



STUDENT/PARENT HANDBOOK

2020 – 2021 Academic Year

QINGDAO AMERASIA INTERNATIONAL SCHOOL

青岛美亚国际学校

Inspiring a lifelong love of learning

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1. DIRECTOR'S WELCOME

It is with great pleasure that I extend a warm welcome to the QAIS family of students, staff, and parents as we embark on an exciting new journey of discovery together here in Qingdao for the 2020 – 2021 academic year.

We have a dynamic staff of enthusiastic professionals dedicated to nurturing and inspiring the minds and hearts of QAIS students through our rigorous, multicultural curriculum. We are proud to offer six, distinct, but related educational programs to students ages 18 months through 18 years:

Montessori Toddler Program: 18 months to age 3;
Montessori/IB PYP Early Childhood Program: Ages 3 – 6;
IB Montessori/PYP Lower Elementary Program: Grades 1 – 3;
IB PYP Upper Elementary Program: Grade 4-5;
IB Middle Years Program: Grades 6 – 10;
IB Diploma Program: Grades 11 – 12.

QAIS was the first school in Asia to become accredited by the American Montessori Society. We were also the first International Baccalaureate (IB) school in Shandong Province and the only school currently offering the full IB continuum of the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). Additionally, QAIS is accredited by the Middle States Association (MSA), and the Council of International Schools (CIS), the “gold-standard” in international education.

Our beautiful campus in Shazikou features a state of the art black box theater, library, two science labs, two new art rooms, Montessori playground and garden, gymnasium with climbing wall, weight room, track, several sports fields, auditorium, cafeteria and student store, indoor gross motor room, staff conference room, and spacious classrooms and offices for all teachers and administrators.

It will be a year of exciting initiatives at QAIS. With consistent communication and a collaborative spirit among staff, students, and parents, our students will thrive. I invite you to become active participants in your child's education through Parent Connect (PTA), so that we can work together to achieve our goals for the students through a shared purpose.

With teamwork, all visions are attainable.

Thank you in advance for your cooperation and support of the QAIS mission.

Warm regards,



Christopher C. Vicari,
Ed.D Director

2. PEDAGOGICAL LEADERSHIP & ADMINISTRATION

<p>Chris Vicari Director</p>	<ul style="list-style-type: none"> -EdD, St. John's University, New York, NY -MS, Administration and Supervision, Mercy College, New York, NY -MAT, Secondary English & Italian, Fordham University, New York, NY -BA English and Italian Literature, University of Notre Dame, IN -School District Administration/Superintendent's License, New York -School Administration and Supervision License, New York -IB Administrator Certificate: PYP, MYP, DP -IB Certified Teacher: DP Literature -Certified Montessori Administrator, American Montessori Society
<p>Katy Stack Assistant Director, Montessori Coordinator</p>	<ul style="list-style-type: none"> -BA (Hons) in Archaeology, The University of Birmingham, UK -CELTA, Cambridge University, UK -Early Childhood Diploma, Montessori Centre International, UK
<p>Mark Brierley Upper School Principal, University Counselor</p>	<ul style="list-style-type: none"> -Master's in International Education, University of Bath -Post-Graduate Certificate in Education, Bath College of Higher Education, UK -BS (Hons) in Environmental Biology, University of Essex, UK -Diploma in Physics Education, University of Cambridge, UK -IB Certified MYP, DP -IB Examiner
<p>Kirsten Loza, Lower School Principal, PYP Coordinator</p>	<ul style="list-style-type: none"> -MA in Education (in progress), Oxford Brookes University, UK -Certificate of Education-Fernandez Institute of Technology, Philippines -BA in Broadcast Communication-University of the Philippines -IB Workshop Leader and School visitor -CIS School Evaluator
<p>Kevin Wheeler MYP Coordinator</p>	<ul style="list-style-type: none"> -Certificate in School Management and Leadership (in progress), Harvard University, USA -MAT in Secondary Social Studies, James Madison University, USA -BS Interdisciplinary Social Science, James Madison University, USA -IB Examiner
<p>Giovanni Romeo DP Coordinator</p>	<ul style="list-style-type: none"> -MA in History, The Catholic University of America, USA -BA in History, Political Science, Classical Studies, Elmira College, USA -PGCE Teaching (in progress)

Our Mission

QAIS aims to inspire a lifelong love of learning through a holistic, child-centered, inquiry-based approach. By embracing each student's diverse needs, learning styles, and strengths, we strive to develop courageous global citizens who help to create a more peaceful world through community action, intercultural understanding, and respect for all life.

Our Vision

To cultivate an inclusive and vibrant community that promotes knowledge, creativity, independent thinking and mutual respect in a nurturing and safe environment.

Our Core Values

Academic Excellence: We embrace academic excellence, guiding our children's innate curiosity and encouraging joy in learning.

Independence and Creativity: We foster independent thinking and spark creativity, inspiring our children to become the leaders of tomorrow.

Peace and Respect: We instill respect for self, respect for one another and respect for our planet, enhancing prospects for peace.

Our History

QAIS began its first classes on September 4, 2006 as Qingdao American International School. This new school was the result of the rapidly growing foreign community in Qingdao and the need for a learning environment that provided a solid education comparable to a typical American K-12 school. In August 2011, the school became licensed by the Chinese Government as International School #110, and re-opened with a new philosophy of international mindedness, as well as a new name—***Qingdao Amerasia International School***. The QAIS of 2020-2021 is accredited by the American Montessori Society for our Toddler and Early Childhood Programs. We are also an authorized IB World School for the Primary Years Program (PYP), Middle Years Program (MYP), and Diploma Program (DP). Our international curriculum meets the needs of students from around the globe. The language of instruction is English with Mandarin Chinese as an additional language taught every day.

QAIS is located in Shazikou, close to the Yellow Sea. Its campus offers ready access to support extra-curricular and athletic activities.

QAIS recognizes each child's unique needs, various life experiences and different learning styles and abilities. To meet these needs, class sizes are small and personal. Teachers are trained to be sensitive to addressing this wide range of differences when helping students acquire English Language Proficiency. QAIS offers additional language classes for those students at levels needing additional help to improve English writing and speaking skills. Graduates of QAIS will be prepared to study in English language universities throughout the world.

Organization

The Board of Directors sets policy, budget and long-range plans. The faculty supervises children's education and care. Administrative responsibility rests with the Director, who is empowered to address all operational matters such as student enrollment, academics,

finances, advancement, hiring and termination of personnel, and supervision of staff. The Business Manager is responsible for risk management and all financial operations of the school including bookkeeping and financial analysis. The Business Manager oversees all vendor contracts and is responsible for human resources policies, benefits, and all aspects of facilities.

Staffing

QAIS is staffed by trained Montessori teachers and assistants in the Toddler, Early Childhood, and Lower Elementary (Grades 1-3) classes, and IB-certified teachers from Early Childhood – Grade 12. All QAIS faculty are qualified, dedicated, competent, and committed to on-going professional development. All teachers hold academic degrees from accredited universities and several hold master's degrees in their academic areas. Three staff members hold doctoral degrees.

Board of Directors

QAIS is a non-profit corporation governed by a volunteer Board of Directors comprised of community leaders, parents, business professionals, lawyers, and educators. The Board meets monthly to review and plan for the following: procedures and policies, school finances, personnel issues, future growth and physical expansion, fundraising, school administration, and oversight management of school operations.

Academics

QAIS respects and embraces the natural world and the panorama of cultures, knowledge and arts across the globe. Our classes imbue respect for both the individual and the community. Our staff strives to foster the intellectual, social-emotional, creative, and moral growth of each student.

Student Progress and Parent Conferences

A valuable tool in the evaluation of each child's development is the formal scheduled parent conference to be held twice each year by the teacher. These conferences provide an opportunity for parents and teachers to discuss the child's progress at school and concerns at home.

Each teacher is responsible for developing and maintaining a written system to record each student's academic and social progress based on classroom observations. This documentation is kept up-to-date and will delineate general subject areas.

If a student is at risk for retention or possible dismissal from the school, a conference between the teacher, parent and Principal will take place in the months of March or April. At this time, the teacher will have documented in writing, with parent signature, any difficulties, strengths and weaknesses throughout the school year.

Both parents and teachers are encouraged to request conferences throughout the year as needed. The lead teacher is the first person you should contact if a concern arises since they will be the one most knowledgeable about your child. "Drop-in" conferences are discouraged because they do not allow adequate preparation time and often disrupt the routine duties or distract the teacher from student-related responsibilities.

Parent Education

Parent education events will be coordinated at QAIS. The more knowledge the parents have about both the Montessori and IB philosophies, along with the school's policies, the more consistent a child's environment will be, and the more effective our work will be. In addition, parental support is imperative to the success of a child's education and to the school's growth and development. Parent Education nights and/or Lesson Showcases provide a forum for all of us to learn more about each other and how to best help the child.

In addition, QAIS has many parent resources available in the library. Parents are encouraged to check out materials related to Montessori education and child development, as well as International Baccalaureate Literature and International Issues in Education.

Celebrate Diversity Pledge

We, the QAIS community, believe in embracing and celebrating diversity as a core value of who we are. Every student, staff member, and parent deserves to be treated with dignity and respect at all times. Our school was founded on the principles of honoring differences, developing global citizenship and promoting respect for all life. As a community, it is imperative that we show solidarity and constant vigilance to protect one another from speech, gestures, actions and attitudes that could be interpreted as hurtful or disrespectful toward anyone due to their race, color, national origin, religion, sex, gender identity, sexual orientation, physical attributes, disability, age, or socio-economic status. We aim to love and respect one another so that we can bring our vision of a peaceful world one step closer to fruition.

Force Majeure

An event beyond the reasonable control of the parties is referred to as a "Force Majeure Event" and shall include such events as an act of God or nature, accident, fire, flood, war, riot, civil unrest, act of terrorism, chemical or biological contamination, strikes, industrial disputes, outbreak of epidemic or pandemic of disease, compliance with any law or governmental order, rule, regulation or direction (including that of a local authority), failure of utility service or transportation; it shall not include an ability to pay Fees. Subject to express written agreement to the contrary, the Parent's continuing obligations in respect of Fees shall not be affected by a Force Majeure Event, as the School shall use its best endeavors during the Force Majeure Event to provide education services. **Please Note: In the case of campus closure, Distance Learning days will count as full school days. The school will not provide refunds of tuition fees for any period of campus closure as the full academic program will continue through online platforms. Refunds for transportation and nutrition will be prorated and issued to parents once campus re-opens.**

3. QAIS CODE OF ETHICS

PRINCIPLE I - Commitment to the Student

In fulfillment of the obligation to the children, the educator:

- Shall encourage independent action in the pursuit of learning.
- Shall protect the opportunity to provide for participation in educational programs without regard to race, sex, color, creed, or national origin.
- Shall protect the health and safety of students.
- Shall honor professional commitments, maintain obligations, and contracts while neither soliciting nor involving students or their parents in schemes for commercial gain.
- Shall keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law.

PRINCIPLE II - Commitment to the Public

The QAIS educator shares in the responsibility for the development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public. In fulfilling these goals, the educator:

- Shall support his professional society and not misrepresent its policies in public discussion.
- Whenever speaking or writing about policies, the educator should take the precaution to distinguish his private views from the official position of the school.
- Shall neither interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession.

PRINCIPLE III - Commitment to the Profession

The QAIS educator makes efforts to raise professional standards and conditions to attract persons worthy of trust to careers in international education. In fulfilling these goals, the educator:

- Shall extend just and equitable treatment to all members of the education profession
- Shall represent his own professional qualification with clarity and true intent.
- Shall apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications.
- Shall use honest and effective methods of administering his duties, use of time and conducting business.

As QAIS members, we pledge to conduct ourselves in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the right of each child to have the freedom and opportunity to develop his full potential.

4. ABOUT MONTESSORI EDUCATION

The Montessori Philosophy

“It is true, we cannot make a genius. We can only give each individual the chance to fulfill his potential possibilities to become an independent, secure and balanced human being.”

~ Dr. Maria Montessori (1870-1952)

In 2007 the Montessori community celebrated the 100th Anniversary of what became known as the Montessori Method. The philosophical foundation of this approach is the premise that education should be an aid to life. We believe each child to be unique with magnificent potential. To educate the whole child, we must give him freedom to develop physically, emotionally, intellectually, and spiritually.

In her book *The Absorbent Mind* (1949), Maria Montessori provided clues to the richness of the philosophical soil in which her ideas took root. Using her medical and psychological training in human development, and through careful and objective observations of young children's behaviors when free to pursue their own interests and needs, she concluded: ...in a supportive environment...the (young) children surprisingly exhibited four characteristics usually associated with older children...the ability to concentrate, the need and enjoyment of meaningful activity or work which led to competence and independence, the ability to evidence self-discipline or self-regulation, sociability, and the desire to be a responsible and contributing member of a community.

At the QAIS Children's House, we strive to provide this supportive environment. Our faculty considers it a privilege to represent the Montessori philosophy for your children.

Montessori Goals and Objectives

The Montessori environment is designed to assist and guide children to perfect their natural interest in learning, task completion, and in acquiring the skills and self-confidence to develop their potential. Our goals include helping students create a complementary social structure among themselves through respect and concern for others.

Though the Montessori Method has many important objectives in the development of the child, the value of this education lies in the self-discipline, self-mastery, intrinsic motivation, independence, and lifelong love of learning that each student achieves. In partnership with parents, we are committed to helping each child attain these goals.

The Montessori Approach

The Montessori approach helps each child in the following ways:

- encourages independence and problem-solving skills
- creates a joyful learning experience
- aids order, concentration and coordination
- teaches respect for oneself, other people and the planet
- teaches social responsibility

The classroom environment exhibits the following characteristics:

- scientifically designed didactic materials
- aesthetically pleasing
- atmosphere that encourages social interaction

- schedule that allows for uninterrupted learning time
- identifiable ground rules
- outdoor environment to complement indoor learning environment

The program is organized in the following ways:

- multi-year age span
- commitment to complete a three-year developmental cycle
- individual and group instruction
- observational records and progress reports of each child
- regularly scheduled parent conferences
- public observation policy

We are committed to providing:

- encouragement towards intrinsic motivation, spontaneous activity and self - education
- sensory education for intellectual development
- competency through concrete experiences helping the child towards abstraction
- a cooperative learning environment through peer teaching and social interaction
- learning opportunities through the exploration of the outdoors and the community
- learning activities for creative expression
- opportunities for cultural experiences

Adults involved in the program must exhibit the following characteristics:

- credentialed teachers with a focus on continued professional development

Maria Montessori: Her Life and Work

The Montessori system of education was originated in 1907 by the Italian physician Dr. Maria Montessori (1870-1952). Her work inspired a movement that has carried the approach into more than 80 countries around the world and has influenced the development of childcare and educational practices from infancy through secondary school. The number of Montessori programs operating in both private and public schools in the United States alone is estimated at more than 6,000 - the largest group to identify with a single educational approach aside from religious schools.

As a girl, Montessori had sworn never to become a teacher, although it was the one career considered suitable for a woman. Her decision to become a doctor led to struggle; first to gain admission to the University of Rome medical school, and then to overcome the prejudices of both professors and fellow students. Despite the disapproval of her own father, moments of self-doubt, and the tremendous amount of energy and dedication required to succeed, she graduated with honors in 1894 to become Italy's first female physician. In the years that followed, the "Dottoressa"—physician, feminist, social reformer, and educator became one of the most admired, influential, and controversial women of the century. She became so admired that the most common denomination of the Italian currency before the euro, the 1,000 lire note, featured her portrait.

During her residency at the University's psychiatric clinic, Montessori's duties combined with her interest in children when she became aware of the "idiot children"- those considered uneducable. In Italy, these unfortunate little ones were placed in insane asylums alongside adult patients, with little stimulation and with no attempt to teach them even how to care for themselves. Montessori's efforts to remedy this situation led to the establishment of a state

supported school, with the Dottoressa herself as co-director.

Out of her visits to similar institutions throughout Europe, her study of French physicians Itard and Sequin and their earlier attempts to educate children with special needs, and her daily interactions with the children themselves, came a new approach to education. After a year of its use, Montessori's students performed as well as "normal" children on Italian school examinations. The newspapers reported this accomplishment as a stunning success, but Montessori was already moving on to bigger issues: "While everyone was admiring the progress of my 'idiots', I was searching for the reasons which could keep the happy healthy children of the common schools on so low a plane that they could be equaled in tests of intelligence by my unfortunate pupils." If these new methods were used with normal children, she wondered, what would happen? Would they be able to move farther toward realizing their full potential?

Her opportunity to find out came soon after. The backers of a housing project in Rome were alarmed that the new buildings were so quickly becoming defaced, like the slums they had replaced. When investigation revealed that the source of this disrepair was the small children left at home, unattended, while parents went out to work, the backers decided to allot some space for an attendant to look after the children. Dr. Montessori was invited to organize this project, and, in effect, the world's first day care center was created.

In its first year, the Casa dei Bambini, or Children's House, developed into a revolutionary kind of school that gained immediate worldwide fame for the Montessori system. Its tiny students realized a potential that no one, even Montessori herself, had even dreamed of. In an environment tailored to their needs, an atmosphere of freedom within limits, and with adults whose profound respect for the spiritual nature of the child and pedagogical techniques resembled guidance more than direct teaching, these "disadvantaged" children flourished in their development of independence, self-discipline, social grace, and cognitive accomplishment. Montessori scorned conventional classrooms where "children, like butterflies mounted on pins, are fastened each to his place." She sought, instead, to teach children by supplying concrete materials and organizing situations conducive to learning with them.

A recent biographer of Montessori states that many of the ideas she either invented or used in a new way have become part of education's common language about the subject of educating the young so much so that their source is neither recognized nor credited (Kramer, 1976). Among these ideas we find:

- Child-scaled furniture
- The concept that children learn through play
- The idea of developmentally appropriate educational materials
- The "upgraded" class, which groups children by interest and ability rather than age, provides individually paced instruction, and gives each child freedom to proceed at his/her own rate
- The idea of the child as different from adults, not just a smaller edition
- The observation that infants are learning from birth onward, that age six is late to start thinking of the child's education and three is not too early to begin schooling of the right kind
- The importance of the environment in which learning is to take place

- The significance of early stimulation for later learning and its implications for the education of the culturally impoverished child
- The observation that children take a natural pleasure in learning to master their environment and that this mastery is the basis of the sense of competence necessary for independence
- The judgment that real learning involves the ability to do things for oneself, not the passive reception of a body of knowledge
- That the child benefits from learning materials which are intrinsically interesting, reality oriented, and designed to facilitate self-correction and the refinement of sensory perceptions
- That imposing immobility and silence hampers children's learning and that, given interesting work to do, children will establish their own order
- The concept of “sensitive periods”; phases of development appropriate to the learning of specific motor and cognitive skill.
- The right of every child to develop his or her own fullest potential and the idea that the school exists to implement that right
- The idea that the school must be part of the community and involve the parents if education is to be effective.

In many respects, Montessori has been the starting place for all early childhood education. Her influence may also have made itself felt through the contributions of others respected today in the fields of education, child development, and psychology; Jean Piaget, who made many of his early observations in Montessori schools and served as president of the Swiss Montessori Society, and Erik Erikson and Helen Parkhurst, who held Montessori teaching credentials.

Montessori advocated special preparation for the teacher: a course of study promoting self-knowledge and spirituality along with knowledge of child development and techniques for implementing individualized learning, curriculum, and educational environment. For those who have made the effort to understand, her concept of “freedom within limits” is as valid today as ever; good Montessori environments still offer the child an experience that builds competence and confidence with unsurpassed effectiveness—a timeless gift from one of the world's great educators.

The Montessori Teacher

“In the 'Children's Houses', the old-time teacher, who wore herself out maintaining discipline of immobility, and who wasted her breath in loud and continual discourse, has disappeared. For this teacher we have substituted the didactic material, which contains within itself the control of errors and which makes auto-education possible to each child. The teacher has thus become a director of the spontaneous work of the children. She is not a passive force, but a silent presence.”

~Maria Montessori, *The Montessori Method*

The Teacher as a Guide

Montessori called the adult in the classroom a ‘directress’ because she directs the child’s activity in the environment. She is not to be confused with a ‘teacher’ who teaches every step of every process or directly instructs. The duty of the guide ‘is not to solve all the difficulties in the way of the child...but on the contrary expressly to see to it that each child is kept constantly supplied with difficulties and obstacles suitable to his strength.’ At QAIS we use

the common term, teacher, yet see the role as the director of the child's education.

The Montessori teacher/guide is the vital link between the child and the prepared environment. She has a secondary role. She designs and cares for the furnishings and the materials. She matches materials to the child's inner needs. To function as such requires the complete avoidance of center stage. In a Montessori classroom there is no front of the room, and no teacher's desk as a focal point of attention. Stimulation for learning comes from the total environment. The role of the teacher as a director differs considerably from that of a traditional instructor. The teacher demonstrates the correct use of materials as they are individually chosen by the children. The progress of each child is carefully watched and a detailed record of their work is kept. Each teacher has been trained to recognize individual periods of readiness.

The Montessori teacher has been characterized as:

- a perceiver of the child's needs
- a preparer of the environment
- a programmer with the materials and lessons
- a protector of the child's right to learn
- a provider of a superb example
- a living model for the child to observe.

The teacher must be prepared internally (spiritually) and externally (methodologically). She should have increased knowledge of her own self and needs. She must be able to acknowledge her weaknesses and work to diminish them. To keep alive a child's enthusiasm for learning, she needs to be flexible and have an open mind. She is herself a growing person. Training in Montessori methods is essential. The guide has the "spirit" of the scientist (i.e., patience in observing children). She should have knowledge of child development and an understanding of the small child's needs.

Since her role is somewhat different from that in a conventional classroom, the teacher will be moving among the children, working with them in a one-on-one relationship, often on the floor observing as the child works. She is constantly alert to the direction in which the child has indicated she wishes to go, and she actively seeks ways to help the child accomplish her goals.

Role in the Classroom

The teacher must be in a state of health (emotionally and physically) that will allow her/him to properly care for students. This includes having the strength and flexibility to lift an average child of this age, to be able to work with a child on the floor or at a child-size table, and to physically assist a child in the restroom or on the playground.

In addition to preparing and maintaining the environment, careful consideration also needs to be given to the appearance and behavior of the adult. All people who interact with the learners are also part of the environment. Adult appearance, behavior, attitude and mood can have an impact on what happens in the environment. EVERY adult in the environment is responsible for considerate and respectful behavior towards her colleagues:

"The teacher also must be attractive, pleasing in appearance, tidy and clean, calm and dignified. These are ideals that each can realize in her own way... the teacher's

appearance is the first step to gaining the child's confidence and respect. The teacher should study her own movements to make them as gentle and graceful as possible.”

~Maria Montessori, *The Absorbent Mind*

Observer

The Montessori teacher is responsible for careful observation and record keeping in planning for individual needs and curriculum. Observation skills include an awareness of the entire environment. This includes skills of self-observation. It takes a great deal of perceptive self-awareness to see how our own attitudes and behaviors affect those around us and the classroom in general. The teacher provides and demonstrates the special didactic apparatus (Montessori materials) but remains in the background.

“As soon as concentration has begun, act as if the child does not exist.”

~Maria Montessori, *The Absorbent Mind*

Motivator

“She (the teacher) must be able to choose an object suitable for a particular child and place it before him in such a way that he understands it and takes a keen interest in it.”

~Maria Montessori, *The Discovery of the Child*

Instructor

The main way students are introduced to materials is through careful demonstration, or presentation. In a demonstration, the teacher slowly and precisely uses the materials in its intended way while a learner or groups of learners watch. During such presentations unnecessary words and movements are avoided and actions are broken into discernible steps to increase understanding and the chance for success when the materials are used later.

Protector

As teachers, parents and administrators who work and live with young people, it is our duty to protect and respect those with whom we work. Respect for oneself, others, the environment and for life are fundamental and essential to the Montessori approach to education.

Supporter

As much as non-intervention, self-teaching and liberty are stressed, the adult's role as supporter and helper should not be neglected. When a student needs help and requests it, that help must be there. Part of the role of supporter, however, is found in holding back. At times just being close, offering a single helpful word, can help children resolve their own conflicts. Sometimes a gesture, or sigh, or sound, can be enough support. At other times a learner may want and need to be nurtured.

“She (the teacher) must always be calm, always ready to run when she is called to show her love and sympathy. To be always ready, this is all that is required.”

~Maria Montessori, *The Child*

Exemplar

Calm, kind, self-controlled behavior and considerate attitudes are tied to positive results on

the environment. Teachers should constantly try to exhibit the kinds of behavior they expect and desire in others. She must be able to work cooperatively with all colleagues.

“The scientific laboratory... where the teacher will be initiated into the 'observation of the phenomena of the inner life' should be the school in which free children develop with the help of material designed to bring about that development. When she feels herself, aflame with interest, 'seeing' the spiritual phenomena of the child and experience a serene joy and an insatiable eagerness in observing them... then she will know that she is 'initiated'. Then she will begin to become a 'teacher'.”

~Maria Montessori, Spontaneous Activity in Education (Adapted from “Together With Montessori” by Cam Gordon)

5. ABOUT INTERNATIONAL BACCALAUREATE PROGRAMMES

As an IB World School, QAIS recommends that all parents become familiar with the IB philosophy and how it will affect your child's future education. The following information about the IB Program comes directly from the IBO website at www.ibo.org. Please visit the website for further information.

Mission and Strategy

The IB is more than its educational programs and certificates. At our heart we are motivated by a mission to create a better world through education.

We value our hard-earned reputation for quality, for high standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers.

We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

All of this is captured in the IB mission statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Quick Facts

The International Baccalaureate (IB) is a non-profit educational foundation, motivated by its mission, focused on the student.

The IB program for students ages 3 to 19 helps develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world.

Founded in 1968, IB currently works with 5,284 schools in 158 countries and over 70,000 educators who serve over 1 million students. In the Asia-Pacific region, IB supports over 600 schools in 29 countries. QAIS is one of 164 IB schools in China that offer a total of 246 programs. QAIS was the 17th school in China to reach continuum status by offering all three IB programs (PYP, MYP, DP) out of 31 total continuum schools.

The three IB programs span the years from pre-kindergarten to pre-university. The programs can be offered individually or as a continuum.

The Primary Years Program for students ages 3 to 12 focuses on the development of the

whole child in the classroom and in the world outside.

The Middle Years Program for students ages 11 to 16 provides a framework of academic challenge and life skills, achieved through embracing and transcending traditional school subjects.

The Diploma Program for students ages 16 to 19 is a demanding two-year curriculum leading to final examinations and a qualification that is welcomed by leading universities around the world.

Each program includes a curriculum and pedagogy, student assessment appropriate to the age range, professional development for teachers and a process of school authorization and evaluation.

The IB organization is proud of its reputation for high quality education sustained for over 48 years. The IB curriculum represents the best from many different countries rather than the exported national system of any one.

Mission of the IB Organization

The IBO maintains high standards by actively training and supporting teachers, and by authorizing and evaluating IB World Schools.

The IBO encourages international-mindedness in IB students. To do this, students must first develop an understanding of their own cultural and national identity. All IB students learn a second language and the skills to live and work with others internationally, which is essential for life in the 21st century.

The IBO encourages a positive attitude to learning by encouraging students to ask challenging questions, to reflect critically, to develop research skills, and to learn how to learn.

IB also encourages community service believing that there is more to learning than academic studies alone.

The IBO ensures that their programs are accessible to students in a wide variety of schools: national, international, public and private in 148 countries. These IB World Schools form a worldwide community in which there is no such thing as a “typical” school (more than 50% of IB students are in state-funded schools). IB World Schools cooperate in curriculum development, student assessment and the governance of the IB, making this a unique international collaboration.

The IB Learner Profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

As IB learners we strive to be:

INQUIRERS

We develop our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

COURAGEOUS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

At QAIS, we are firmly committed to the IB philosophy and feel it is one of the most rigorous and enriching academic programs offered in the world. An IB education focuses on the whole child and prepares her for the intellectual, social, and emotional demands of 21st century living.

6. ACADEMIC PROGRAMS

The Montessori Toddler Classroom (18 months – 3 years)

The first three years of life are the most fundamental for human development. Children in the toddler classroom at QAIS grow in a nurturing environment filled with fascinating and beautiful materials specially sized for their smaller hands that entice their natural desire to explore and that promote their curiosity. The Montessori space for toddlers is carefully planned to promote exploration, independence, order, and freedom of choice and movement. While it is strategically organized with well-defined learning areas, it is open to allow plenty of room for social interaction and activities required for growth and development. The toddler child explores independently and develops a sense of security and competence that enhances her sense of self and independence. Whether practicing how to pour from a pitcher, singing a numbers song, preparing food, washing and sorting, experimenting with color mixing, or storytelling, our toddlers' work is joyful and purposeful.

TODDLER CLASS SCHEDULE:

Full Time: Monday through Friday 8:00am – 3:10pm

Montessori/PYP Early Childhood Community (Ages 3 – 6)

It is between the ages 3-6 that the child most easily learns the ground rules of human behavior. These years should be constructively devoted to freeing the child through the acquisition of good manners and habits to allow him a place in society. The child who has had these opportunities in the Montessori/PYP environment is better prepared to devote more effort to the development of his intellectual faculties.

In our established Montessori/PYP class for 3-6 year olds, there are no timetables to regiment activities or a fixed syllabus to cramp the expansion of the mind. Here, in an orderly atmosphere of freedom, the children work independently at chosen tasks, working at their own pace and rhythm for as long as they wish in order to fulfill their needs. From the foundation of sensorial experiences, the child builds his mind in the world of abstract ideas.

The Early Childhood years are filled with a wide range of didactic materials. The whole world of culture-embracing subject areas, such as geography, history, science, music, art, language and mathematics is open to the child. These early experiences will form a foundation for the wide fields of inquiry and research during the 6-12 years.

EARLY CHILDHOOD SCHEDULE:

Full Day Monday through Friday: 8:00am – 3:10pm

Montessori & IB Primary Years Program (Grades 1 - 5)

By the age of 6 or 7, children's emerging powers of reason and imagination enable them to explore and discover on an abstract level. Therefore, children are encouraged to research the answers to their own questions. Their research is not limited to the classroom, but also includes opportunities for "going out" on field trips to the library, bank, stores, beach, offices, etc. They develop a better understanding of human life through this direct experience and

begin to better appreciate the community in which they live.

The IB Primary Years Program is divided into six transdisciplinary themes: Who We Are, How We Organize Ourselves, Where We Are in Place and Time, Sharing the Planet, How We Express Ourselves, How the World Works.

Through these six themes, students will explore the following subject areas: geography, history, biology, English language and literature, Mandarin Chinese language and culture, mathematics (including elements of algebra and geometry), science (including principles of physics and chemistry), and library science. The entire curriculum is integrated, meaning that all subjects are viewed as related. For example, when students study Africa in world history they might also read African folk tales in world literature, create African masks in art, sing Swahili songs in music, make hieroglyphic calendars in math, and study African animals in zoology.

Homework is viewed as an extension of the work at school. Typically, homework involves some reading, math, research, and writing. The elementary program also includes physical education, computer technology, Mandarin, music, fine arts, practical life and social skills, community service and drama.

MYP/DP (Grades 6 – 12)

Between ages 12-18, children enter their adolescence and begin to construct their “Social Self.” Students place a great emphasis on relationships and strive to find their place in society. This period of development is characterized by self-concern and self-assessment as well as critical thinking and re-evaluation. Children experience both profound physical changes and complex mental changes.

An academic program that allows students to construct their social and moral values through the core subject areas is viewed to be the most engaging for students of this age group.

Cultural development, which has been ongoing since birth, is solidified in this plane.

Cooperative learning, inquiry-based group projects, and portfolio and performance-based assessments yield the most positive results with this age group while they navigate through a deeper understanding of math, science, technology, language, history, PE, art, and music.

Community and service projects help students of this age group to develop compassion and to see the world as interconnected.

IB SCHEDULE FOR GRADES 1 – 12

- Full Day Monday through Friday: 8:00am – 3:10pm
- Nine class periods of 40 minutes in length + an advisory period of 15 minutes.
- Classes in Elementary will be single periods; classes in Secondary will be double periods.
- An Extended Learning period (Period 10) will also be offered on Mondays, Tuesdays, Thursdays, and Fridays from 3:15-4:05.

Enrichment Activities

As part of the total learning experience in China, the curriculum is enriched by class trips throughout the year. These field trips fit into the objectives of our course of studies and are not considered optional for students. Costs such as transportation or admission fees and or lunch costs, if the tour is an all-day tour, will be assessed. We encourage parents to participate as chaperones on the field trips. Notification of the trips will be given in advance and signed permission slips are required.

Extracurricular activities will be offered at QAIS from 3:15 to 4:05 on specified days. A list of activities will be published and distributed to parents in the Fall. Students will select the afterschool activity of their choice and will be able to participate with signed parental permission.

Courses of Study

The Montessori/PYP Early Childhood course of study includes: Practical Life, Sensorial, Language, Mathematics, and Cultural Studies (Botany, Zoology, Geography, Arts). In addition, music, art, drama, physical education, and library will round out the Early Childhood curriculum.

The Elementary Program (Grades 1 – 5) course of study includes: Reading, Writing, Word Study, Mathematics, Science, Social Studies, Chinese, Music, Art, Drama, STEAM, Violin/Band (Grades 4-5), and Physical Education.

The Middle Years Programme grades 6-10 includes the following 8 curricular areas:

Group #1: Language and Literature (English and Mandarin)

Group #2: Acquired Language (English and Mandarin)

Group #3: Humanities (Individuals & Societies, History, Economics, Politics, Geography etc.)

Group #4: Integrated Science (Earth Science, Biology, Chemistry, Physics)

Group #5: Mathematics

Group #6: Music, Art, Drama, Film

Group #7: Physical and Health Education

Group #8: Design Technology

The Diploma Programme grades 11 – 12 includes three 'core' components (Extended Essay, Theory of Knowledge, and Creativity/Action/Service) in addition to the following 6 curricular areas:

Group #1: Language and Literature (English, Mandarin Chinese, Korean)

Group #2: Acquired Language (English, Mandarin Chinese)

Group #3: Humanities (Global Politics, Economics)

Group #4: Biology, Chemistry, Physics, Design Technology, Computer Science

Group #5: Mathematics

Group #6: Music, Visual Arts, Theater, or Film

School Calendar

Important dates are posted on our school calendar on our website. Days that school will not be in session are noted. After School Programs will not be available on these days; please make your plans accordingly. QAIS reserves the right to change this calendar as needed during the school year. Please check the website (www.qingdaoamerasia.org) for the most up-to-date information.

Academic Year and Daily Schedule

The academic year is comprised of thirty-six weeks divided into three trimesters of 12 weeks totaling one hundred eighty (180) school days. The annual calendar, with beginning and end dates for each trimester, holidays, parent conferences and teacher workdays is provided separately.

Popular Montessori and International Baccalaureate Websites

The internet can be an excellent tool for conducting research on the Montessori Method and the International Baccalaureate (IB) Program. In addition to the resource materials QAIS can provide for parents, the following collection of Montessori and IB websites may help you in your research.

www.amshq.org

Official website for the American Montessori Society (AMS)

www.montessori-ami.org

Official website for the Association Montessori International (AMI)

www.montessori-namta.org

Official website for the National American Montessori Teachers Association

www.montessoriconnections.com

Comprehensive resource for teachers and parents

www.ibo.org

International Baccalaureate Organization

7. ADMISSIONS PROCESS

The admissions procedure at QAIS is a two-fold process. It is designed to give parents an opportunity to learn about the school, its philosophy and policies, and to meet our faculty. It also gives us an opportunity to assess each child's needs to determine whether we are able to meet the needs and expectations of the parents. Our goal is to enroll families who will both benefit from and contribute to the school community. The various components of the application process are as follows:

Parents complete an online inquiry form and application

Parents schedule a tour, parent interview, and child interview- testing/assessment

Once all requirements for consideration have been satisfied, the Admissions Department will review the application and make a decision regarding acceptance. Parents will be notified of an admissions decision by phone and/or email. A student is formally admitted when an admissions offer has been made, and the QAIS office has received the specified fees.

We are here to guide and support you through this process so please call the Admissions office at +(86 532) 8388-9900 with any questions.

QAIS does not discriminate against students because of gender, race, religion, color, disability, nationality, ethnic origin, or sexual orientation in any of the rights, privileges, programs, administration of its educational policies and activities generally accorded or made available to the students at the school.

Recommendations and School Records

When applicable, current school records, including report cards, are requested for students entering the Early Childhood Program.

Current school records, including report cards, standardized test scores and performance evaluations are required for students entering Grade 1 through Grade 12. Student testing/assessments will not be conducted before these documents are received and reviewed.

Expectations for Applicants

The expectation for children seeking admission into the Early Childhood program is that they will complete the 3-year Early Childhood cycle, which includes Kindergarten, and then continue at QAIS for grade 1.

Admissions Decisions

Siblings of children already enrolled in QAIS, children of employees, and Montessori and/or IB transfer students are given preference in enrollments. Siblings of Early Childhood students who did not complete the 3-year cycle (which includes Kindergarten) are not given preference at enrollment time. Final acceptance and level placement will be determined by the Director and his designee(s). This decision is based on applicable interviews, evaluation of assessment

results, academic and social progress, and the balance of ages and genders within the classrooms. All children are accepted contingent upon satisfactory adjustment to the school in the opinion of the Lead Teacher and the Head of School. If the child is not enrolled in the current school year, the application will remain on file for the following school year.

New Students and Newly Enrolled Siblings of Current Students

- Admission requirements include:
- Completion of the required parental observation in the proposed classroom.
- Completion of admission application form and receipt by QAIS of the accompanying fee.
- Upon notification of an opening, or at the completion of registration, parents must complete all registration forms and submit all required fees along with the signed contract.
- All entering students are required to have a current Student Health Examination/Certificate of Immunization Form on file. Note: Students without these forms on file will not be allowed to attend class.
- All tuition deposits and enrollment fees must be paid before your child may attend class.

Returning Students

- Admission requirements include:
- Completion of a scheduled observation by the parents of children moving into a new program.
- Completion of the registration form and receipt by QAIS of the required fee. Satisfactory recommendation from teachers and the administration regarding the student's academic progress, conduct, and work habits from the previous year.
- All students are required to have a current Student Health Examination/Certificate of Immunization Form and a recent physical on file. You will be notified by the office staff approximately one month before your child's forms expire.
- Current health and immunization forms must be on file and all tuition deposits and school fees must be paid before your child may attend class.
- The placement of students in specific classes is an educational decision made by the school's faculty and administration. Parent input is welcome, but administration is not always able to accommodate placement requests.

Special Needs

QAIS values diversity and may enroll students with minor special needs. Children with special needs who apply to the school will be considered for enrollment. Consideration must be based on the current class enrollment and the teacher's ability to effectively meet the child's needs as well as the needs of the class as a whole. QAIS also has a specific special education teacher to administer a program for children with special needs. The full cooperation of the parents is required and test results/evaluations (if any) need to be submitted, or obtained, if requested. Any professional recommendations (tutoring, therapy, a shadow, etc.) must be provided to ensure the child's success. All evaluations, results, and professional recommendations are at the parents' expense, and must be shared with the school.

Note: If after a period of time (usually 4 – 6 weeks), or according to the parameters in a student's conditional contract, it is decided by the school that the child has not benefited

from the classroom experience, then the school reserves the right to dismiss the child.

Late Fee

All tuition payments and outstanding balances are subject to a late charge if not paid within the specified deadline. The late charge is 2% per month for the current school year. If an arrangement for payment of fees is not made within 30 calendar days of its due date, the student may be suspended from school, and the seat will be open to new applicants.

Withdrawals

Students leaving the school are required to fill in the QAIS withdrawal form and clear all obligations before final records will be forwarded to the next school.

Evaluation Period

Students enrolling at QAIS for the first time will be evaluated for 60 days so that the school can determine the level of support the student requires. If a student shows cognitive or emotional need, the school will discuss counseling and academic assistance options with the family. If any condition prevents the child from participating in school life, QAIS will support the family in withdrawing from the school to secure adequate care for the child.

Refunds

If a student voluntarily withdraws from QAIS, tuition may be refunded according to the calculation below. Nutrition & transportation fees will be returned on a weekly prorated basis, based on a 36-week period and inclusive of the week in which the student plans to leave school.

Refunds may be paid by check or bank transfer. Any refund by bank transfer must be paid to the same account from which initial payment was made. No refund can be given in cases where a papiao cannot be provided. Refunds will follow the procedure below.

Those paying full tuition will be eligible for refunds as follows:

Date of Withdrawal	Maximum Tuition Refund
Before Sept 30th	75%
Before Dec 16th	50%
Before Feb 28th	25%
After Feb 28th	No refund given

Those paying half-year tuition will be eligible for refunds as follows:

Date of Withdrawal	Maximum Tuition Refund
Before Sept 30th	50%
Before Dec 16th	No refund given
Before Feb 28th	50%
After Feb 28th	No refund given

Temporary Leave

For temporary leave, the parent must notify the school in advance, in writing and with reasons for the leave and a scheduled date of return to resume enrollment. Failure to notify the school of an upcoming leave may result in the loss of the student's place in an impacted class. There will not be any refund of tuition or fees for a student on temporary leave.

8. ARRIVAL AND DISMISSAL

General

Whether QAIS students arrive to school by car or by bus, it is imperative that you adhere to arrival and dismissal times, as the time before and after class is vital for the teacher to ensure a smooth and productive day for your child. Please refrain from cell phone usage during arrival and dismissal times. This shows respect for your child's day and maintains the safety of both other students and our teachers.

Emergency Contact Form/Authorized Release

We can only dismiss children to persons you have authorized on your student's Emergency Contact Form. QAIS will not accept telephone changes to this list. Parents can make changes by (1) coming into the office and making the change, or (2) sending in or faxing in a dated note with signature asking that the office make the change, or (3) filling out the Change to Dismissal Form on QingdaoAmerasia.org. Parents must let the main office/reception know when they will be sending an authorized substitute to pick up their child in lieu of following the daily pick-up schedule. This helps the staff watch for other caretakers and enables them to advise the child of the change.

If known in advance, please communicate pick-up changes and early pick-up to the main office in writing.

Early Childhood and Elementary Children

At arrival, keep your good-byes short and cheerful. A long departure can be very difficult for the child. If you have a message for the school, please write it down and give it to the greeting teacher.

At dismissal, teachers will escort your child to the bus or to your vehicle. Questions for the lead teacher should be held until a later time so that traffic will not back up. Please do not engage classroom associates in conversation during this time. All teachers are available via email or telephone and will respond to inquiries, concerns or request for a conference within 24 hours.

Car Pools

Any new car pools or changes in pick-up must be communicated to the school in writing so that the authorized pick up list/Emergency Contact form can be updated. Each car pool driver is responsible for any changes within the car pool, not the teacher. We suggest that carpooling children be introduced to each other before the first day of school.

We strongly recommend car pool drivers have the following information in their glove compartments: name, address, and telephone number of each child, business and cell phone numbers of each parent, doctor's name and phone number.

Tardiness

Teachers will not be available to greet children who are tardy. If you arrive past the drop-off time you must park and walk into the administrative office to sign in your child.

Promptness in a child's life is very important. Punctual arrival is important for classroom management and the child's sense of order (this cannot be overemphasized). Late arrivals can disrupt learning activities for the children who are already present, and delay classroom involvement for the child who is late.

Late Pick-Up

Please pick up your child promptly at dismissal time. Your child learns to expect you at certain times each day. If you will be late, please call us so that we can reassure your child, as young children tend to become distressed when their parents are late.

If the parent is tardy more than three times, parents will be charged a childcare fee of ¥10 for every ten minutes beyond regular school hours that children must be supervised by Teaching Assistants.

Attendance

All students are expected to attend school daily. Parents should endeavor to do their best in having students arrive on time, rested and in good physical health. Regular class attendance indicates parental recognition of the responsibility to obtain the maximum experience through attending QAIS.

Attendance is taken daily and absences are recorded. Please call the school if you know your child will be absent. It is not necessary to speak with the teacher; a message is sufficient.

Explanations for absences are required for Toddler, Early Childhood, and Elementary students. If the school does not hear from the parent, reception will contact the home to determine the cause for absence. The school encourages parents to schedule vacations and trips to coincide with school breaks.

A child is considered tardy if he/she enters the room after 8:00am. If the child is consistently tardy, the parent/guardian will be contacted by the teacher and a memo filed in the student's file. Likewise, parents who consistently take their children out of school before regular dismissal must sign them out of the office, which will be noted on the student's attendance record.

Students who are absent more than 18 days (10%) are at risk of not being promoted to the next grade level at the end of the year. A conference will be held with the Director and his designee(s) to create an Academic Action Plan to make up missed class time.

Parking

Parents and other drivers are cautioned to drive slowly and to exercise extreme caution when backing up or pulling out of the parking area. Pedestrians, as well as drivers, must exercise extreme care at the designated drop-off and pick-up areas.

Please be advised that all parents and visitors to the school must obey all parking laws for the city of Qingdao.

9. SCHOOL POLICIES

Essential Agreements

As each QAIS student grows and matures, he/she assumes more responsibility for meeting academic expectations and for supporting the values of this community.

Committed to this idea of responsibility, students should strive to improve themselves daily, to make positive contributions to their peers and the community, and to encourage others to do the same.

Students can achieve this through their adherence to our Essential Agreements defined herein.

A. Code of Conduct/Behavior Policy

We expect all students to carry themselves as compassionate, respectful, internationally-minded scholars, with grace and courtesy, and in a way that represents our core tenets as an IB and Montessori school. The IB Learner Profile, Positive Discipline, and Restorative approaches form the foundation of our general behavioral policy. In the event that disruptive, disrespectful, destructive, obscene, or hurtful behavior is demonstrated, students will face logical consequences for their actions and work to restore harmony in the QAIS community through verbal and written reflection, peace meetings with other students, and community and service activities that transform negative energy into positive. Suspensions from school will be used sparingly, as a last resort, and when all other interventions have failed, OR when student health and safety is at immediate risk.

B. Birthday Celebration Policy

We do not have “birthday parties” at school. Please do not send any foods or snacks including cupcakes, cookies, or soft drinks. Balloons, party favors, candy, etc. are not permitted.

Montessori Program

The school will keep a record of each child’s birthday and celebrate each in a special manner called a Celebration of Life. Pictures of students from birth to present are an excellent lesson in history that is personal and fun. Your child will share these at circle time. Please consult with the lead teacher to send in pictures for your child to create his/her timeline and set a time when you can come and participate in the celebration.

C. Non-School Party Invitations

Parties outside of school are a great way for children to meet and celebrate with classmates and other parents. Please do not send invitations to be handed out in school. Also, talk to your child about limiting his/her birthday conversations to home and not school. Your cooperation with this rule will save other children from having their feelings hurt. Thank you.

D. Communication Policy

Open Door Policy

As a school community, we strive to resolve issues directly between the individuals concerned wherever possible, modeling respect for each other. As a means of support to QAIS families, the door of all administrators is always open to assist in the process of resolving issues or to talk over questions or concerns you may have about the school and its policies. The Administration welcomes comments, complaints/suggestions, or compliments.

As information filtered through multiple sources is likely less precise or reliable, we encourage parents to seek direct communication with those best informed about or able to address a situation.

Phone Calls

During school hours, teachers and students are unable to receive calls. If you would like to communicate with your child or his/her teacher, call the office to leave a message. If it is an emergency, please contact the office, and staff will deliver a message immediately.

Confidentiality

All QAIS employees are exposed to information related to students, parents, and co-workers. To protect the interests of these individuals, all employees are expected to keep such information confidential.

Newsletters

QAIS sends a Monday Messenger by email every week during the academic year, to include upcoming event information, important school notices, and information about recent happenings in the school. You can subscribe to our newsletter on this link:

<http://qingdaoamerasia.org/sign-up-newsletter/>.

Please add: Info@QingdaoAmerasia.org to your address book to ensure that you receive this important communication.

Parent Hub

For the convenience of our community, and in order to reduce our environmental impact, QAIS has moved our administrative forms and documents online. Whether you wish to notify us of your child's absence, order new uniform articles, change your child's dismissal arrangements, or give permission for your child to participate in exciting school trips, you can now do it online. You can access Parent Hub by visiting QingdaoAmerasia.org, and clicking the "Parent Hub" link in the top- left navigation bar. The password for the school year 2020-2021: children2021

School Directory

A school directory will be issued each year by Parent Connect (PTA) with a list of student and parent names and phone numbers pending parent permission and signed authorization. This directory is intended solely for the convenience of the parents and school staff in arranging school and social affairs. It is not to be distributed to non-QAIS families, nor is it to be used for any solicitation or commercial purposes of any kind.

WeChat Notices

QAIS has created a WeChat account to support communication between home and school. It is intended for informational purposes only as communications will be sent home from time to time regarding upcoming events, policy reminders, or a change in schedule. Whenever your child brings a notice home, QAIS will send an electronic notification also. Please make sure the

office has the current phone number of each parent.

Parents are requested to read the Monday Messenger, classroom newsletters, and other parent notices in order to keep abreast of school policies, educational issues, school programs, special events, and other pertinent matters regarding their family's involvement at QAIS.

School Website

Please also visit the school website for additional information and updates on school policies and events, throughout the year: <http://qingdaoamerasia.org>

ManageBac

QAIS uses the web-based ManageBac system to support its organization of the school's IB program. Additionally, this system is utilized to support communication between home and school. Information related to your child's performance in school as well as end-of-term reports will be shared through this system. All parents and families have access to the ManageBac system and each account is personal and password protected. At the onset of the school year, access can be gained using your email address and password.

You can access ManageBac on this link: <https://qais.managebac.com/login>

If you have forgotten your password, please indicate that during login or call the school to send you a reset link.

If you have forgotten your password, please indicate that during login or call the school to send you a reset link.

For further information or trouble with ManageBac, please contact:
adminteam@qingdaoamerasia.org

E. Electronics Use Policy

At QAIS, we are committed to our students' intellectual growth as well as their social-emotional growth. Many students benefit from using digital devices in class when permitted; however, we feel that students will benefit more from face-to-face conversation during social time than with their electronics. We feel strongly that both social development and language development will flourish given more opportunities to experience the joys of human interaction and togetherness.

Agreement

While electronic devices will be used regularly in classrooms for research and projects, the non-academic use of electronic devices will not be permitted on campus between the hours of 8:00 and 3:10 Monday through Friday. Students should turn off their electronic devices as soon as they arrive at QAIS in the morning and keep them in pockets, backpacks, or lockers for the remainder of the day, unless a teacher inside a classroom permits their use for an assignment, or writes a note permitting their use to make up work during lunch.

First Offense: Staff warning and student must place electronic device in backpack or locker.

Second Offense: Staff will confiscate the electronic device and will keep the device safe until 3:10 when it is returned directly to the student.

Third Offense: Staff will confiscate the electronic device and will keep the device safe until a parent

can come to pick it up.

Laptops

Our Bring-Your-Own-Device Program begins in Grade 4 as laptops will be used daily. Students are responsible for the care of their own laptops. The purpose of the laptop is to engage students in interactive, multimedia platforms, deepen familiarity with technology, and boost comprehension. Laptops will be used for these purposes at school and at home.

Downloading of additional software or files by students is neither allowed nor acceptable. Often, downloaded music or game files obtained from online sources will contain viruses or malware. Downloading these to the laptop can cause serious problems for the laptop and other computers on the school's network. If a download is necessary, see J.D. Holtrop, the Director of Technology, or Mr. Jim Zhai for assistance.

Additional information related to the use of electronics at QAIS can be found in the Electronics Use Policy attainable by school personnel.

Use of laptops during class must be related to what is being taught. Personal web-surfing, emailing, chatting, or playing games during school time is unacceptable.

F. Homework Policy

QAIS Lower School Homework Policy

Philosophy

QAIS Lower School homework is seen as providing students with opportunities for meaningful and engaging continuations of learning from the classroom into the home. Homework will support the development of five approaches to learning skills—research, thinking, self-management, social, and communication—as well as develop or deepen student understanding of concepts currently explored in the units of inquiry and /or subject areas.

Lower School

Homework at QAIS will be given every night Monday through Thursday. No more than 60 minutes of effective time should be spent on homework on any given night. The following guidelines provide an overview of the kinds of homework given at each grade level.

Daily Reading

In language, reading skills are developed through establishing a love of literature in a range of genres and forms. Therefore, students are keeping weekly reading logs with help from parents and teachers to celebrate and acknowledge the daily reading outside the school. In order to support overall language development, every student is expected to read and/or be read to by his or her parents every day. Reading homework for students with English as an additional language should also include regular reading in the child's first/mother tongue language as the research shows that proficiency in the child's first language determines the development of the proficiency in any additional languages learned.

The Development of Procedural Fluency in Mathematics

In order to support the overall understanding of mathematical concepts it is important that attention is paid to developing confidence and fluency in a wide range of strategies as well as the developmental connections between the strategies and the sign and symbol system of mathematics.

Grade 1

- Reading log for 5 days a week (parents read to their child for minimum of 10 minutes each night)
- Daily word study assignment
- Daily exploration of math concepts
- Additional Language (EAL & Chinese) homework 5 – 10 minutes every day.
- Occasionally students may be given projects designed to be done at home in support of the current unit of inquiry, other learning in the classroom or other tasks that are connected to students' interest outside the school

Grades 2 – 3

- Reading log for 5 days a week (minimum of 15 minutes of reading every day)
- Daily word study assignment
- Daily exploration of math concepts
- Additional Language (EAL & Chinese) homework 5 – 10 minutes every day.
- Specific weekly reading assignments (assigned by the teacher)
- Occasionally students may be given projects designed to be done at home in support of the current unit of inquiry, other learning in the classroom or other tasks that are connected to students' interest outside the school. Generally, these tasks will involve research and / or reflection and may, at times, be assigned over a period of weeks.
- Any additional homework given is based on goals identified in student portfolios, parent conferences, and report cards.

Grades 4 – 5

- Reading log for 5 days a week (minimum of 30 minutes of reading every day)
- Daily word study assignments
- Daily exploration of math concepts
- Additional Language (EAL & Chinese) homework 15 – 20 minutes every day.
- Specific weekly reading assignments (assigned by the teacher)
- Occasionally students may be given projects designed to be continued or completed at home in support of the current unit of inquiry, other learning in the classroom or other tasks that are connected to students' interest outside the school. Generally, these tasks will involve research and/or reflection and may, at times, be assigned over a period of weeks. Any additional homework given is based on goals identified in student portfolios, parent conferences and report cards.

QAIS Upper School Homework Policy

Philosophy

At QAIS, we define homework as:

“Work done outside of normal school hours, but not necessarily done at home.”

We expect homework that is assigned by teachers to be stimulating, appropriately challenging and as rewarding as school-based work. We encourage students to develop their own interests

for study (which may include work related to that learned within school) as part of our philosophy of developing life-long learners (see our QAIS Mission Statement).

We recognize that academic studies about the benefits and detriments of homework are inconclusive, and mostly determined by correlation rather than by an established causation. Therefore, we *assume* that homework, when assigned by teachers in moderation in the Upper School and when it is achievable independently by a student, is a positive force for learning.

Current considerations

At QAIS we believe that homework is valuable in developing an understanding and awareness in students that learning takes place away from the direct supervision of teachers in-line with our mission of “aiming to inspire life-long learners.”

John Hattie’s analysis of 161 meta-analyses on the effectiveness of homework indicated that a small amount of homework is as effective as a large amount of homework, and that the most effective homework used skills based on work already learned in class and was least effective when project work.

In the upper school, homework should translate directly into work that promotes a deeper expertise of ATL (Approaches to Learning) clusters and individual skills.

There is evidence by correlation that burdensome homework is detrimental to a student’s well-being. Therefore, as nurturing and encouraging a joy of learning are part of our core values we have adopted the advice from the Centre for Public Education that, “homework should be assigned judiciously and moderately,” and we believe that homework must be purposeful with the reasons for the homework understood clearly by both teachers and students.

Homework Practices

Homework must only be assigned to students if it is both differentiated and meaningful.

An excellent way to assign meaningful and differentiated homework to students is to have the students decide and record what they choose to do in order to improve their learning in a subject.

We consider homework meaningful if it meets the following two criteria:

- a. The work is directly related to the work done in class or the unit of work being studied.
- b. The homework is a continuation of work done in class and does not introduce new concepts. Additionally, is not work where assessment for learning or assessment of learning would normally take place. Work that meets this criterion includes reading, observing/watching, listening, reflecting, synthesizing, reviewing or finalizing work already conceptually understood.

The maximum total amount of homework that should be given each day is the equivalent of 10 minutes per grade level. This can be maximized by ensuring that the whole of class time is used for effective, high quality teaching and learning. Please be mindful that homework does not simply come from the subject disciplines, but also from the program core.

IB Class	Grade level	Maximum Time/evening (min)
MYP 1	6	60
MYP 2	7	70
MYP 3	8	80
MYP 4	9	90
MYP 5	10	100
DP 1	11	110
DP 2	12	120

The teachers, mentors and advisors of each grade level have joint responsibility to ensure that homework is given equitably and that the homework is recorded on ManageBac and also thoroughly explained to students.

Homework must be recorded on ManageBac.

G. Nut-Sensitive Campus Policy

In order to protect members of our community with nut allergies, QAIS strives to maintain a nut-sensitive campus, understanding fully that the school's ability to maintain absolute control over what children may or may not eat prior to entering campus is limited. However, parents are asked to please pay attention to the contents of any foods that children bring to school or eat prior to coming to school, doing whatever necessary to avoid exposing classmates to hazardous allergens. Nuts and ground nuts (including peanuts) are not permitted on QAIS campus in any form (including as oils, in cakes or as other foods) All foods provided by the school such as snacks and lunch will be nut-free. In instances where outside vendors are participating in school events (e.g. International Day, Chinese New Year, Family Fun Day, etc.), the school does not guarantee that all foods will be nut-free. Parents are responsible for monitoring their children's eating activities during such events.

Background

Peanut allergy requires stringent avoidance and management plans, as it is one of the most common food allergies in children, adolescents and adults. Reactions to peanuts are often more severe than to other foods.

Peanut has been a leading cause of severe, life threatening, and even fatal allergic reactions.

Very minute quantities of peanut, when ingested, can result in life threatening reaction. Cross contamination is more likely to occur with peanut butter due to the adhesive nature of the peanut protein to other foods/surfaces.

Emergency treatment

In the event of an emergency, the following guidelines will be met for emergency treatment: For any of the signs and/or symptoms observed with an anaphylactic child the first response is to follow the Anaphylaxis Emergency Treatment Plan: A.C.T.

- Administer the epinephrine auto-injector
- Call the hospital, stating you have an individual with anaphylaxis
- Transport immediately to hospital

Identifying nut free items for QAIS community members

It is NOT practical to provide a list of 'safe' peanut/tree nut-free snacks. The contents of products and the lines on which they are produced change often and cannot always guarantee that their product is peanut/tree nut free. We encourage everyone to read the contents of the packages and if it says 'may contain' nut products – please do not send these items to school even for your child's personal consumption.

H. Off-Campus Activities Policies Neighborhood Walks Policy

A great deal of learning at QAIS is not confined solely to the classroom; instruction sometimes takes place outside or is enhanced by neighborhood walking trips. We ask your permission for your child to participate in neighborhood walks for learning activities, not to exceed 1km from school.

Field Trip Permission/Policy

Throughout the year, QAIS students participate in activities which take them beyond the walls of the school, to enhance their opportunities for academic growth, and to strengthen the bonds of our student community. As we continue to engage students through these meaningful activities, we are revising our notification process for this academic year.

QAIS excursions have consistently maintained high standards of planning and interest. A few of the trips taken by our students include:

- Exploring the Qingdao International Animation and Gaming Industrial Park
- Reviewing a 3D art presentation at the sports stadium
- Participating in athletic events such as basketball or football
- Participating in paintball or bowling as part of the QAIS Youth Club.

All excursions taken by QAIS students will adhere to the following standards:

- Notification will be sent home at least one week in advance.
- There will be one teacher or adult chaperone for every ten secondary students or every five lower school students.
- Destinations that are not within walking distance will require a bus or van with updated maintenance records and insurance.
- Destinations will be within a 70-minute drive from the QAIS campus, unless additional parental permissions are requested.
- If the students will be away during snack and/or lunch, those who are enrolled in the school nutrition plan will have their food provided by QAIS.
- Activities will comply with local laws and safety regulations.
- Adult chaperones will investigate the route and the site in advance, to be reasonably certain that there are no risks to student safety at any time.

- Adult chaperones will coordinate before the trip to share responsibilities for managing students and communicating with the school.
- The same behavioral standards apply to trips as to on-campus activities.
- Unless otherwise specified, physical activity will be limited to walking.
- Activities will be cancelled or postponed in cases where students' safe participation or objectives may be compromised. These cases may include (but are not limited to): Heavy rainfall or snow; air quality index beyond acceptable levels for outside activity; local or regional emergency situation; sudden closure of the activity.

I. Transportation Guidelines

Bus Behavior

The following behavior is expected on the QAIS school bus both in the morning and in the afternoon:

- Sitting in seat with seatbelt on. **No switching seats!**
- Arms, legs, head etc. must remain inside the bus at all times.
- No objects of any kind will be thrown on the bus or out the window.
- Language and behavior are to be respectful and kind to drivers, bus monitors, and fellow students.
- Students are to help keep the bus clean and orderly.
- Students should keep their voices at a reasonable volume so as not to shout or disturb others.
- Students must follow bus monitor/chaperone requests
- Use clean speech and gestures that demonstrate cultural awareness and sensitivity to all students at all times.
- No food is to be eaten on the bus.
- Drinks are allowed on the bus. When students get off the bus, they must throw out their juice box or bottle in the plastic bag at the front of the bus.

Bus Stop and Pick-Up Guidelines

To ensure the safety of our students, QAIS personnel, including Reception, bus drivers, and bus monitors will adhere to the following guidelines with regard to picking up your child from school or from the bus stop.

Meeting Children at Campus and Bus Stop

QAIS requires that all parents designate an adult to pick their child up from school, or to meet their child when exiting the school bus. If the designated adult cannot come on a particular day, or if there is any other change to the child's pick-up, the parent should notify Reception of the new designee's name and contact number at least two hours in advance, either by email to admin@QingdaoAmerasia.org or by WeChat to the school's official account (QAIS_INFO).

Please Note: Previous arrangements (Photo ID and name) of any new designee must be provided prior to any child being dismissed. Proof of identity will also need to be provided to the school office by any designee prior to the students' dismissal.

If a parent or other designee is not at the bus stop when the bus arrives, the bus monitor will

attempt to contact the designee at the phone number provided. The bus will wait up to one minute before continuing along the scheduled route; if necessary, the bus monitor will arrange for the parent or designee to meet the child at a later stop on the route.

Parents may give permission for a child age 10 or older to walk home by himself/herself, by indicating this preference on the Essential Agreement Signatures form. In these cases, the parent acknowledges that QAIS cannot accept liability for incidents occurring outside of the bus or after leaving QAIS campus.

Contacting Bus Monitors

The bus monitor's attention is to be on the safety of students. Please note that bus monitors are to use mobile phones only to notify parents of delays; in case of emergencies; or to receive notifications from school Reception. Unless there is some emergency, please do not contact bus monitors while they are en route. Should the bus be later than usual on any day, the bus monitor will notify you.

J. Non-Bus Dismissal

QAIS is committed to doing everything we can to provide a safe environment for our entire community, from the moment each child is entrusted to our care in the morning to the time that he/she meets a guardian in the afternoon.

Children in Grade 7 and above are permitted to leave QAIS campus after dismissal, without waiting for pick-up by a parent or guardian. However, QAIS cannot accept responsibility for the safety or actions of our students once they have left the school's area of supervision. In order for parents to arrange for a child to leave campus without school bus or guardian, QAIS requires that parents sign a waiver releasing the school from liability for occurrences after your child leaves campus.

K. Uniform Policy Philosophy

At QAIS, we believe that a student's appearance has an impact on his/her attitudes and behaviors. The uniform policy helps maintain a sense of modesty and equality while educating students about appropriate dress for a particular time and place. QAIS expects every student to conform to consistent and acceptable dress standards and to observe the spirit represented by the uniform policy.

QAIS students are expected to appear clean and well-groomed. The QAIS school uniforms are intended to achieve a similarity of appearance, clearly identifying the students as part of QAIS, while minimizing competition and distractions among its students. Parental cooperation in the enforcement of QAIS uniform regulations is very important.

L. General Guidelines

Appropriate Dress All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students are expected to adhere to the Uniform Policy/Dress Code developed for their particular level. Students and their parents

have the primary responsibility for acceptable student dress and appearance.

A student's dress, grooming and appearance, including hair style/color, jewelry, make up and nails, shall:

- Be safe, appropriate and not disrupt or interfere with the educational process.
- Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
- Ensure that underwear is completely covered with outer clothing.
- Include stable, closed-toe footwear at all times in cases of emergency that require swift evacuation and/or assistance of young students. Footwear, such as flip-flops or high heels, that are a safety hazard will not be allowed.
- Hats and head coverings are not permitted except for a medical or religious purpose.
- Clothing containing vulgar, obscene, offensive, libelous language/graphics or language/graphics that denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability will be strictly forbidden.
- Clothing that promotes or endorses the use of alcohol, tobacco or illegal drugs and/or encourages other illegal or violent activities will be strictly forbidden.

The Director or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of school and when necessary during the year and any revisions to the dress code made during the school year.

An individual student's failure to comply with the uniform/dress code regulations will be called to that students' attention. After repeated dress code violations, the parents will be notified.

Summer:

PSPE Days Polo shirt or Family Fun Run tee shirt; navy blue shorts or skirt.

Non-PSPE Days

Girls: Short-sleeve blouse; blue dress, plaid skirt, or navy blue shorts; Polo shirt.

Boys: Short-sleeve button-down shirt; navy blue shorts; polo shirt.

Winter:

PSPE Days PSPE track uniform or grey/blue fleece sport uniform; tee shirt or long-sleeve polo shirt

Non-PSPE Days

Boys: Long-sleeve shirt; trousers; sweater or vest

Girls: Long-sleeve blouse; plaid dress or skirt, or trousers; sweater or vest; leggings

Special Events

Girls: either blue sun dress, white short-sleeve blouse, and bow tie; or plaid skirt or trousers, long-sleeve blouse, sweater/vest, and bow tie.

Boys: Same as non-PSPE day, plus tie.

M. Smog Policy

QAIS is committed to the health and safety of its students and staff, and as such, has taken deliberate measures to reduce the deleterious effects of air pollution on our school community by placing air purification systems in all classrooms and common areas throughout the building.

This year, school will remain open no matter what the outdoor AQI is. On days when outdoor pollution is elevated, recess and PE classes will be held indoors. In our ongoing efforts to mitigate the harmful effects of pollution, we maintain a policy of Activity Guidelines by Air Quality Index:

0-150 (Green): No restrictions to outdoor activities including morning arrival, recess, P.E., afternoon dismissal, and outdoor field trips for all students.

151-200 (Orange): PM 2.5 Masks are recommended for all students participating in outdoor activities including morning arrival, recess, P.E., afternoon dismissal, and outdoor field trips.

200+ (Red): All outdoor activities and field trips will be moved indoors or rescheduled.

Please be advised that the new *QAIS Activity Guidelines by Air Quality Index* is in effect throughout the school year. We ask that you please remind your students to keep a PM 2.5 mask in their backpack at all times so that it is easily accessible on high pollution days.

N. Gifts to QAIS Staff

QAIS staff are always grateful for the appreciation of their students and parents. When this appreciation is shown in the form of gifts, however, it is not something our staff can reciprocate with gifts or favors of any kind while they are still employees of the school. To avoid the possibility that any gift could ever cause feelings of obligation on the part of a staff member towards the family who gives it, the school limits teachers to accepting only non-monetary gifts of a modest value and requires them to politely refuse gifts of a monetary nature, such as cash or gift cards. This policy is not meant to be rude; it is meant to avoid conflict of interest.

O. Parent Code of Conduct Agreement

As a member of the QAIS community, I agree to use my thoughts, speech, and actions to promote harmony while I am on campus. I will strive to be positive and supportive in my speech and writing about QAIS, its students and faculty both in school, around Qingdao, in my online/digital presence, and on WeChat, and I will do my best to make a profound and lasting positive contribution to the community of students, parents, teachers, and staff there.

When I have questions about aspects of the school such as IB/Montessori philosophy, child-centered pedagogical approaches, inquiry-based, holistic instruction, or school policies and procedures, I will contact school administration directly to seek clarification before engaging in digital group chat about such matters. I understand that this approach reduces confusion and eliminates mixed messages about QAIS values.

I will approach and embrace all members of the QAIS family without judgment and will maintain a rapport with them that is always one of patience, kindness, openness, and optimism. I will remain flexible in my relationships with other parents in the community, as well as with QAIS staff, and will be respectful and appreciative of the cultural differences between the various ethnicities represented by the QAIS community as I strive to reach new levels of understanding

through my daily interactions. I will cherish the opportunity to learn about and embrace new cultures and will promote empathy and unconditional acceptance of all ethnicities in my own family and with my own children to foster the development of international mindedness and global citizenship in them.

I believe in the QAIS vision of creating an IB/Montessori school for the sake of lifelong learning and growth and I understand that any negative energy caused by gossip, judgments against others, or harboring resentment may have deep and enduring negative effects on the community, which will prevent the QAIS family from achieving its highest potential. I will hold myself to the highest professional standards while I am a member of the QAIS community and will be an ambassador for the school both in and around Qingdao.

When conflicts arise, I will strive to resolve them swiftly and directly without rancor or judgment and will encourage my children and other parents in the QAIS community to do the same. I understand and believe that familial conflicts of a private nature should remain private, and I will work to resolve my private affairs without involving other QAIS parents, students, or school staff in such matters to garner support for my cause.

If conflict should arise between my child and other children at the school, I understand that the School has policies and procedures in place to resolve such matters peacefully, and therefore, I will not interfere in the School's method of handling such matters. If my assistance is requested, I will work peacefully and cooperatively with administration, heed the advice given to me, and work with my child to resolve such conflicts so that both parties walk away with a greater appreciation for one another, greater empathy, and greater acceptance. I trust that the "restorative" practices used by QAIS to resolve student conflicts are in my child's best interest and teach children to become courageous, communicative, compassionate peacemakers. Therefore, I will not try to take matters into my own hands and impose on or interfere in the administrative processes and procedures that have been put in place for conflict resolution. I understand that I am not a QAIS staff member, and therefore, I will not speak directly with any children at QAIS who might be in conflict with my child, and instead, will work patiently with QAIS staff until student conflicts are resolved.

Most importantly, I will not allow conflicts between my child and others to create discord among other students, or their parents in the larger QAIS community.

I will support and participate willingly in school events and activities when my presence is requested, and when my schedule allows, such as unit celebrations, parent education events, concerts, plays, student conferences, observations, presentations, mother-tongue events, International Day, Family Fun Run, graduation, etc.

I understand that enrolling in QAIS is a choice I have made because I believe in the school mission and vision. Therefore, I will make a conscious effort to align my values with those of the school in my speech, in my actions, and when raising my children, and understand that if I find over time that my values are incongruous with those of the school, there are several other educational options in Qingdao to explore that might better serve me. I will take full ownership of my speech and actions in the QAIS community, and understand that if QAIS finds my values to be grossly incongruous with those of the School, the School reserves the right to withdraw admission for my child/children, since such incongruity will have an enduring negative effect on the School mission and vision.

I acknowledge and embrace the nobility of the IB and Montessori programs, and will treat the

experience of being part of the QAIS family as an opportunity to make human connections, to deepen my understanding of child-centered, inquiry-based, holistic approaches to learning, to experience the richness of life in an international school community, and to work with the school to enhance the skills of my child/children while promoting all ten attributes of the IB Learner Profile in them, as well as grace, courtesy, and respect.

I will strive to remain appreciative of the opportunity to contribute to life at QAIS and to bring a sense of calm, peace, order, warmth, and humor to the community so that QAIS remains a place of true joy, inspiration, and lifelong learning.

P. Celebrate Diversity Pledge

We, the QAIS community, believe in embracing and celebrating diversity as a core value of who we are. Every student, staff member, and parent deserves to be treated with dignity and respect at all times. Our school was founded on the principles of honoring differences, developing global citizenship and promoting respect for all life. As a community, it is imperative that we show solidarity and constant vigilance to protect one another from speech, gestures, actions, and attitudes that could be interpreted as hurtful or disrespectful toward anyone due to their race, color, national origin, religion, sex, gender identity, sexual orientation, physical attributes, disability, age, or socio-economic status. We aim to love and respect one another so that we can bring our vision of a peaceful world one step closer to fruition.

Q. Secondary Extended Learning (Period 10)

Teachers will be available during preparation periods for conferences and extra help, according to a schedule made available to parents and students, and as needed after school. Secondary teachers are expected to meet promptly and regularly with students who need extra help sessions. These sessions should take place at mutually agreed upon times during the school day, or after school. Students who are finding it challenging to reach depth of understanding and mastery of classroom material (Scores of 4, 5, 6, or 7 on summative tasks), or who are struggling to hand in assignments on time are expected to work closely with classroom teachers during Extended Learning (Period 10) no later than 24-48 hours after the teacher or student has identified that extra help would be beneficial. Parents are expected to sign Extra Help Essential Agreements to facilitate the extra help process. When students are asked to stay for Period 10 (3:15-4:15) parents must be notified first, and permission granted. Students are required to find transportation home on their own. In cases where students are not able to meet a teacher within 24-48 hours an extra help session is requested, teachers may require that students attend extended learning sessions during the Elective Period 8 from 1:35-2:20 or Period 9 from 2:25-3:10. In these cases, teachers will notify the Secondary Principal so that Electives teachers can be informed and attendance handled appropriately. This policy helps to build a strong work ethic throughout the Secondary School.

R. Force Majeure

An event beyond the reasonable control of the parties is referred to as a “Force Majeure Event” and shall include such events as an act of God or nature, accident, fire, flood, war, riot, civil unrest, act of terrorism, chemical or biological contamination, strikes, industrial disputes, outbreak of epidemic or pandemic of disease, compliance with any law or governmental order, rule,

regulation or direction (including that of a local authority), failure of utility service or transportation; it shall not include an ability to pay Fees. Subject to express written agreement to the contrary, the Parent's continuing obligations in respect of Fees shall not be affected by a Force Majeure Event, as the School shall use its best endeavors during the Force Majeure Event to provide education services. **Please Note: In the case of campus closure, Distance Learning days will count as full school days. The school will not provide refunds of tuition fees for any period of campus closure as the full academic program will continue through online platforms. Refunds for transportation and nutrition will be prorated and issued to parents once campus re-opens.**

S. Bullying Policy

The School's Position

While at QAIS, children are growing and learning to control their language, their bodies, and their behavior. In our efforts to support this learning, great efforts are expended to observe all behaviors associated with control of the body- verbal and non-verbal, and to understand its intent. Whether or not these actions fall within or outside of the school's own definition of bullying, it is important for all persons to understand that an approach to correcting inappropriate behavior and/or actions of those involved will be systematic and conducted in a manner befitting general Policies for Discipline. These policies, in part, as found in both the Parent and Student Handbook include:

- QAIS recognizes that self-discipline is a developed skill requiring practice, guidance and support. In order to assist in developing and refining such self-discipline, children will be empowered to be self-monitoring, positive and productive members of the community.
- The power of words cannot be understated. Teaching and encouraging children to use their words in a peaceful and respectful manner is our intention. Fostering such skills enables everyone to join in and encourages positive, peaceful and supportive social relationships so that everyone feels included, encouraged and productive. The words and actions of each individual directly relate to the effectiveness and productivity of the whole.
- The goal for all of us is that we become self-disciplined in so far as each of us is able.

Bullying Defined

Bullying is the habitual use of physical or verbal force by an individual or group of individuals to coerce, belittle or intimidate another. Specific criteria that constitute bullying include:

- The behavior is one-sided
- The behavior occurs with great frequency (daily or weekly)
- The behavior is malicious

Addressing Bullying Behavior

Behavior that is constituted as bullying will be addressed appropriately and within the guidelines set forth here. In light of our efforts to teach and support a curriculum of peace education and to stop bullying behavior, the following steps will be taken:

Determination as to whether or not the behavior under question falls within the QAIS definition of bullying will be made by all necessary parties. In either case, each will be addressed.

In instances where bullying is apparent:

1. All students, parents, teachers and adults (parties) will confirm notification of the behavior.
2. All necessary opportunities will be taken to support dialogue and an understanding between the students and/or adults with whom the conflict exists.

This includes but will not be limited to:

- a. Facilitated one-on-one conferences and Peace Interventions between the students and/or adults by the director/teacher.
 - b. As applicable, facilitated one-on-one conferences between the students and their parents with the director/teacher.
3. Weekly/Biweekly communication, as necessary and as agreed by all parties, will occur between all parties as a means to monitoring the relationship between both students/adults.
 4. Meetings to support the development of each student and their ability will occur on weekly or bi-weekly basis, as necessary and as agreed by all parties, between the director/teacher and the parent.
 5. Other considerations will be made as necessary, through collective dialogue and agreement, should bullying behavior continue, in any case. These considerations may include:
 - a. Direct teacher supervision.
 - b. Temporary removal from environments where behavior is exhibited.
 - c. Temporary change of environment for the work cycle and/or recess.
 - d. Permanent change of environment.
 - e. Temporary removal from the school environment.
 - f. Permanent removal from the school environment.

T. Tutoring

It is unprofessional for teachers to tutor their own students for money, unless extenuating circumstances exist. If this is the case, prior approval by the Head of School is necessary. In the case of teachers tutoring students from other QAIS classrooms and QAIS alumni, approval by the Head of School is also necessary. In the case of tutoring students from other QAIS classrooms, it is the tutoring teacher's responsibility to contact the classroom teacher to collaborate on behalf of the student. Tutoring hours are 4:30 – 5:30 pm after regular QAIS school hours.

10. OTHER GENERAL GUIDELINES

School Pictures/Yearbook

Individual and class group pictures will be taken at QAIS. These pictures will be taken in the spring. If you know that your child will be out of town during this time, please notify the office, so that we may try to arrange to have the make-up picture day when your child is present.

QAIS and the secondary Yearbook Committee will put together a yearbook including photos of all the children and activities throughout the year. The yearbook will be distributed in the last week of school to ensure inclusion of end-of-year events. Yearbook costs per student will be approximately 200RMB. Yearbook orders will be taken at the beginning of May.

Items from Home

Toddlers

Sharing is not an expectation for the toddler, as the “self ” continues to evolve. As a child becomes more self-secure, the sharing of self and possessions (an extension of self for the toddler) becomes a natural occurrence. We have utmost respect for each child's process.

Early Childhood and Elementary

To avoid loss, damage or friction between children, toys, dolls, candy and gum are not permitted. Such items tend to foster a child's insecurity, and do not encourage the child to pursue the wealth of classroom materials and activities. Inappropriate items will be returned to the parent at the end of the schoolday.

We do encourage items of special interest to share with the entire class, such as books, post cards, special nature items, objects from the country being studied, etc.

Foreign Objects

If you should find any unfamiliar objects in your child's pocket, please save them for us! Sometimes a child likes to take home “mementos” from the school. These items may very well be an important part of school equipment, even though they do not appear very valuable. Much of the equipment is very expensive with hard to get replacement parts, or it is a material that represents considerable time taken by teachers to make.

11. CONDUCT AND DISCIPLINE

Philosophy of Discipline

First and foremost, the QAIS philosophy is holistic in its approach to serving the needs of the child and employs the methods and practices outlined in Maria Montessori's Peace Education curriculum, as well as the Restorative Justice program, designed by Margaret Thorsborne and David Vinegard. By employing this program, QAIS looks to:

- Support better relationships among our students,
- Develop higher degrees of engagement in learning by our students,
- Create new opportunities for developing greater social and emotional competence in our students.

The basis of our conduct and discipline policy is further defined by our belief that children can be responsible and supported to grow and become well-rounded, articulate, emotionally/socially adept and caring human beings. QAIS staff prepares the environment so that each child will feel safe, secure, and respected. When the child first becomes intensely absorbed in his work, he has taken the initial step toward genuine self-discipline. In the words of Maria Montessori, "A child who can control himself is free to learn." This is a belief held for all children, within all programs.

Every child has the right to express his/her feelings; anger, hurt, frustration, etc. When aggressive behavior occurs, the children involved are taken aside by a teacher. The teacher will try to help them express their feelings verbally. Teachers assist the children by giving them the language to communicate their feelings. At no time will excessive discipline measures, like corporal punishment or verbal abuse, ever be used.

In an effort to help children internalize values about conduct and social interactions, our program emphasizes the development of clear behavior expectations. The goal is to promote good decision-making habits. We do recognize that while the freedoms, unique structure, and learning environments are suitable for many children, they do not serve all children.

Sometimes other settings would be more helpful for the child or the school.

Expected Student Behaviors

Given the different developmental levels that exist at our school, it is clear that there is no one set of criteria for appropriate behaviors. As a result, we have attempted a more developmentally based grouping of behaviors to which most children should be able to manage, and, while this list is not exhaustive, we hope that it will serve as a guide to parents, teachers, and students.

Expected Toddler Behaviors (18 months to Age 3)

After six weeks (at the most), the toddler child is able to function in class without the presence of a parent and is open to gentle, teacher direction or redirection, even when angry or distressed.

Expected Pre-Primary Behaviors (age 3-6)

The pre-primary child is able to: approach a task with concentration and a reasonable willingness to complete it; communicate needs and ideas; resolve conflicts with adult supervision if necessary, work and concentrate within a large group environment of 21-24 children; sit and participate in group lessons; do independent work.

Expected Elementary Behaviors

The elementary child is able to: initiate and complete a work cycle independently; concentrate in the midst of moderate distraction; participate cooperatively in peer group work; demonstrate respect for the classroom environment and for classroom rules; demonstrate self-control; avoid violence towards people, things or animals; demonstrate patience; understand consequence; follow directions and resolve conflicts with adult supervision if necessary.

Expected Middle School/High School Behaviors

The adolescent and high school child is characterized by self-concern and self-assessment. At this stage in development, students are expected to enhance their critical thinking skills and be able to conduct regular and frequent self-assessment. This period is marked by profound physical and mental changes while children begin to try to find their place in this world.

Children at this stage are expected to further construct their social and moral values while working together to practice for life in society. Children at this level are expected to gain greater independence and feel confident that they can stand on their own to accomplish their daily tasks such as schoolwork, homework, and household chores. Children at this stage are expected to exhibit concentration, participate cooperatively in peer group work, demonstrate respect for classroom environment and for classroom rules, demonstrate self-control, avoid violence towards people, things, or animals; demonstrate patience, understand consequence, follow directions and resolve conflicts on their own or with adult supervision if necessary.

Students at this level question socially constructed rules and are highly concerned with fairness. Open dialogue, teamwork, community service, field trips, and hands-on activities are great ways to engage students at this stage of development.

Behavioral Disruptions & Interventions

This is a brief list of behaviors that are disruptive, distracting, disrespectful, or otherwise contrary to the philosophy of QAIS and, as such, are unacceptable.

Toddler behavioral disruptions: Hitting, biting, scratching, tantrums.

Possible intervention strategies: Give attention for positive behavior; redirect child to another activity; give appropriate choices; elicit assistance of child demonstrating aggressive behavior in treatment and recovery of the "victim"; provide predictable routines.

Early Childhood behavioral disruptions: All forms of physical aggression (including hitting, spitting, and kicking); destruction of or damage to others' property; repeated noncompliance; deliberate teasing or taunting of peers; disregard of safety rules; name calling; temper

tantrums; consistent failure to finish work; repeated inappropriate silliness.

Possible intervention strategies: Verbal redirection; isolate child to a safe place, informal parental feedback; elicit assistance of child demonstrating aggressive behavior in treatment and recovery of the “victim”; logical consequences such as restitution, classroom chores, etc.; loss of recess; assigned seating or assigned activity; daily encouragement first thing in the morning; attention for positive behavior.

Elementary/Secondary behavioral disruptions: Verbal aggression (as defined by a pattern of teasing, name calling, bullying behavior, cursing peers, taunting, put-downs, starting rumors, excluding children, intimidation, verbal threatening, hate speech); disrespect for teachers, other students, or property (as indicated by ignoring instructions, arguing in a loud manner, harming property, etc.); repeated noncompliance; repeated inappropriate silliness; all forms of physical aggression (including hitting, biting, spitting, kicking, and shoving); overly rough play; stealing; threatening physical violence against peers; behaviors that are contrary to safety rules; unsportsmanlike behavior; temper tantrums; refusal to do work or follow directions; and consistent failure to finish work. Possible intervention strategies: Informal parental feedback; appropriate and logical restitution; assigned seating; assigned work; loss of recess or other privileges; negotiated contracts for specific negative behaviors; attention for positive behavior; reasoning.

Possible Parent Responses: While there is no one response that is always successful in curbing inappropriate school behavior, we have found that the following parent interventions provide the student with a consistent message of expected standards of conduct.

- Discuss inappropriate behavior and how to avoid similar situations in the future.
- Remind child every morning on the way to school how to avoid troubling situations.
- After consultation with the teacher, and if parents and teachers agree, loss of privilege(s) at home.
- Give verbal encouragement and periodic incentives for appropriate, pro-social behaviors at school.
- Respond to phone calls from school in a timely manner.

Unacceptable Behaviors

Toddler

Not applicable.

Early Childhood

Repetitive pattern of defiance of and non-compliance with adult authority; repeated non-accidental physical violence.

Elementary/Secondary

Any repetitive physical violence (e.g., biting, hitting, scratching, spitting); bullying of any form including verbally or in writing, bringing weapons to school or using school objects as weapons to hurt others; overly rough play; stealing; threatening physical violence against

peers; all forms of sexually inappropriate behavior; repetitive pattern of defiance of or noncompliance with adult authority.

Intervention Strategies

Early dismissal from school; parent/teacher/Head of School conference; development and implementation of an Urgent Action Plan.

When Standard Interventions Fail

Our staff is encouraged to use any of the following intervention strategies when the more typical methods of behavior management have been ineffective. Central to our goal is to notify parents quickly when their child's behaviors are problematic and to have a clear plan of action in the event that stronger efforts are needed. Depending on the situation, some of these strategies may be skipped or others may be substituted.

- Documentation of misbehaviors and consequences
- Parent/teacher meeting followed by a parent/teacher/Head of School conference
- Requirement for a “shadow” to accompany child at school
- Recommendation of psychological consultation for parents and teaching staff
- Early dismissal from school
- Development and Implementation of an Urgent Action Plan

Urgent Action Plan

An Urgent Action Plan would be subject to review by the Director and his designee(s) and will be individualized to meet particular student/situation needs. From the date of the plan's initiation to the end of the school year, consequences of violations of particular school rules would be as follows:

First Offense: Early dismissal from school

Second Offense: Three-day suspension

Third Offense: Expulsion

Student Dis-Enrollment

When students enter QAIS, it is understood that both they and their parents agree to support all rules of the school as outlined in this Parent Handbook. In situations involving repeated violations of school rules, or if at any time a student's influence is considered harmful, or his/ her presence in the school is regarded as undesirable, the school reserves the right to require withdrawal.

Every effort will be made to avoid terminating a child's enrollment in the school. The following are grounds for dis-enrollment:

- Failure of the parents to cooperate with the school's policies
- Failure by the parents to provide health forms and other paperwork required for enrollment

- Excessive biting
- Uncontrolled hitting
- Physical or emotional problems that require excessive one-on-one attention
- Ongoing behavioral problems that are disruptive to the classroom atmosphere and other students
- Parent's refusal to seek professional help when suggested as being in the child's best interests
- Inability of the school to meet the apparent needs of the child, as determined by teaching staff consensus
- Parent's disrespectful behavior toward other parents, children, teachers, administrators or any other staff

12. HEALTH AND SAFETY

Health Information

QAIS believes that health plays a primary role in the success of every student. The following forms must be on file in the Administration Office for every student by the first day of school:

- Physical Evaluation Form
- Certificate of Immunization Status

QAIS purchases accident and hospital insurance for each student who attends QAIS.

Illness Guidelines and Medical Exclusion Policy

Children frequently experience seasonal health effects due to changes in weather. In some cases, they may experience fever that can be regulated with medication. In other instances, children need to take medication for non-contagious illnesses. Please be aware that if your child experiences either of these issues, you must adhere to the following rules for their own health and safety as well as the health and safety of others.

If your child has a fever, you may not medicate him/her in order to send him/her to school. A child must be fever free for 24 hours without the help of medication before being allowed back on school campus.

Students, who are ill and not able to participate in the entire program/daily class activities, including outdoor recess, are expected to stay home until able to do so. If a student is going to be absent, please call the office and report the absence and provide the reason with as much detail as possible. If a student is at school and begins vomiting, experiencing diarrhea or develops a temperature, parents will be notified and asked to pick up their child immediately. If your child has contracted a communicable disease, please contact the school immediately.

Is My Child Too Ill to Come to School?

Educating yourself about communicable diseases and other necessary policies of QAIS is also important. By doing so, you can help us to ensure that your child and everyone else in the entire school community is safe.

We cannot admit your child to school if one or more of the following conditions exist:

- 1) The illness prevents the child from participating comfortably in normal school activities in the classroom.
- 2) The illness/injury requires more care than teachers can provide without compromising the health, safety, and supervision of the other children in the class.
- 3) A health-care professional has diagnosed the child with a communicable or infectious disease, and the child does not have medical documentation to indicate that s/he is no longer contagious.

Communicable Diseases

Exclusion criteria and conditions for return: QAIS has the authority to exclude students who are suffering or are suspected of suffering from communicable disease or any other virus.

A student may return to class following symptoms of communicable illness when:

- inclusion requirements of the communicable disease are met.
- all detectable symptoms of contagion have cleared up.
- documentation from an A-listed Qingdao hospital has been provided to the school stating that the student is no longer contagious. A-listed hospitals in Qingdao currently include Municipal Hospital, University Hospital, Qingdao Children’s Hospital, 401 Hospital, etc. Unfortunately, we cannot accept clearance letters from private doctors and family/friends.

Any costs incurred to obtain a doctor’s note will be the responsibility of the parents. If exclusion regulations have been met, but the student is still not participating/ benefiting from the school program, parents will be notified of the school’s concerns. In the event of a flu outbreak or other pandemic we will notify the QAIS community as soon as possible through phone, WeChat, written note, or email. Please see the table below for common illnesses and their conditions for return to school.

Illness/Symptoms	Conditions for return
<p>General Fever</p> <p>Incubation period: Varies Contagious period: Varies</p> <p>Symptoms: Elevated temperature above 37.3 C, headache, body aches</p>	<p>Free of fever for 24 hours without the help of medication. need physician’s note stating child does not have communicable disease. Covid test may be required</p>
<p>Cold/cough</p> <p>Incubation period: Varies Contagious period: Varies</p> <p>Symptoms may include elevated temperature plus one of the following: Yellow-green nasal discharge/Cough/Sore throat/Sneezing/ Swollen glands/Skin rash</p>	<p>May return to school if no fever (temp 37.3 or greater) for 24 hours and note from physician stating child does not have an infectious disease; if no fever, yet child has a persistent cough or excessive nasal discharge, please keep child home.</p>
<p>Ringworm</p> <p>Incubation period:7-14 days Contagious period: lesions are present, less than 24 hours of treatment</p> <p>Symptoms include: itchy rash, mostly at night, sores</p>	<p>May return to 24 hours after treatment has started and may need a physician's consent in a written note. Area should be covered.</p>
<p>Vomiting</p> <p>Incubation period: Varies Contagious period: 48 hours after last episode of vomiting</p> <p>Symptoms: Abdominal pain, cramping</p>	<p>Free of vomiting for 48 hours; may need physician’s note stating child does not have communicable disease</p>

<p>Diarrhea</p> <p>Incubation period: Varies Contagious period: for 48 hours after last episode of diarrhea</p> <p>Symptoms: watery stools, stomach cramping, can be accompanied with vomiting</p>	<p>Free of watery stools for 48 hours after last stool; may need physician's note stating child does not have communicable disease</p>
<p>Fainting/seizures</p>	<p>Free of symptoms; may need physician's note stating child does not have communicable disease</p>
<p>Head and Body lice</p> <p>Incubation period: 10 days Contagious period: whenever lice are present</p> <p>Symptoms: Itchy head and scalp, difficulty sleeping. Redness</p>	<p>Children will not be excluded from school but will be expected to begin lice treatment immediately upon diagnosis with lice shampoo and removal of nits. Children MUST wear hair up and removed from their face.</p>
<p>Influenza</p> <p>Incubation period: 1-4 days Contagious period: From the day before symptoms appear until 7 days after onset of flu symptoms</p> <p>Symptoms include: fever, malaise, headache, loss of appetite, and body aches.</p>	<p>May return to school 7 days after symptoms appeared, symptom free and feeling well; physician's note stating child does not have communicable disease.</p>
<p>German Measles (Rubella)</p> <p>Incubation period: 17 days Contagious for about 1 week before and at least 4 days after onset of rash</p> <p>Symptoms include: fever, malaise enlarged lymph nodes, headache</p>	<p>Can re-admit on Day 8 from onset of rash. Physician's note stating child does not have communicable disease</p>
<p>Measles (Rubeola)</p> <p>Incubation period: 10-12 days Contagious period: 4 days before rash starts until 4 days after</p> <p>Symptoms: Cough, fever, rash</p>	<p>Can readmit on the 7th day after the appearance of rash. Physician's note stating child does not have communicable disease</p>

<p>Mumps</p> <p>Incubation period: 16-18 days Contagious period: 7 days before onset until 8 days after symptoms</p> <p>Symptoms: pain in the salivary glands, fever, pain while swallowing, swollen glands</p>	<p>Re-admit 9 days after onset of swollen glands or once swollen glands have returned to normal size, whichever is the shorter timeframe. Physician's note stating child does not have communicable disease</p>
<p>Strep Throat/Scarlet Fever</p> <p>Incubation period: 2-5 days Contagious period: A few days before symptoms show and until 24 hours after antibiotic treatment</p> <p>Symptoms include: fever, chills, sore throat, swollen glands</p>	<p>May return after 24 hours of antibiotic therapy and if well enough to participate. Physician's note stating child does not have communicable disease</p>
<p>Whooping Cough (Pertussis)</p> <p>Incubation period: 7-10 days Contagious period: 14 days after onset of cough</p> <p>Symptoms include: barking cough, fever, difficulty breathing</p>	<p>Re-admit 5 days after starting antibiotic treatment or after 3 weeks have passed since onset of cough (no antibiotic treatment). Physician's note stating child does not have communicable disease</p>
<p>Norovirus</p> <p>Incubation period: 2-3 days Contagious period: start of illness to 3 days after recovery</p> <p>Symptoms include: fever, vomiting, abdominal pain, diarrhea</p>	<p>Child can return to school after having no episodes of diarrhea or vomiting without help of medication for 24 hours. May need physician's note stating child does not have communicable disease</p>
<p>Rotavirus</p> <p>Incubation period: 6-7 days Contagious period: 2 days before onset of symptoms to 10 days after onset</p> <p>Symptoms include: vomiting, abdominal pain, diarrhea</p>	<p>Child can return to school after having no episodes of diarrhea for 24 hours. May need physician's note stating child does not have communicable disease</p>
<p>Corona Virus Disease (COVID-19)</p> <p>Incubation period: 2-14 days Contagious period: 14 days/unknown</p> <p>Symptoms include: fever (≥ 37.3) cough and fatigue, shortness of breath, sore throat.</p>	<p>Student needs to go to a grade A designated hospital for treatment (isolation at home for 14 days), and return to school with the doctor's written medical clearance before returning to school. This must be from a grade A designated hospital.</p>

<p>Hand, Foot, Mouth Disease</p> <p>Incubation period: 3-6 days Contagious period: Respiratory – 1 to 3 weeks Stool – Up to several months *handwashing is important*</p> <p>Symptoms include: fever, blisters on palms, fingers, soles of feet, tongue, and gums.</p>	<p>May return to school 7 days after onset of blisters/fever and with a physician’s note stating that child does not have a communicable disease</p>
<p>Chicken Pox (Varicella)</p> <p>Incubation period: 12-14 days Contagious period: 1-2 days before rash is present and until blisters form scabs (usually 5-7 days).</p> <p>Symptoms include: fever, headache, and lethargy with a red itchy rash, with fluid-filled blisters which may be found on the body</p>	<p>May return to school if no new blisters within 24 hours and all blisters are dried and scabbed; physician’s note stating that child does not have a communicable disease</p>
<p>Pink Eye (Conjunctivitis)</p> <p>Incubation period: May occur with other viral symptoms Contagious period: From the day before symptoms appear and until 24 hours after antibiotic treatment</p> <p>Symptoms include: reddened eye with pus-like discharge from eye(s)</p>	<p>May return to school 24 hours after the first dose of antibiotic treatment or with a physician’s note stating that the child is not communicable</p>
<p>Impetigo</p> <p>Incubation Period: 1 – 10 days Contagious Period: lesions are present; less than 24 hours of treatment</p> <p>Symptoms include: red oozing sores that form a crust</p>	<p>May return to 24 hours after treatment has started and may need a physician's note stating that the child is not communicable.</p>
<p>Scabies</p> <p>Incubation period: 1 day – 6 weeks Contagious period: lesions are present; less than 24 - hours of treatment</p> <p>Symptoms include: itchy rash, mostly at night, sores developing</p>	<p>May return to 24 hours after treatment has started and with a physician's consent in a written note</p>

Source: Managing Infectious Diseases in Childcare and School, 4th Edition, 2016.

****Please note: If one of your children has a contagious disease such as the ones listed in the above chart, there is a high risk of transmission to a sibling. Therefore, in order to protect the larger community, the School reserves the right to exclude siblings from attending school, as well, to prevent possible spread of disease to others in the school.***

Notification of Parents in the Case of Illness or Injury

In most cases, parents will not be notified for "minor" illness or injuries (see appendix A for Minor, Moderate and Severe Illness criteria) However, parents will be notified for all "moderate" illnesses and injuries. This includes if the student becomes ill at school with a communicable illness. In this case, parents will be asked to pick their child up immediately. In addition, parents may be notified if their child is unable to fully participate in normal school routines due illness, despite being treated by the school nurse and resting, etc., or if the student sustained an injury that requires further evaluation or observation.

In the case of moderate illness or injury at school, the nurse will send an incident report to the student's parents by email and notify them of the email with the following text message:

"Hello from the QAIS Nurse's Office: Your child was seen today by the nurse. Please check your email for more information about their visit. Thank you!

来自QAIS护士办公室的您好: 护士今天看到了您的孩子。有关他们访问的更多信息, 请查看您的电子邮件。谢谢!

안녕하세요QAIS 간호사사무실에서:

오늘귀하의자녀는간호사가보았습니다. 방문에대한자세한내용은이메일을확인하십시오. 고맙습니다!"

In cases of "severe" or life-threatening illness or injury, parents will be notified immediately.

Emergency Contact Information

It is important for the school to have access to an emergency phone number for every student at QAIS in case the parents are unable to be reached in the event of an accident or illness. Please make sure the school has an emergency phone number for your child

Medical Information/Health Assessment Record

Each student is required to have on record a completed QAIS Physical Evaluation Form (available on QAIS Parent Hub), which includes an immunization record and allergies signed by a doctor.

Medication Administration Policy

Your child may require medication to be given during the school day. In order to safely administer medication to your child at school, the medication should be

delivered to the school in its original packaging by your child or via your child's bus monitor. A Medication Administration Form (found on the QAIS Parent Hub) must be submitted for each medication brought in from home. This form can be completed and submitted online. The school nurse will receive a copy of the submitted Medication Administration Form. Please also make sure your child's classroom teacher is aware.

All medication must be safely stored in the nurse's office and may not be kept in the classroom. All medications brought from home must be administered by the School Nurse. **MEDICATION WILL NOT BE ADMINISTERED WITHOUT A MEDICATION ADMINISTRATION FORM.**

To ensure that your child receives necessary medication, please follow these steps: Complete Medication Administration Form online (found on QAIS Parent Hub)

- 1) Name of student,
- 2) Grade/Class
- 3) Name of medication to be administered
- 4) Dosage (how much?)
- 5) Time when to administer
- 6) Parent's Signature

Please clearly label the medication with student's name/class. Medication must be in its original packaging.

If the student takes the bus, please have student or bus monitor bring medication to your child's teacher or to the School Nurse so the medication can be safely stored in the Nurse's office.

***In the case where a student needs an emergency or long-term medication stored in the Nurse's office (e.g. inhalers, Epi-Pens), please submit a Medication Administration Form.

The Medical Disbursement Form can be found on the Parent Hub at www.qingdaoamerasia.org/parent-hub/.

Classroom Health and Sanitation

Practicing and encouraging good health habits are continuous processes for both staff and students. A clean, sanitary environment is a basic necessity of promoting good health. Employees are responsible for the daily and ongoing cleaning of their own "work-space." Continuous maintenance, cleaning and sanitizing of all furniture, equipment and materials in the classroom's indoor and outdoor environments as needed.

All bathrooms, floors, glass doors and counter tops are cleaned daily by our professional cleaning service.

The employee's first priority at QAIS is the safety of the children. All staff members are expected to bear this in mind at all times. Preparation of a safe environment in and outside the building is a responsibility shared by all staff and faculty.

Fire Alarms & Drills

The school is required to have a minimum of two fire drills per year. The teacher is responsible for instructing the children on the fire drill procedures. All students are required to leave their building through the designated fire exit (posted in each classroom) in an orderly manner upon the sounding of the fire alarm. Students, accompanied by teachers, must remain a safe distance (as outlined by local fire department) from any building, and beyond school driveways and access roads. All staff and students are prohibited from reentering any school building until directed by Head of School, Fire Marshal, or other senior administrative official supervising the evacuation. Each time the alarm goes off it must be treated as a possible emergency. Teachers will remain with their class at all times.

Supervision of Children

Each teacher is responsible for ensuring that children are under the direct supervision of one or more teachers, at all times. When indoors, teachers are watching or directing the children's activities within the proximity of the same room. When outdoors, children are in sight of their teacher and designated play area. When more than one teacher is supervising outdoors, teachers are in separate areas of the playground to maximize the view of the children and ensure their safety.

13. PARENT PARTICIPATION

Consistency & Continuity

Consistency and continuity between home & school is probably the greatest support parents can offer children. Since families choosing international private schools generally share values, goals and attitudes compatible with the QAIS philosophy, families and the School can build a growing relationship to enhance the child's development. Mutual education and communication are the primary components of such progress. Similar home and school expectations, responses and goals help children to thrive in an educational setting.

Volunteer Opportunities

Through involvement in school committees, special events, fundraising campaigns, and class projects, parents give generously of their personal and financial resources to ensure that their children receive the highest quality education possible. There are a wide variety of volunteer opportunities available through the QAIS Parent Connect (PTA).

The purpose of Parent Connect is to enhance and support the educational experience at QAIS, to develop a closer connection between school and home by encouraging parental involvement, to educate toddler and Early Childhood parents on the Montessori Method, grade 1-12 parents on the IB philosophy, and to improve the environment at QAIS through volunteer and financial support. All parents with children attending QAIS are automatically members of Parent Connect and we look forward to everyone's participation. Some of the possible Parent Connect events are Back To School/New Family Social, International Day, Parents Night Out, Pizza Lunch, Book Fair, Edible Schoolyard, Taste-of-the-World Holiday Party, May Day, Teacher Appreciation Luncheon and Family Fun Day.

14. STUDENT RECORDS

Privacy of Student Files

Student files are confidential records and are kept secure from unauthorized access. Each student file should contain a log (name, date, purpose) of those persons or agencies that have had access to the student's file. Parents or guardians may have access to the child's file by written request to the office at least 24 hours in advance. The file must be viewed in the presence of a QAIS staff member.

A copy of the student's file may be sent to an outside professional, such as a psychologist or educational diagnostician, if requested in writing by the parent(s), or guardian(s).

Update of School Records

The most important documents QAIS has in its possession to safeguard your child are his/her "school records." It is from these records that we obtain information necessary to contact you in case of an emergency or provide the necessary care and/or protection of your child.

Therefore, the school office must be notified immediately regarding any change which affects the accuracy of this information recorded in our student records. This includes parents' addresses, home and work numbers, parent employment, emergency contacts, physician's name and/or phone number and parent custodial rights. Changes in your child's physical condition or medical needs must also be reported as soon as possible.

Health and immunization forms will be released to parents or designated schools, only upon written request from the parents. Transcript information will be provided to transferring institutions only upon written parental request and only when the student's financial accounts are up-to-date.

Requests

All requests to access student records by parents shall be submitted to the Director or designee in writing. If a parent disagrees with any information in their children's record and requests a change be made, the request shall be submitted in writing. The Director will investigate the information in question. After such investigation, if the information in the student's record is deemed incorrect, the Director will make the appropriate change to the record. If the information is deemed correct, the Director will provide the parent a written statement explaining and justifying that decision.

Transcripts

By written request, the parent/guardian may ask that a photocopy of the student's file, along with completed recommendation forms, be issued to another school. Copies sent directly are marked "Official Transcript" and are noted in the file. Report cards and transcripts cannot be issued if a student has an outstanding balance on his or her account that is more than sixty

days past due. They will be forwarded once the account has been brought up to date. Record requests require up to one month to process.

Withdrawal of Children

Please refer to the Tuition Policies with regard to withdrawals before the end of the school year.

Grading and Reporting

A uniform system of reporting student progress is in place through a Student Information System called Montessori Compass (Montessori) and ManageBac (IB PYP, IB MYP, IB DP). At the end of each semester, a teacher/parent conference takes place in all grades and the parents receive a written report of progress. These reports indicate how well the student is doing in each academic area.

Assessments for the Montessori Children's House

At QAIS, the Montessori curriculum is organized in a developmental sequence from one phase of learning to the next. The individual child, however, is able to work successfully through elements of the curriculum in a sequence unique to him/herself. For this reason, comparisons between students may not be meaningful. The validity of norm-referenced assessment and the ranking of students are further reduced in the Montessori context because, in a multi-age classroom, there are comparatively small numbers of children at the same age and stage.

Therefore, assessment in QAIS Montessori Children's House is based on each child's mastery of skills and knowledge at any point in the sequence, rather than on norm-referenced assessment.

Children display their progress and achievement through a variety of modes, including spoken and written language, interaction with others, creative arts such as drama, visual arts, model-making and, importantly, through applying what they have learned in practical ways.

Formative Assessment

Montessori teachers keep careful records to ensure the children are provided with appropriate lessons when they are ready. Daily observation of children and detailed record keeping help teachers plan the lessons individuals will need next. At QAIS, the Montessori teachers keep the following records:

- lessons presented
- the follow up work completed by each student
- student progress and achievements
- challenges encountered by individual students and how those challenges were resolved

Montessori teaching and learning practices provide enhanced opportunities for formative assessment.

Summative Assessment

The learner's achievements in Montessori classrooms are recorded through observations, the student portfolios and detailed records of progress. Progress can also be measured against achievement benchmarks -or standards-based criteria. In these ways, each student's progress can be expressed in terms meaningful to the student, as well as to teachers, parents and the wider community. Parents will be given a progress report three times a year. Portfolios will be given at the end of the three-year cycle (at the end of the child's kindergarten year).

QAIS Montessori/PYP Children's House is designed to meet the needs and interests of individual children. One important need is for children to become successful members of the culture in which they live. To address this need, Montessori/PYP teachers compare the demands of the curriculum mandated by the authorities to the traditional Montessori curriculum and the PYP Program of Inquiry to ensure that all mandated areas are covered. The expansive nature and enormous scope of the Montessori/PYP curriculum also means children have the opportunity to cover many topics not covered by a state or national curriculum and explore areas in greater depth.

Assessments for the International Baccalaureate Programme

The International Baccalaureate Programmes at QAIS encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development. (www.ibo.org) In doing so, QAIS staff employ a number of strategies to support student inquiry, engagement, and development including but not limited to:

Formative assessment

- The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:
 - help students identify their strengths and weaknesses and target areas that need work
 - help faculty recognize where students are struggling and address problems immediately.
 - Formative assessments are generally *low stakes*, which means that they have low or no point value.
 - Examples of formative assessments include asking students to:
 1. draw a concept map in class to represent their understanding of a topic
 2. submit one or two sentences identifying the main point of a lecture
 3. turn in a research proposal for early feedback

Summative assessment

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often *high stakes*, which means that they have a point value that will be reflected on a student transcript and viewed by universities. Examples of summative assessments include:

- an end of unit assessment
- a midterm exam

- a final project
- a paper
- a presentation

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

Source: Carnegie Mellon University

<https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>

APPENDIX A: Minor, Major, and Severe Injuries and Conditions

MINOR CONDITIONS AND INJURIES

Minor Conditions and Injuries defined:

Conditions such as: slight headaches (not related to injury), mild stomach aches, mild cold symptoms, mild dizziness, menstrual cramps, general complaints of feeling unwell. *Injuries* such as: small lacerations, falls resulting scrapes, small cuts, mild muscle strains; minor impact with balls or other students resulting in areas of redness that occur in areas of the body other than head or face.

Treatment for Minor Conditions or Injuries:

Minor conditions may require: temperature check, assessment of symptoms (e.g. visualize and assess throat, auscultate breath sounds), salt water gargle, rest in Nurse's office, warm application, etc. These conditions may require reassessment during the day and possible advancement to "moderate" severity.

Minor injuries may require: first aid; cleaning wounds with soap and water, applying topical antibiotic ointment and bandages; simple concussion assessment, insect bite care, contusions and strains requiring cold application,

Communication with Parents for Minor Condition and Injuries:

In general, the Nurse will not notify parents of students seen for minor conditions or injuries. However, the Nurse will notify parents via both text message alert and emailed visit report for minor conditions or injury if further observation at home is warranted.

MODERATE CONDITIONS AND INJURIES

Moderate Conditions and Injuries defined:

Conditions such as: fever (37.5 - 38.0); sore throat unrelieved with salt water gargle; headache and dizziness unrelieved by rest; moderate stomach ache, nausea and vomiting; persistent cough, coarse breath sounds; and moderate menstrual cramps unrelieved by warm application; skin rashes and skin infections; ear pain with accompanied redness seen with otoscope; lice; dental infection/pain; any condition impacting a student's ability to concentrate in class.

injuries such as: larger wounds from trips and falls; injuries sustained from a forceful impact of balls and collision with other students or objects, moderate strains (e.g. twisting ankles, strained wrists, hands or fingers); moderate contusions with accompanied swelling; bites from other children; injuries involving head, face or eyes; any injury impacting a student's ability to concentrate in class

Treatment for Moderate Conditions and Injuries defined:

Moderate Conditions may require: temperature check; assessment of throat, auscultation of breath sounds; salt water gargle, cold and warm application for pain, rest in Nurse's Office; conditions with may require continued observation at home. *Moderate injuries may require:* First aid for wounds; pain management with cold or warm application; full

concussion assessment; injuries requiring follow up with outside physician; any injury which may require continued observation at home.

Communication with Parents for Moderate Conditions and Injuries:

The Nurse will notify parents via text message alert and emailed visit report for all moderate conditions and injuries so that the continued observation can take place at home. Teachers for Toddler, EC, Magnolia and Sunflower may use their own communication methods to also make parents aware.

SEVERE CONDITIONS

Severe Conditions and Injuries defined:

Conditions such as: high fever (>38.0); seizure; change in level of consciousness; severe headache; severe stomach pain; and shortness of breath.

Injuries such as: those involving head, face or neck which results in dizziness, somnolence, vomiting, loss of consciousness; broken bones/severe sprains where unable to ambulate or use limb; anaphylaxis; dental avulsion; lacerations where suturing may be needed; eye punctures; forceful impact of equipment or collision with other students or objects which may have affected internal organs

Treatment for Severe Conditions and Injuries defined:

Severe Conditions may require: assessment to determine of severity, stabilization; and coordination with parents and outside services for additional medical support.

Severe injuries may require: assessment to determine level of severity; stabilization, first aid; full concussion assessment; coordination with parents and outside services for additional medical/dental support.

Communication with Parents for Severe Conditions and Injuries: Immediately following a Severe event, the Nurse, Teachers and Administration will work cooperatively to notify parents via the *quickest method possible* (may include phone, text, or WeChat).

APPENDIX B: Scholars of Promise Award

Qingdao Amerasia International School is a fully authorized International Baccalaureate Continuum World School offering the Primary Years Program (PYP), Middle Years Program (MYP), and Diploma Program (DP) with grade levels ranging from Toddler to Grade 12. Our students are internationally-minded, with an innate sense of curiosity about the world around them. The MYP and DP are rigorous and highly regarded educational programs, while DP graduates are sought after by universities around the world.

In order to honor your previous academic achievements and potential for continued success, QAIS is proud to extend an opportunity to apply for our distinguished **Scholars of Promise Award**. This scholarship takes into consideration student academic achievement, teacher references, an internal exam, and a personal essay. Scholars of Promise Award candidates will be reviewed holistically, and scholarships will be determined on the merit of the overall application.

To apply, you must:

Candidates applying in DP 1:

10. Provide QAIS with an official certified copy of your academic transcript for the previous two years
11. Complete an internal SAT assessment
12. Provide two form letters of recommendation from teachers and/or school administrators. Forms will be provided by QAIS.
13. Submit one personal essay, typed and presented in English
Essay topics can be chosen from one of the following, with a maximum of 600 words
 - i. Explain the importance of being globally-minded.
 - ii. What impact do you hope to have on the world?
 - iii. What life events have helped shape who you are as a person?
14. Submit all original local, national, or international awards in the areas of academics, sports, music, or leadership. **Note: These items will be returned**
15. Submit both a Scholarship Application and a QAIS Admissions Application to the QAIS Director of Admissions

Candidates applying in DP2:

1. Provide QAIS with an official certified copy of your academic IB transcript for G11. The Scholars of Promise Award may be renewable according to the recipient maintains certain IB score standards.
2. Provide two form letters of recommendation from teachers and/or school administrators. Forms will be provided by QAIS.
3. Submit one personal essay, typed and presented in English
Essay topics can be chosen from one of the following, with a maximum of 600 words
 - i. Explain the importance of being globally-minded.
 - ii. What impact do you hope to have on the world?
 - iii. What life events have helped shape who you are as a person?
4. Submit all original local, national, or international awards in the areas of academics, sports, music, or leadership. **Note: These items will be returned**
5. Submit both a Scholarship Application and a QAIS Admissions Application to the QAIS Director of Admissions

Renewable Awards

The Scholars of Promise Award may be renewable for subsequent years if the recipient maintains certain IB score standards.

Rubric for Current Enrolled QAIS DP2 Students

- Bronze Level: 68-71 total points for the DP1 year
- Silver Level: 72-75 total points for the DP1 year
- Gold Level: 76-79 total points for the DP1 year
- Platinum Level: 80-84 total points for the DP1 year

Levels of Scholarship Award Amounts

Scholarships will be awarded in cash at graduation or applied to tuition at the beginning of the school year:

Bronze Level Award:	5,000 RMB
Silver Level Award:	10,000 RMB
Gold Level Award:	15,000 RMB
Platinum Level Award:	20,000 RMB