

TABLE of CONTENTS

Mission Statement	Page	5
Philosophy	Pages	5-6
Educational Model	Pages	6-7
Success Orientations	Pages	7-8
History of QSI	Pages	8-9
School goals	Page	9
Entrance requirements	Pages	9-10
Starting School	Page	10
Attendance	Page	10
Tardies	Page	10
Lice at School	Page	10
Daily Schedule	Page	10
Arrival to school, Dismissal and Being on Campus	Pages	10-11
Dress guidelines	Page	11
Parent and student visitors	Page	12
Snacks and school restaurant	Page	12
Library	Pages	12-13
Playground	Page	13
Illness & medical emergencies	Page	13
Accreditation	Page	13
Achievement Tests	Page	13
Report Cards & grades	Page	13
School Texts & supplies	Page	14
Homework	Page	14
Placement / Promotion / Retention	Page	14
Student behavior	Pages	14-15
General School rules	Page	16
School Activities	Pages	16-17
Parent Involvement	Page	17
QSI Communication plan	Page	18
Talking to your school	Pages	18-21
Summary on communication.....	Page	22
QSI Advisory Board policy	Page	22
PTO - QSI BY-LAWS of the Skopje school PTO	Pages	22-25
School Facilities	Page	25

MISSION STATEMENT

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

Our schools follow a logical model of education which measures success by the accomplishments and attitudes of our students. We believe that all of our students can succeed, that their successes encourage them to continue in a pattern of success, and that it is the schools' responsibility to provide the conditions for success. These conditions include 1) developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning, 2) providing the time and resources needed for each student to attain mastery, and 3) ensuring that students engage in learning at a level which is challenging and yet a level for which each student has the prerequisite skills necessary for success.

We believe in providing an aesthetically pleasing physical surrounding under the charge of a caring staff who believes their students will be successful, and who use time with the students as a resource for learning rather than as a boundary condition to determine when a unit of learning begins and ends. We believe in providing resources such as books, learning materials, and educational technology. In the world today children need to become proficient in the use of computers and related technology as tools to accomplish a myriad of tasks.

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

PHILOSOPHY

The schools of **QUALITY SCHOOLS INTERNATIONAL (QSI)** have been founded in order to provide a quality education in the English language for expatriates living in the international community. Local citizens who want their children to be educated in English are also accepted. The schools recognize that most of the students are enrolled for only two or three years and have diverse educational backgrounds. The philosophy of QSI includes the following:

1. **Attitudes Toward Learning** - We believe that more learning will occur if the student has a desire to learn, has positive feelings concerning his school environment, and succeeds in his work. A comfortable atmosphere of caring and acceptance established by the school is considered important, so that each student is encouraged to strive for excellence and to be creative. This is enhanced by an aesthetically pleasing environment with a view to appreciation of beauty and order. Each student's possibility of success increases when he/she works at the appropriate level of difficulty and senses positive expectations from his/her teachers.
2. **Areas of Learning** - Mastery of basic skills is considered a vital part of education, essential for success in studies of other subjects as well as in most situations in life. A broad and varied program of physical education, fine arts, and other activities is also considered important to enhance the interest and education of the students.
3. **Social Behavior** - For a useful and meaningful life we encourage the development of personal qualities leading to acceptable values and harmonious relationships.

4. **Cultural Awareness** - An understanding and acceptance of the different cultures represented in the school are considered important. We believe emphasis should be placed on gaining an appreciation and knowledge of the region and the local country in particular.
5. **Environmental Awareness** - We believe it is essential to have an awareness of the value of protecting and improving our environment.

A SUMMARY OF THE EDUCATIONAL MODEL IMPLEMENTED BY QUALITY SCHOOLS INTERNATIONAL

The schools of Quality Schools International (QSI) use a model of education based upon student performance. An outline of the implementation in these schools follows:

Description - This success oriented model has three premises:

1. We believe that all students can experience success in their learning including higher order thinking skills such as problem solving, etc.
2. Success breeds success.
3. It is the school's responsibility to provide the conditions for this success.

This success oriented way of doing business in a school leads to optimum learning and to happy and motivated students. Using knowledge of educational research, these schools are student performance-based rather than 'time-based' or 'calendar-based'. Teachers and students in QSI schools use time as a resource to reach mastery of clearly-defined objectives (unit outcomes) rather than using time as a boundary condition to determine when learning begins and ends. Our teachers are expected to employ instructional practices of excellence. However, the measure of success is not how well the teacher teaches, but how well the students learn.

The curriculum is based upon these objectives which are designed from the school's Exit Outcomes.

Outcomes - There are four levels of outcomes as follows:

1. **Exit Outcomes** - In the beginning of the restructuring process these were developed for Sanaa International School and subsequently for QSI's other schools. These were formulated in weekly meetings for an entire school year by a voluntary 'core group'. The starting point was to imagine our definition of a model graduate and then write what that graduate would know, would be able to do, and would be like. This led to dividing the Exit Outcomes into three parts: Knowledge, Competencies, and Success Orientations. From this the school's overall curriculum is developed. QSI particularly stresses success orientations which include trustworthiness, responsibility, concern for others, kindness/politeness, group interaction, aesthetic appreciation, and independent endeavor.
2. **Program Outcomes** - These are derived from the Exit Outcomes and outline the school's curriculum in each of the seven departments (English, Mathematics, Cultural Studies, Science, Languages other than English, Creative and Applied Arts, and Personal Health). Each course (8 year old reading, biology, algebra, etc.) is identified in the Program Outcomes.
3. **Course Outcomes** - These are derived from the Program Outcomes and give a more detailed description of each course and include information on materials available for the course.

4. **Unit Outcomes** - Each course is divided into essential unit outcomes which are designed to require from 12 to 18 class periods for the student to attain mastery. These consist of a general statement and a series of measurable objectives (segment outcomes) which are used by the teacher and student to identify what the student must demonstrate in order to receive credit for the unit. Each unit has an evaluation instrument (usually two equivalent versions) used to determine student mastery and level of success. This may be a paper/pencil test, project, performance, or other means of determining student success.

Alignment - The teacher teaches, the materials support, and the mastery demonstrations test the objectives of the unit outcome. In other words teachers teach what they test and test what they teach. To do otherwise is not ethical. We want Mastery Learning, not Mystery Learning.

Expanded Opportunities - Students differ in time needed to attain mastery on a unit outcome. A variety of ways are employed to allow a student the time necessary ('safety net' time, class time, after school tutoring, etc.) while those who need less time are able to engage in selective outcomes and receive additional credits.

Credentialing - Aligned with this structure is the reporting system. Mastery of each unit is evaluated at the time of completion with an 'A' or 'B' (mastery grades). Mediocre or poor work (C's and D's) is not accepted. It's either 'A' or 'B' or "You're not done yet!". If a student has mastered a unit with an evaluation of 'B', he or she may wish to demonstrate a higher level of mastery at a later time in the school year in order to change the evaluation to an 'A'. This encourages continuing learning. Data is entered in a computer on a daily basis and 'Status Reports' can be produced at any time. A time period (quarter, term, semester) is not evaluated; student performance in each unit outcome in which a student is engaged is evaluated.

This results in enhanced student learning and high student motivation as students are rewarded for their successes.

Classroom sizes - We strive to have a small amount of students per teacher. Twelve to fifteen students per class is ideal. It allows for constructive social interaction, group work and overall development. In some cases we may have much smaller classes and group two age levels for different activities. When we have larger classes we provide professional assistants for the teacher.

SUCCESS ORIENTATIONS

Trustworthiness • Responsibility • Concern for Others • Kindness/Politeness • Group Interaction • Aesthetic Appreciation • Independent Endeavor

Quality Schools International considers these success orientations to be primary indicators of future success in advanced education, employment and life in general. Recognition for success in these seven orientations will be given five times during the school year. Teachers, students, and parents will be constantly aware that these are important components of student's development.

**We ask before using other people's property.
We respect others and their culture.
We consider other peoples feelings.
We are just and fair to each other.
We are honest in all situations.
We respect the environment.**

**We respect the rights of others to disagree.
We listen to others when they speak.
We express ourselves with clarity.
We share our opinion with others.**

**We contribute to a positive school environment.
We work in harmony for the benefit of all.
We behave safely at all times.**

**We remember to say please, thank you, and excuse me.
We walk and talk quietly in the school.
We express our appreciation to others.
We greet and farewell people.
We are punctual.**

**We take responsibility for our own actions.
We participate readily and are prepared.
We are active learners and keep on task.
We strive to reach our full potential.
We keep the promises we make.
We strive for excellence.**

HISTORY OF QSI

Quality Schools International (QSI), a private non-profit organization, is established to organize and operate international schools of excellence, identify quality educators for these schools and others, provide English language instruction for adults in a variety of situations and locations, and provide educational consulting services. **QSI** was co-founded by Mr. James E Gilson and Mr. H Duane Root.

QSI also operates Sanaa Int'l School and Aden Int'l School in Yemen; Tirana Int'l School in Albania; Kiev Int'l School in Ukraine; Almaty Int'l School, Aktau Int'l School and QSI Int'l School of Astana in Kazakstan; Minsk Int'l School in Belarus; Ashgabat Int'l School in Turkmenistan; Baku Int'l School in Azerbaijan; Bishkek Int'l School in Kyrgyzstan; QSI Int'l Schools of Bratislava and Kosice in Slovakia; QSI Int'l School of Tbilisi in Georgia, QSI Int'l School of Yerevan in Armenia; QSI Int'l School of Ljubljana in Slovenia; QSI Int'l School of Chisinau in Moldova; QSI Int'l School of Vladivostok in Russia; QSI Int'l School of Zhuhai, QSI Int'l School of Shekou, of Chengdu, of Chongqing, and of Dongguan in China; QSI Int'l School of Kabul in Afghanistan; QSI Int'l School of Dili in East Timor; Brindisi Int'l School in Italy; QSI Int'l School of Pristina in Kosovo; QSI Int'l School of Montenegro; QSI Int'l School of Dushanbe in Tajikistan; QSI Int'l School of Phuket in Thailand; QSI Int'l Schools of El Tigre and Puerto La Cruz in Venezuela; QSI Int'l School of Haiphong in Vietnam. Sanaa International School was established in 1971, having a consistent administration from the time of its founding until today.

The President of **QSI**, Mr. James E Gilson, founded Sanaa International School in 1971 and was Director of that school until the fall of 2002. He also was the Principal of Nairobi International School in Kenya and was involved in its founding and building program under United States International University from 1969-1971.

He received his bachelor's degree in Physics from Seattle Pacific University (1956) and his master's degree in General Science from Oregon State University (1968). He has over 25 years of experience in administration of international schools.

The Vice-President/Operations of **QSI**, Mr. H Duane Root, is involved in implementing the activities of the organization. Mr. Root has been a member of the Board of Directors of Sanaa International School since 1974 and was in its administration for nine years. He also was the Director of Kiev International School from 1994-97. In the USA Mr. Root had a total of nine years of experience in administration as High School Principal and District Superintendent in the state of Idaho.

Mr. Root received his bachelor's degree in Music Education from Seattle Pacific University (1957) and his master's degree in Educational Administration from the College of Idaho (1968).

SCHOOL GOALS

- To provide educational experiences at all levels of learning, from basic skills to higher order concepts, in as natural a manner as possible.
- To provide appropriate individual and group instruction for each student.
- To provide a program that will allow for easy transition into American/international -type of school around the world.
- To promote the value of working together as a group.
- To expect all students to maximize their potential in all school endeavors.
- To provide a program within the framework of an American style of education.
- To promote the valuing of differences by recognizing and taking advantage of our international setting and student body.
- To instil in children a lifelong love for learning.

ENTRANCE REQUIREMENTS

QSI desires all of its students to be successful. The size of the school and the resources available are such that we are **unable** to provide services for every child with special needs. It is our desire to ensure that parents do not misunderstand or hold incorrect expectations of the school and what it can provide. Therefore acceptance to QSI is contingent upon the following:

- All students will be placed in the appropriate grade according to the cut-off birth date indicated in the school policy statement: to enter Level 3 or 4 (Preschool), the student must be at least three years old and toilet trained by November 1st; to enter Level 5 (Kindergarten), the student must be five years old by November 1st. Placement for Levels 6 (1st grade) and up will be based on previous school placement and achievement.
- The school must receive a completed Application Form.
- The school must have copies of all previous records (report cards, achievement test results, and psychological tests), if applicable.
- The school must have on file a copy of the completed medical information form (in the Application Packet) and vaccination record before admission to the school.
- Students will be admitted on a "space available" consideration for each grade level.
- The school is unable to provide services for every type of exceptional need. Therefore, the school will determine the ability of a student to participate in the regular school program, and the school's ability to provide an appropriate "special needs program" based on the student's past records, professional evaluations and/or assessment interview by school staff.

STARTING SCHOOL

Parents are asked to contact the school prior to or upon arrival in the country so that the school and teacher can make the necessary arrangements to welcome the new student(s).

ATTENDANCE

Students are expected to be in school every day that school is in session. If a child is ill, be sure to call the school office so that the teacher can be notified. Illnesses especially in the tropics can be very contagious, so we encourage you to keep your children at home if they are ill. If you know in advance that your child is going to be absent, please write a note to the teacher in the organizer explaining the circumstances including, if possible, how long the child will be absent.

TARDIES

Students are expected to be in class and ready to start at 08:15. Students who are late do not have an opportunity for casual talk with teachers and classmates and we recommend an arrival time around 8:00 so that your child can settle and start the day in a positive way. Students who are late will receive a note in the organizer that will have to be signed by the parents. Gates will be closed at 08:15 and parents or visitors need to be off campus at that time to allow a proper start of the teaching day. Regular tardies will result in a conference between the parents and the administration to solve the problem.

LICE AT SCHOOL

Students found with lice or eggs in their hair will be asked to stay home for a minimum of three days. Upon their return to school their hair will be checked before admission.

DAILY SCHEDULE

8:00 - 8:15	Students arrive
8:15	Classes start
10:00 - 10:15	RECESS
11:50 - 12:35	Lunch
15:15	DISMISSAL and after-school activities begin, free playtime outside under parental supervision.
16:30	School facilities are closed. No one is allowed on campus.

ARRIVAL TO SCHOOL, DISMISSAL AND BEING ON-CAMPUS

To assure the safety and security of all students, please follow the procedure below, as well as any directions from the security staff or other school personnel:

Morning Drop-Off:

To assure safety and security of all students, the following procedure needs to be followed for drop-off:

- **08:00-08:15:** Student drop-off by car or by foot under supervision of the security staff via the driveway and security gate. Unaccompanied walking students may enter through the front entrance.
- **08:15:** All school gates will be locked, except for the walk-in gate by the security guard post.
- **All students who arrive on campus after 08:15 must be accompanied by parent/guardian and sign-in at the security guard post (not dropped off in the parking lot).**
- To ensure a prompt beginning of the school day, all parents who walk their children onto the campus should leave campus by 08:15, except on Community Time days.

Afternoon Dismissal:

To assure safety and security of all students, the following procedures need to be followed for dismissal:

- No child will be released to a person other than the parent/guardian who does not have written permission, or, in emergency, verbal permission granted directly to the teacher or the office by phone. This includes parents of other children who have organized a play date.
- **15:15:** Bell rings to dismiss students from Homeroom; students go with teachers to the secure dismissal area in front of the second building. Students with **on-site** after-school activities (e.g., Basketball, Arts and Crafts, Dance, Computer Club) must report to the appropriate classroom. Students walking home unaccompanied or riding a bicycle must have a written permission from the parent/guardian on file. The school strongly advises the use of bicycle helmets.
- **15:15:** Car and bus pickup begins: Cars may enter campus via driveway to pick-up children under supervision of security personnel and other school staff from the dismissal area; bus-riders go to the bus and bus leaves when all students are on board.
- **15:20 (or when car pick-up is complete):** Drive-through is closed to cars/walking pickup begins: Parents who pickup their children by foot enter campus via security gate to pick-up children from the secure dismissal area. Students with **off-site** after-school activities (i.e. tennis) are picked up to go the activity by the designated adult.
- **If a child is not picked up by 15:25, he/she will remain under supervision of the school staff, and the parents will be called by the school office.**

Playground After School:

- Parents/guardians may stay on campus for free community play until **16:30**.
- Parent/guardian is responsible for supervision of his/her child(ren).
- Children may not go inside the school buildings without being accompanied by the parent/guardian (i.e., using the toilet, going to speak to a teacher).
- **16:30:** All parents and students must leave; school grounds are monitored by security personnel and cleaning/maintenance staff begin work.

DRESS GUIDELINES

To provide an appropriate school atmosphere, students are required to wear decent clothing. In general, clothing should be neat and clean. Clothing should not offend either the users of the school or the community.

Hats and sunglasses are appropriate for outdoor activities, but should not be worn in classrooms, unless authorized by a teacher. Dress guidelines are in effect for all field trips and may be more conservative or relaxed if the circumstances of the trip require it.

PARENT AND STUDENT VISITORS

Parents and visitors are welcome! At the same time, the campus is closely monitored.

Entrance to the School Grounds:

- During the school day, there is only one entrance to the school grounds, which is monitored by security guards.
- Parents are welcome to visit the school office, or individual classes while they are in session. In order not to disturb the learning environment, you are requested to call the School Administrator's Office to make an appointment when you come to school. Parents should not be on school campus between 08:15 and 15:15 unless previous arrangement has been made.
- Visitors should sign in at the security guard post, and may be escorted to the appropriate school building.
- Persons entering the school grounds for regular organized activities (i.e. aerobics classes, basketball) must be on a list for the activity, and sign in and out at the guard post.
- Parents entering school grounds during the day must also sign-in and out.

Non-School Hours:

- Parents may supervise their children on the playground after school until 16:30. After this time, all students and parents should leave the school grounds.
- Access to the campus during non-school hours is monitored. All persons entering the school grounds must check in at the security guard post.
- Access to the Greenhouse Restaurant during non-school hours is by invitation for private parties only.

Other students and adult visitors are generally discouraged during school hours, but exceptions are sometimes made. Please contact the school administrator regarding other visitors. Visitors interrupt what is going on, even when being discrete. We are trying to minimize disruptions to the classroom and make the best use of the time available for learning.

SNACKS AND SCHOOL RESTAURANT

Almost all children bring a snack to munch on during the mid-morning recess (around 10:00). Children often need some sustenance about this time of day to maintain their energy level and attention span. The healthier the snack, of course, the better it is for the child.

The school hires the services of our nice restaurant, with a professional cook. Menus are set by the school, and we are making an effort to balance healthy food and what we know the children like to eat. Since we have many cultures inside our school, it is difficult to meet everyone's eating habits, but lunch is optional, and students may bring lunch from home. We will also prepare on occasions special meals upon request for children with medical issues and/or cultural eating constraints.

The restaurant also operates after 17:00 for private birthday parties, as per contract agreement. Through the years we have developed a wonderful relationship with this small business, and we use the restaurant for many activities, such as coffee with parents, QSI dances, Fun Fridays, PTO (Parent Teacher Organization) Meetings and other community activities.

LIBRARY

During the past couple years the library has undergone a major expansion, with over 5,000 books in the collection. The collection contains a large selection of books and magazines for students and professional books for teachers. The library is open during regular school hours.

All students up to the eleven year old class visit the library at least once a week during their scheduled library time when they are instructed on checkout procedures and care of books.

Children are allowed in the library only with supervision. Students have been instructed on the check out procedure. Students and parents are asked to follow these simple guidelines when using library books.

- Clean hands are a must
- Never write in a library book
- Always use a bookmark
- Keep a plastic bag in your child's backpack for transporting library books to and from school
- Return or renew books by the date due
- Do not take library books on summer vacation

Parents will be expected to pay replacement costs for lost or damaged books or CD-ROMS. These rules are not meant to discourage patrons; rather they are necessary in order to maintain our collection. Our books thank you for your cooperation.

PLAYGROUND

The playground is available to students at various times during the day. During these times, the area is supervised. We expect all children to engage in safe play activities at all times. The Playground Rules are defined later in this document.

ILLNESS, MEDICAL EMERGENCIES AND MEDICATION

Should a student become ill at school, the parents will be contacted to arrange transportation home. In case of a minor injury, first aid will be administered as needed. After treatment the student will return to class and parents will be notified if further attention is needed.

In cases beyond minor injuries, supervising school personnel will apply emergency first-aid if needed. At the same time, parents and the doctor will be called immediately for directions and treatment. If parents are not available, the school will contact the "Other Person to Contact in Emergencies" listed on the Application for Admission

ACCREDITATION

QSI is accredited by the Middle States Association of Schools and Colleges for the full six-year term. MSA is one of the six educational agencies in the US that evaluates school programs based on U.S. standards. This allows our students to transfer easily to other accredited schools around the world and assures some basic standards.

ACHIEVEMENT TESTS

The Iowa Tests of Basic Skills are administered yearly to all students in grades 4-12. This instrument is one of many assessments used to determine how well our students and school are performing. Individual results are shared with parents.

REPORT CARDS AND GRADES

Report cards are issued at the end of each reporting period (quintile). The primary purpose of a report card is to provide information to students and parents about the performance of a student at school. These status reports are sent home every 7 weeks or more frequently, if needed.

SCHOOL TEXTS AND SUPPLIES

The school supplies textbooks, paper and pencils, crayons, paints, etc. for student use while at school. Students will need additional paper and writing material for use at home. Generally each student brings a backpack for carrying materials to and from school.

HOMEWORK

The purpose of homework is to practice the skills taught that day in school or to prepare you for future work. There are three categories of homework: practice reinforcement, preparation, and extension activities. Homework may be a prerequisite to taking a test for evaluation.

It is important that the completion of homework become a routine student responsibility. Parents can assist in the development of this important study skill by helping the student establish a regular time and place each day for this task. The establishment of a routine helps each student become independent and responsible in the completion of the homework. Some other helpful hints in accomplishing this task are:

- Work alone, without friends around.
- Have a desk in a well-lighted area.
- Determine the best time within the first few weeks of school depending on your child's energy level and concentration.
- Stick to your schedule.
- Do hard assignments first.
- During times of after school activities, get the harder assignments done before the activity.
- Save the easier ones for later.
- Parents may want to keep track of actual work time over a period of time (at least 5-7 days) to determine if there is a problem.
- Have all supplies at the desk to save time.
- Older students will need reference materials (books, internet...)

PLACEMENT/PROMOTION/RETENTION

In most cases placement/promotion of each student to the next grade is routine. When difficulties are encountered, parents will be contacted and the concerns discussed. Remedies to assist the student will be explored and implemented.

Parents will be part of the decision making process in any retention. If parents and teacher cannot come to a conclusion, the director will make the final decision

STUDENT BEHAVIOR

The primary goal relating to student behavior is to develop a sense of responsibility such that the student desires from within to observe acceptable behavior patterns. The responsibility of obtaining this objective rests first and foremost at home. The school is also responsible to work in every possible way toward this goal. The home and school, working as a team, should coordinate efforts. We hope this results in positive attitudes at school, home and everywhere else in life. When a student does not behave in a decent and acceptable manner, the following steps may be taken:

- I. **Teacher-Student:** For a minor behavior problem, a word from the teacher may be sufficient. This may be a word of warning or explanation. Repeated behavior of this kind will be dealt with more seriously.
- II. **Teacher-Student-Administration-Parent:** More serious behavior problems or repeated minor problems should be brought to the attention of the administration and in some cases the parents informed in writing of any action taken. Some possible actions which may be taken:
 - A. Counseling with a view to the following:
 1. Probing into the reason or reasons for the behavior.
 2. Bringing the student to see that his behavior is undesirable.
 3. Bringing the student to have a desire for change.
 - B. Separation for a short time from the class or other environment in which the behavior occurred.

In all cases the student should think about his behavior and in some cases submit a written commitment with a view to improved behavior. In the event that a student does not fulfil a written commitment, the problem is dealt with in step three.
- III. **Administration-Student-Parent:** Very serious behavior problems or continual repetitive minor misbehavior will be dealt with by the administration.

Standards of behavior are outlined as follows in order for the students and parents to know what is expected and what is emphasized.

- I. Students are expected to be kind to others and should consider the feelings of others. Verbal unkindness and physical abuse are not accepted.
- II. Students are expected to be honest in all matters.
- III. A warm relationship is expected between faculty and students. Student interests, ideas, and opinions are to be heard and students are to be given respect. The teacher has authority when the students are under the school's jurisdiction. Students are expected to give proper respect to faculty members. Any form of rudeness or insubordination should not be a part of student behavior.
- IV. Students are expected to respect school property and the property of others.
- V. Students are expected to use proper language. Profane, obscene, and otherwise unacceptable language is not permitted.
- VI. Students are expected to attend all classes punctually and regularly.

We hope this policy is followed by both faculty and students in a spirit of love. Such things as patience, kindness, humility, unselfishness, honesty, and loyalty are deemed important. Jealousy, boastfulness, haughtiness, rudeness, demanding one's own way, touchiness, holding grudges, etc., should have no place. We expect parents and teachers to make every effort to be models along the lines mentioned such that our students can identify in a positive way with those they love and respect.

GENERAL SCHOOL RULES

Students will:

- 1 Treat other students and adults with respect and common courtesy.
- 2 Demonstrate self-control by acting safely and responsibly.
- 3 Be responsive to the suggestions of adults.
- 4 Treat school and other students' property with respect.

General Classroom Rules:

Students have a responsibility to help generate a positive learning environment. To improve academic performance and to help one another learn they will:

- 1 Attend class and be punctual
- 2 Bring appropriate materials
- 3 Respect everyone's right to learn
- 4 Use appropriate language and gestures
- 5 Comply with the teacher's requests
- 6 Actively engage in learning by doing thorough work in a timely manner

Playground Rules:

- 1 Follow safe play practices with others.
- 2 Students may play in the gym, on the swings, or directly in the back on the field (playing is not allowed in non supervised areas).
- 3 All students must be in the gym or on the playground during recess (no playing, sitting, or eating in the hallways), unless they have permission from their teacher to stay in their classroom.
- 4 All food and drink is to be consumed in the cafeteria while seated or in the classroom during morning break.
- 5 All trash should be thrown in a garbage can.
- 6 Try to use the toilet during recess.
- 7 All equipment should be returned to the proper storage area.
- 8 Rules for the swings: - 1 person per swing. Swinger must be sitting on the swing (no standing or kneeling). Swinger must swing straight (no twisting or swinging sideways).
- 9 No throwing of rocks, sticks, sand or other items.
- 10 Kicking balls in the gym can be dangerous! Too many students play there.
- 11 Some areas (trampoline) are off-limits without special permission
- 12 Notify playground supervisors of problems.

SCHOOL ACTIVITIES

Community Time

Every Friday of the school year, unless otherwise announced the entire student body and staff meet in the gym for Community Time. Student and class performances are given, issues are discussed, and sometimes information or directions are given. This format takes the place of the school assemblies and gives students a chance to perform or speak in front of others. The format is usually informal and each session lasts approximately 20 minutes.

International Food Festival (November)

A day for recognizing our different customs, celebrating international dishes & viewing displays on different countries. The PTA organizes an all-school potluck lunch served in the cafeteria.

Open House Event (September)

Parents, friends & relatives are invited to visit the school, the classrooms and to meet the teachers. Refreshments are served in the cafeteria.

Fun Friday

Parents, school faculty, staff and QSI friends are invited for a social gathering in the QSI cafeteria. The children are supervised during diverse activities. Drinks and snacks are available.

100th Day of School Celebration

A day of fun activities that involve math, reading, writing & cooperative learning around the theme of "100".

Variety Show

Children and/or parent talent show. You can present a song, a poem, a music performance, a magic trick ...

Winter Show

A musical and/or drama performance by QSI students for the parents and community.

QSI Dance

A dance party for parents, school faculty and staff at QSI Gym (adults only). Also members of the wider community in Skopje are invited.

Field Day

We organize teams of students to play games and sports during one afternoon.

Graduation and Award ceremony

We celebrate graduation for High School and Middle School students.

PARENT INVOLVEMENT

There are several ways that parents can assist or be involved with the school. The first and most important way is to help your child(ren) be successful in school. This is not a single day or single event activity, but requires continued work and support. Children need to acquire general knowledge before they come to school and continue to gain knowledge beyond that taught by the school. They also need to have a positive attitude about themselves and have confidence in their abilities.

Parents also need to know what is going on in the school. This can be partially accomplished by reading the literature sent home by the teacher and school. Parents are also encouraged to attend the various school functions: plays, musicals, parent/teacher conferences, Open House, PTO events, Community Time, etc.

Parents can also be involved at school by volunteering to assist with after school activities, and PTO. Contact the PTO and the school administration to ask how you can help. Let us know if you have some special knowledge or expertise to share with students. Parent presentations and help in classrooms can enrich our program, so don't hesitate to let us know if you have something to offer.

QSI COMMUNICATION PLAN

The following guidelines have been established to ensure that Board members, parents, teachers, counsellors, students, and administrators are well informed of the various ways and means for the school and home to engage in positive and constructive communication for the benefit of the entire QSI community. These guidelines are designed to support all of the above-mentioned groups as they enter into a mutual relationship with QSI.

TALKING TO YOUR SCHOOL

The relationship between the home and the school plays a very important role in a child's education. We cannot overestimate the critical role parents play in successful learning: parents contribute much to their child's development and are among the most important influences on the way in which the child approaches learning.

Teachers are responsible for the more formal aspects of children's learning, and successful teaching is based on the home experiences of the child. This is most effective when there is an active partnership with parents.

Two-way communication is a critical factor in the partnership between parents and the school. Where a partnership exists, it is easier for parents to feel confident about the teaching and learning taking place in the classroom and to solve problems.

Daily Communication

Teachers will communicate in writing with parents through a folder, notebook or assignment book (organizer). This "organizer" is essential for proper daily communication, and needs to be signed by parents regularly. If students lose their organizer, they will have to purchase a new one from school.

What might you talk to your school about?

- Issues particular to your child such as attitude, progress, attendance, participation, and social and emotional matters.
- Learning environment, quality of teaching, homework, general student behavior, policies and procedures, and conduct of staff.
- Access to support services such as student services, visiting teachers for IE students, language development centers, intensive language centers, education support units and centers.

How your school may communicate with you?

- Student organizer
- Written reports or portfolios on student progress.
- Notes, surveys, annual reports and regular information through newsletters.
- Parent-teacher conferences, learning journeys, parent information booklets and sessions.
- Assemblies, special events and celebrations, and displays of students' work.

Information that is available from your school:

- Information on Education Department policies.
- School plans and school approaches to homework, behavior management, excursions, and dress codes.
- Course details.
- Information about participation in the School Advisory Board, PTO, and other support groups.

What can you do if you have a problem?

- Seeking information as early as possible can solve many problems. If you have any questions or concerns about your child's progress, the homework set or the assessment procedures, contact the class teacher. The best way to do this is to write a note in the student organizer or arrange a mutually convenient time for a telephone conversation or meeting.
- Parents have the opportunity for greater involvement in the school through the Parent Teacher Organization (PTO), and the School Advisory Board. These provide the opportunity for parents to express opinions on policy issues in the school.

When you have a problem

- Try to identify the problem clearly before going to the school. If there is more than one problem, list them to ensure that the extent of the problem is clear to the school.
- Decide whether the problem is a concern, a query or a complaint. This will help in finding a solution.
- Make an appointment to talk with the teacher. This can be arranged through the school office. If your concern is about the conduct of a staff member, you may prefer to discuss the matter with the school administrator.
- Try to stay calm. Even if you don't feel it, being calm will help to get your concerns across more clearly than if you are upset and angry. It may help to take someone with you.
- If it is not an emergency situation, waiting at least one day to discuss the problem may be more constructive.

Procedures for making complaints

At all stages, staff will work with you to work out an agreed plan of action and timeline. If you need assistance in resolving a concern or complaint, staff will help you:

- Obtain information about school policies and procedures.
- Make enquiries about student programs, performance and behavior.
- Clarify a problem and register a concern with the school.
- Direct letters of enquiry or complaint.

Steps for Parent for Solving Problems at School

- Contact the principal who will work with you and the staff member to resolve the problem. You may wish to formalize your complaint. To do this, you may write to the principal who will acknowledge the complaint as soon as possible, even if a resolution is not available at this stage.
- The principal will consider the issue and identify what action is to be taken and by when, and will clarify the process if a formal complaint is to proceed.
- You should be aware that when a complaint is made in writing about the performance of an individual staff member, that staff member will receive documentation of the substance of the complaint.

School Policies

School policies are discussed, set or changed during Advisory Board Meetings. However, the Director's approval is mandatory. School Policies are introduced during the open Board meetings for consideration and then made available for review by the school community, when the board deems necessary. All approved Board policies are available at the school administrator's office.

Private Communication

School community members who wish to communicate with the Board may do so through their community's Board representative. Written communication is recommended as a way of officially recording the communication for the Board and administration.

QSI Administration

School Procedures: The school will publish handbooks containing helpful information concerning the general rules and procedures, which are an integral part of the school's operation.

Academic Performance: Report Cards for 5 year-olds through Secondary 4 will be issued at the end of each quintile. In addition, Parent-Teacher conferences will be scheduled. The purpose of these conferences is to review the overall performance of the student. Standardized testing is administered in February each year for students aged 9 through Secondary IV. The results will be shared with the students' parents.

Parents

Student School Records: QSI will keep current school records as well as those, which accompanied the student from their former schools upon enrolment into QSI. When a student is withdrawn from QSI the parents will hand carry all records to the next school. QSI will not keep school records once a student is withdrawn, with an exception for secondary student transcripts.

School Information: A school newsletter is published regularly, except during holiday periods. These newsletters inform the community about the latest school information and events. Included will be monthly calendars to assist families in planning for school events. A complete school - year calendar will be given to the parents on the first day of school.

Standardized Test Results: The QSI director and classroom teacher will be available to interpret and discuss individual standardized test scores with those parents who feel they need clarification of the results.

Teachers

Status Reports: Status Reports are used by teachers as a method to communicate to parents their child's academic or behavioral progress. These reports are typically sent home each mid-quarter but may be sent at any time during the school year.

Parent-Teacher Conferences: The school will set conference schedules for parents. Students may be invited to the conference if requested by the teacher. Parents may also request conferences anytime through the organizer or phone call to the school.

The purposes of the conference are as follows:

- 1) To allow the parents to understand the program in which their child participates.
- 2) To inform the parents of the child's performance.
- 3) To gain insights from the parents with a view to more effective learning and social behaviors of the child.
- 4) To discuss social problems of the child should, such exist. This probably should be done by the advisor, or with the advisor present with a view to all areas of the school.
- 5) To know the parents better and to develop good relationships between parents and the school.

Homework:

Students are expected to complete all homework assigned in class. If a student forgets the homework assignment, they are to call another student for the information. Students are requested to not call teachers after school for homework information or assistance, but may contact teachers during school time for assistance.

Classroom News:

Teachers will inform parents of their classroom news by notes in the organizer, classroom newsletters, or articles in the school's newsletter.

Field Trip Information:

Upon registration, the Director will request that parents sign a permission slip for each student participating in a trip that requires any use of transportation. The signed permission slip is valid throughout the school year.

School Records:

In order to be considered officially enrolled in QSI parents must provide a completed application form and all records from their previous schools.

Health Information:

Health information must be provided by the parent for each child attending QSI. These records must be kept current and any changes should be reported to the school immediately.

Travel Information:

Parents who must leave town for an extended period of time without taking their children are asked to provide information concerning the arrangement for supervision of their children after school hours.

After School Plans:

All students are expected to go home after school unless attending an after school activity. Any alteration in the student's normal schedule must be reported to the classroom teacher, in writing, by the parent. We want to know our students are safe at all times.

Missing Classes:

In the event a student will be unable to attend classes for any reason, parents are asked to call the school and inform the secretary.

Parent/Teacher Organization:

PTO meetings are generally held throughout the year on the second Tuesday of every month. Childcare is provided free of charge for school-aged children. All school related issues are discussed in this open forum. Information concerning PTO activities is published in the school newsletter.

SUMMARY ON COMMUNICATION

Teachers write notes, phone, and meet with parents as the need arises. Should parents have questions or concerns, they are encouraged to go to the person who is most directly connected with the problem. If there are questions about something in the classroom, it is best to ask the teacher. If the question is related to a school wide practice or policy, the best person to contact is the school administrator. The most important thing is that when there is a concern, it needs to be addressed.

The Director is available for parents during and outside school hours. Please make an appointment. Walk-ins are welcome, but we are very busy in the office, and the security guard will call the office to see if the director is available.

QSI ADVISORY BOARD POLICY

Each QSI school has an Advisory Board. Following are guidelines in the formation of an Advisory Board and procedures for the active Advisory Board. A description of the Advisory Board can be found in the By-Laws of QSI.

- 1 Consists of from six to ten members who reside in the city where the QSI school exists.
- 2 Members are jointly appointed by the Director of the QSI school and the President of QSI.
- 3 The members shall meet no less than four times each school year.
- 4 Married couples cannot be members jointly; just one of them.
- 5 The length of a term on the Advisory Board shall be two years, but more than one year. The term expires on 30 June.
- 6 A member may be appointed for additional two year terms.
- 7 The Director of the QSI school is a member and is Chairman of the Advisory Board.
- 8 Advisory Board meetings shall be called by the Chairman. Not less than five days' notice shall be given in writing, specifying the time and place of meeting.
- 9 Every September QSI Directors will notify the QSI President for approval of possible advisory board members. A listing of the approved advisory board will then be submitted to the Executive Secretary who will prepare letters of appointment and reappointment, or letters of appreciation for appropriate members.
- 10 Minutes of Advisory Board meetings are to be sent to QSI Headquarters.

The primary objectives and activities of the QSI International School of Skopje Advisory Board include the following:

- Communicate ideas and concerns of parents and the community to the Director of the school,
- Give recommendations with a view to formulating policies,
- Give advice and assistance concerning the school's relations with the host government,
- Help to maintain a positive image of the school in the community,
- Periodically review expenditures during the school year.

The QSI International School of Skopje will announce the names of the Advisory Board members in writing to the parents in September of each school year.

PTO

QSI BY-LAWS OF THE SKOPJE SCHOOL PTO

MISSION STATEMENT

The Quality Schools International (QSI) International School of Skopje (ISS) Parent Teacher Organization (PTO) supports QSI's philosophy, programs, and activities for the benefit of all students. The Organization facilitates com-

munication and parent awareness, as well as encourages and coordinates volunteerism. The Association fosters a spirit of inclusion and cooperation among the entire school community.

BY-LAWS

Article 1 - Name: The name of this association shall be the "QSI - International School of Skopje Parent Teacher Organization". (Herein, after referred to as the "QSI PTO").

Article 2 - Purpose: The purpose of the QSI PTO shall be to aid the students of QSI School by helping enrich their education experience and promoting open communication between the administration, teachers, and parents.

Article 3 - Membership:

- a) All parents or legal guardians of QSI students who currently attend QSI-ISS.
- b) All faculty, staff, and administration of QSI who are not parents or guardians of students.

Article 4 - Financial Procedures:

- a) Any and all funds generated by the PTO fund-raising activities shall solely benefit QSI Skopje and its students or a specific charity designated by QSI PTO. Dispersal of said funds will require approval by the President of the Executive Committee.
- b) The Treasurer shall present a financial report at each PTO meeting and shall prepare a final report at the close of the year. The Executive Committee shall have the report and the accounts examined annually by an accountant within the school community. If a qualified accountant is unavailable, one parent member and one staff member in conjunction with the Treasurer will carry out this task.

Article 5 - Officers and Voting:

Section 1 - Officers:

The Executive Committee officers of the QSI PTO shall consist of five members: a President, a Vice-President, a Treasurer, a Reporter, and a Teachers' Representative.

Section 2 - Election and Vacancy:

- a) The Executive Committee will be nominated and elected by the PTO membership. It will be elected on an annual basis. The term of office will begin immediately following the election until the following election. All PTO members are encouraged and welcome to run for office.
- b) In the event that a position is not filled during the election process or the position is vacated during the term of office, the President will fill the role of that committee member or request a volunteer to fill the position as "Acting" until elections are held. In the event that the President is required to vacate the position during the term of office, the Vice President will fill the role as "Acting President" until re-election occurs.
- c) To ensure continuity, the vice-president will be elected or re-elected president at the end of May of every school year.

Section 3 - Duties:

- a) *The Executive Committee* - It shall manage the affairs, activities, and operation of the organization. The Executive Committee shall transact necessary business during the intervals between the meetings of the membership and such other business as may be referred to it by the membership or these by-laws. Every effort should be made by all members of the Executive Committee to attend all PTA meetings.
- b) *The President shall:*
 - Preside all meetings of the QSI PTO and the Executive Committee.
 - Be responsible for general management of the affairs of the PTO.
 - See that all decisions and resolutions of the QSI PTO and Executive Committee are carried into effect.
 - Prepare and present regular reports on activities and affairs of the QSI PTO to the Board of Direc-

- tors of QSI, on a basis determined by the Board.
 - Coordinate the work of the officers and committees of the PTO.
 - Fulfill responsibilities of absent or vacant officer positions.
 - Solicit interested individuals for various committee positions.
 - Present and address issues and concerns at PTO meetings
- c) *The Vice-President shall:*
- Act as deputy to the president.
 - Perform all the duties of the President in his or her absence or inability to act.
 - Perform such duties as may be deemed necessary by the Executive Committee or the President.
- d) *The Treasurer shall:*
- Have custody of the funds of the QSI PTO.
 - Keep full and accurate account of receipts and expenditures.
 - Make disbursements as authorized by the President.
 - Present a financial statement at every meeting of the PTO or as requested by the Executive Committee.
 - Perform such duties as may be deemed necessary by the Executive Committee or the President.
 - Make a full report at the meeting at which new officers officially assume their duties.
 - Have the accounts audited on a yearly basis.
- e) *The Reporter shall:*
- Attend and act as secretary for all meetings of the members of the PTO and Executive Committee meetings.
 - Take and maintain minutes of the proceedings, including attendance, of any such meetings and distribute them to the general membership on a timely basis.
 - Provide the QSI Director with a regular piece for the QSI regular newsletter.
 - Maintain a file for all correspondence written and received, and proceedings of the QSI PTO.
 - Ensure that proper notice is given of all meetings of the members of the PTO and Executive Committee.
 - Perform such other duties as may be deemed necessary by the Executive Committee or the President.
- f) *The Teacher Representative shall:*
- Participate in PTO meetings.
 - Ensure that the teachers' point of view is presented at the meetings and that activities do not disrupt the teaching routine.
 - Present a short report of the PTO meetings to the faculty.
 - Discuss PTO issues with other staff members, including the director.
 - Perform such other duties as may be deemed necessary by the Executive Committee or the President.

Article 6 - Meetings:

Section 1. Executive Committee Meetings:

- a) Frequency and dates of meeting of the Executive Committee of the QSI PTO shall be determined by the President.
- b) A quorum for the Executive Committee shall consist of a simple majority of the members.
- c) A quorum can call extraordinary meetings of the Executive Committee or general meetings.

Section 2. Organization Meetings :

- a) The QSI PTO shall meet the second Tuesday of every month at 18:45 unless otherwise announced. Additional meetings shall be determined by the Executive Committee and communicated to general membership. PTO meetings include all meetings where the entire membership is notified. The Annual End-of-Year Meeting shall be held in May.

- b) All members attending PTO meetings have voting privileges for all issues presented at general membership meetings. A quorum for the PTO meetings shall consist of a simple majority. The Executive Committee will make every effort to publicize issues presented for votes before the relevant meeting date.

Article 7 By-Laws Amendments:

Section 1 - Procedures: The QSI PTO By-Laws shall be reviewed periodically and amended via the following procedures:

- Any member may request that an Article or Section be reviewed for possible amendment during any regular PTO meeting.
- The Executive Committee will provide alternative solutions if none are provided by regular membership, or determine a specific procedure for addressing issues raised.
- Voting on presented changes to the By-laws shall take place during regular PTO meetings provided notice and a copy of the proposed revisions or amendments are provided to the general membership one week prior to the meeting at which proposed changes are to be discussed and voted upon.

The PTO is not a grievance body nor is it intended to be one. If parents have an issue, concern or grievance, they should first contact the teacher, if it is a classroom issue, or the Director, if it is a school-wide issue. It is important to bring all complaints, criticisms and compliments to the attention of the individual teacher or administrator who is in a position to do something about it. Trust the strength, integrity and professionalism of our staff to deal with your problems and concerns. If, after having met with the teacher, you still have a concern, please see the director. If you are still unable to resolve a concern after having met with the staff and administration, you may turn to the Advisory Board for assistance in mediating a dispute.

SCHOOL FACILITIES

The gymnasium, field, playground, multipurpose rooms and even the classrooms are available for after school activities coordinated by the school. These facilities can be reserved by the activity instructor through the school administration.

Facilities can also be reserved for community events, like drama, sports, social events etc. In certain cases the school will ask for a fee to cover extra expenses if necessary.

Students involved in these activities must be directly supervised by an adult at all times.



