry one supervised study hall block in their timetable, giving them the opportunity to complete homework, to use the library, to conference with teachers, or to study.



### 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 both semesters of a full year course are successfully completed. Successful completion requires a grade of 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. 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

As QISS moves closer to a standard based reporting system, teachers will also use Grade Descriptor Rubrics to indicate the skills and knowledge students need to demonstrate to earn each letter grade. 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 “unweight” GPA’s 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.*



## Graduation Requirements

QISS offers three different high school diplomas depending on the number of credits earned throughout the students' 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 4-year GPA of 3.5 or higher	Minimum of 28 credits with a 4-year 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.

## House System

Each Upper School student will be assigned a house color (red, blue, yellow, or green). House points will be awarded for demonstrating the ESLRS: "Courage, Intelligence, Vitality, Compassion and sensitivity" as well as through various events during the school year. Points and other prizes will also be awarded to houses for the following:

- Having no students with language infractions over a given time period.
- Having no students with discipline referrals over a given time period.
- Having no tardy students over a given time period.



### 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 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.

### Current AP Courses at QISS

- AP Calculus (AB)
- AP Chinese Language and Culture
- AP Comparative Government
- AP English Language and Composition
- AP Human Geography
- AP Micro Economics
- AP Macro Economics
- AP Statistics
- AP Studio Art
- AP World History



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

## Student Code of Conduct

As part of the QISS community, all students have certain rights and responsibilities. All students are expected to abide by this Code and to “do unto others as you would have them do unto you.” We expect that all parents will discuss these rules with their children.

### RIGHTS

### RESPONSIBILITIES

#### Respect

I have the right to be respected as an individual.  
> Therefore, I expect respectful treatment and not to be hurt, ridiculed or subjected to gossip.

I have the responsibility to show respect to everyone at school.  
> Therefore, I will be respectful, and considerate of everyone at school. I will not participate in name calling, gossiping, teasing or intimidating of others.

#### Learning Environment

I have the right to learn to the best of my ability.  
> Therefore, I expect to have my lessons taught well in productive classroom settings.

I have the responsibility to do my best work and to help others do their best work.  
> Therefore, I will listen well and follow directions, ask for explanations when I need help, disturb no one in class, arrive to class on time, and turn in neat, carefully completed work.

#### Expression

I have the responsibility to do my best work and to help others do their best work.  
> Therefore, I will listen well and follow directions, ask for explanations when I need help, disturb no one in class, arrive to class on time, and turn in neat, carefully completed work.

I have the responsibility to support the rights of others to express themselves.  
> Therefore, I will listen politely when other people are sharing their ideas and show respect for their work.



## RIGHTS

## RESPONSIBILITIES

### Property

I have the right to have my property be treated with respect.  
> Therefore, I expect my property to be safe and left undisturbed by others.

I have the responsibility to respect my own property and the property of others.  
> Therefore, I will use school property in a manner for which it was designed, and handle other people's property only with their permission. I will also keep my property where it belongs, in a safe and organized manner.

### Safety

I have the right to a school environment that is physically safe.  
> Therefore, I expect to move throughout the school without being disturbed.

I have the responsibility to behave in a safe manner.  
> Therefore, I will move from class to class without pushing, shoving or bothering others. I will walk at all times in the hallways and pathways. I will exercise good common sense and play in a manner that does not endanger others.

### Sportsmanship

I have the right to play in an environment where everyone uses good sportsmanship.  
> Therefore, I expect to be included in activities and to have my turn with school equipment.

I have the responsibility to be a good sport.  
> Therefore, I will let everyone participate in activities, share equipment with others and play fairly. I will settle differences without losing my temper, name calling, swearing or fighting.

### Homework

I have the right to practice and apply classroom learning by completing my homework.  
> Therefore, I have the right to meaningful homework that promotes learning and understanding.

I have the responsibility to complete my homework to the best of my ability, turn it in neatly and on time.  
> Therefore, I have the responsibility to accurately write down homework assignments and apply classroom learning for the completion of my homework.

## Student Behavior

Our goal for the learning environment at QISS is to eliminate the need for discipline by creating a caring community of learners where mutual respect is the norm. Like most schools, we have a behavior and discipline code which is defined below and enforced in order to maintain a safe and orderly environment conducive to learning. However, misconduct is first seen as a teachable moment, an opportunity for a teacher to help a student develop his or her character by understanding and correcting his or her mistake. 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.

### 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, parents will be contacted 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.

#### Step 3: Administrative Contact

- If the teacher and parents have not been able to successfully address the area of concern, the principal 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 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.

### 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 describes are generally administered for first offences 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 Offences** – may result in a verbal warning/conference with the teacher, lunch detention(s), or after school detention(s) depending on the severity of the infraction. All infractions will be logged in the student management system (Focus) to track and monitor student behavior.

- Abusive language/profanity in any language
- Cell phone disruption/texting in class (in addition to consequences outlined in the cell phone policy)
- Chewing gum anywhere on campus
- Classroom disruption
- Disrespectful behavior toward staff member or another student
- Defiance/failure to follow directions
- Dangerous behavior/horseplay
- Dress Code violation
- Failure to follow cafeteria rules (see consequences outlined in the Cafeteria Code of Conduct)
- Inappropriate public display of affection
- Littering on school property (see
- Missing or late for detention – double time
- Littering (see consequences outlined in the Littering Policy)
- Tardiness (see consequences outlined in the Student Tardy Policy)
- Violation of classroom management guidelines





### 2<sup>nd</sup> Offences

- Double consequences (multiple lunch detentions or after school detention)

### 3<sup>rd</sup> Offences

- The principal may seek parents conference, counselor referral, SST referral and/or harsher consequences as appropriate

**Level II Offences** - will result in an in-school suspension or out of school suspension and a parent conference. 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 (in addition to no credit for assignment). If one student provided their work for another to copy, they are equally responsible for this violation.
- 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
- Truancy

### 2<sup>nd</sup> Offences

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

### 3<sup>rd</sup> Offences

- Out-of-school suspension

**Level III Offences** – 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 & Alcohol use/possession
- Hitting, punching, kicking or assault on another student, adult, or school personnel



- Severely abusive language/profanity toward QISS staff
- Sexual harassment
- Vandalism under 1000 RMB in damage – restitution also required
- Gang or Gang-Related Activity

#### 2<sup>nd</sup> Offences

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

#### 3<sup>rd</sup> Offences

- Expulsion considered

**Level IV Offences** – 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



## Student Policies

### Academic Honesty

Cheating and/or plagiarism will result in a zero score for the assignment.

#### **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.

#### **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.

### Attendance Policy

Rationale: 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. High School students (grades 9-12) must not have more than twelve (12) unexcused absences per semester or twenty-four (24) unexcused absences per school year or they will receive No Grade (NG) on their report card and no credit for the course/semester. 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. 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. 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.

### Bullying

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. 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.

QISS has a no tolerance policy on bullying. Students deemed to be guilty of bullying another student or staff member will face consequences outlined in the QISS Upper School Discipline Policy.

### Cafeteria Code of Conduct

- It is not permitted to cut in line, or to reserve a space in line for any other students.
- Students are expected to use good manners and keep their voices to conversation levels.
- No-one is permitted to play with or throw food at any time.
- Students are not permitted to share cafeteria food student who have not purchased cafeteria food. This is considered stealing.
- Students are expected to leave their tables free of trash and leftover food.
- Trays, bowls, cups and utensils are to be put in the assigned area.
  - Whenever possible, the consequences for violating the Cafeteria Code of Code will be natural consequences relating to the violation. For example, students making or leaving a mess in the cafeteria will be responsible for cleaning all tables the next day.
  - Other disciplinary consequences may be invoked at the discretion of the principal.

### Cell Phone/Electronic Devices Policy

Cell phones and other electronic devices (laptops, tablets, mp3 players, video game players) are not allowed in classrooms, hallways or the cafeteria. In special situations, teachers may give students permission to use these devices during class. Students may use laptops in the cafeteria only if they are being used for a school-related purpose.

- The consequences for misuse of cell phones and other electronic devices are as follows:
  - 1<sup>st</sup> offence – The teachers will confiscate the device, log a referral in Focus and turn the device over to the principal. The student can collect the device at the end of that school day. The student will receive a lunch detention the following day.
  - 2<sup>nd</sup> offence – The teachers will confiscate the device, log a referral in Focus and turn the device over to the principal. The student can collect the device at the end of **the following** school day. Parents will be notified. The student will receive a lunch detention the following two days.
  - 3<sup>rd</sup> offence – The teachers will confiscate the device, log a referral in Focus and turn the device over to the principal. The student's parent must pick up the device in person at their earliest convenience. The student will receive a lunch detention the following three days.

### Chewing Gum

Chewing gum is not permitted at school.

### Dress Code

Students are expected to dress appropriately for school at all times. Clothing should not be distracting or offensive to others, nor should it cause any disruption to the functioning of the school. Examples of inappropriate clothing include, but are not limited to, the following:

- extremely brief attire (short shorts, short skirts, exposed midriffs, halter tops, backless tops, low-cut tops, muscle shirts, form-fitting or spandex clothing),
- excessively ripped or torn clothing,
- clothing or jewelry which advertises or promotes drug, alcohol and/or tobacco use,
- hats (permitted outside only)
- shoes with wheels.

Students who are not in compliance with the Student Dress Code will be expected to change, and may incur disciplinary action according to the QISS discipline protocol and/or be sent home. The school will provide a t-shirt or long shorts to cover inappropriate clothing if required.

### 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

Students are not allowed to use the elevators unless special permission has been given by a staff member.

### English as the Common Language

In order to promote English as the common language at QISS, it is expected that all students speak English throughout the school day (8:20 – 3:30). 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.

- 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. This may include, but is not limited to, the following:
  - create a poster or video that promotes the use of English as the common language to be displayed or viewed throughout the school
  - perform a skit at an assembly that promotes the use of English as the common language at QISS
  - repeat offenders, or those deemed to be openly defying this policy, may also face disciplinary actions (detentions, etc.)

### Homework

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. Late assignments will be marked down 10% each day until the maximum score possible is 50%. Assignments not turned in will be given a score of 0%.

### 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

Lunch Detentions are a most common discipline consequences for level one offences (see QISS Discipline Consequences at a Glance). Students who receive a lunch detention will serve the detention the following day. On the day of the detention the students are to report to the study hall/detention room at 11:55. Students should bring a packed lunch with them as they will not be allowed to visit the cafeteria before serving the detention. Students may not employ other students to deliver food to the detention room. Once in the detention room, students must remain silent and refrain from using any electronic devices. Assignments relating to their infraction may be given during this time.

### 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 Upper School Administration 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.
- Repeat offenders will also be given a study hall detention the following day during lunch. Students will be expected to bring their lunch from home as they will not be allowed to visit the cafeteria.
- Students will be allowed one tardy per quarter without receiving a study hall detention.
- 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 is not permitted on the QISS campus. Students caught smoking 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 teachers feels that the assignment meets the standards.

### 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 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.



## 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

School Principal

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