

KAZ 2022-2023

Student Parent Handbook

QSI | Almaty International School

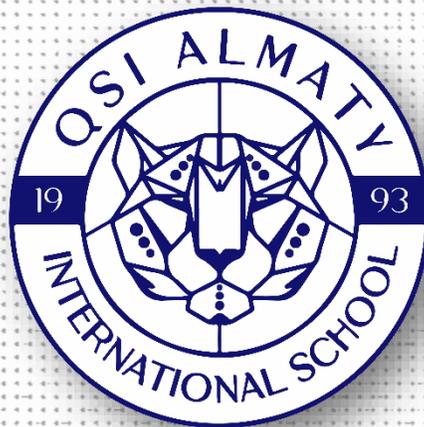


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About

Almaty International School

Almaty International School (AIS), a nonprofit institution founded by Quality Schools International (QSI) in 1993, offers high quality education in the English language for preschool, elementary, and secondary students. The student body represents over 35 different nationalities, including students from the diplomatic community, international business, and the local Kazakhstani community. The school prepares students to attend colleges and universities in North America, Europe, Asia, and other areas around the world.

Administration

Director: Mr. Jon Routh

Secondary DI: Mrs. Natalie Mahon

Elementary DI: Mr. Travis Moore

Secondary Counselor: Mrs. Gretchen Logan

Elementary Counselor: Mrs. Lisa Routh

Athletics/Activities: Mr. Joey Brown

IT Coordinator: Mrs. Crystina Lewis

WL & IE Coordinator: Mrs. Tanya Issayeva

School Address: [185 Baiken Ashimov St, Nauryzbai District, Kalkaman-2 micro-district, Almaty, Kazakhstan 050006](#)

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Staff E-mail: first name-last name@almaty.qsi.org

School E-mail: almaty@qsi.org

Website: www.qsi.org/almaty

Facebook: www.facebook.com/qsi.kaz



2022-2023 Student-Parent Handbook

Last updated – May 2022



Disclaimer: This manual will not contain every policy of the school. The administration of Almaty International School retains the right to develop or interpret any policy as it deems necessary for the protection of the integrity and safety of the school and all its staff, students, visitors, and parents. The administration alone is charged with the final say on all matters related to policies developed for the school.

COVID-19 Disclaimer: During the COVID-19 outbreak there will be numerous changes to procedures throughout the school. These procedures can change at any time based on the situation in Kazakhstan or the world. Please refer to the reopening plan document where the procedures are clearly outlined during this time.

Letter from the School Directors

Dear Students and Parents:

Welcome to Almaty International School! It is with great pleasure that we welcome you to the 2022-2023 school year. We are looking forward to a rewarding school year as we all work together to guide our children's educational, social, and emotional growth.

The school offers excellent programs and has an outstanding faculty and staff. We also offer numerous extra-curricular activities to enrich your child's school experience. Being knowledgeable about what your son and/or daughter is accomplishing at AIS will make their experience all the richer.

We encourage you to get involved in your child's education. COVID restrictions continue to eb and flow, and we will adjust our procedures and activities accordingly. Our hope is to open our school and activities as much as possible throughout the year, while maintaining health and safety precautions to protect our students, staff, and community.

We look forward to making more memories and having a productive school year.

Thanks again for being a part of our community!

Sincerely,

Mr. Jon Routh, Director

Mr. Travis Moore, Elementary Director of Instruction

Ms. Natalie Mahon, Secondary Director of Instruction

School Calendar

2022-23



Su	Mo	Tu	We	Th	Fr	Sa	August '22 (4 days)
	1	2	3	4	5	6	August 25 - First Day of School
7	8	9	10	11	12	13	August 30 - Constitution Day
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				
Su	Mo	Tu	We	Th	Fr	Sa	OCTOBER '22 (16 days)
						1	October 14 – Quintile 1 Ends
2	3	4	5	6	7	8	October 17-21 – Fall Break
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						
Su	Mo	Tu	We	Th	Fr	Sa	DECEMBER '22 (10 days)
				1	2	3	December 1 – Day of the 1st Preside
4	5	6	7	8	9	10	December 15 - Quintile 2 Ends
11	12	13	14	15	16	17	December 16 - Independence Day
18	19	20	21	22	23	24	December 19-30 – Winter Break
25	26	27	28	29	30	31	
Su	Mo	Tu	We	Th	Fr	Sa	FEBRUARY '23 (20 days)
			1	2	3	4	February 27 - Quintile 3 Ends
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28					
Su	Mo	Tu	We	Th	Fr	Sa	APRIL '23 (20 days)
						1	April 3 – 3rd Term Begins
2	3	4	5	6	7	8	April 15 – Professional Development
9	10	11	12	13	14	15	April 27 – Quintile 4 Ends
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							
Su	Mo	Tu	We	Th	Fr	Sa	JUNE '23 (12 days)
				1	2	3	June 16 – Last Day of School /Quintile 5 Ends
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		

AIS School Calendar

Su	Mo	Tu	We	Th	Fr	Sa	September '22 (22 days)
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		
Su	Mo	Tu	We	Th	Fr	Sa	NOVEMBER '22 (22 days)
		1	2	3	4	5	November 19 - Professional Development
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				
Su	Mo	Tu	We	Th	Fr	Sa	JANUARY '23 (17 days)
1	2	3	4	5	6	7	January 1-6 – Winter Break
8	9	10	11	12	13	14	January 7 – Orthodox Christmas
15	16	17	18	19	20	21	January 9 – Second Term Begins
22	23	24	25	26	27	28	
29	30	31					
Su	Mo	Tu	We	Th	Fr	Sa	MARCH '23 (17 days)
			1	2	3	4	March 8 – International Women's Day
5	6	7	8	9	10	11	March 20-24 – Nauryz Holiday/Spring Break
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		
Su	Mo	Tu	We	Th	Fr	Sa	MAY '23 (20 days)
		1	2	3	4	5	May 1 – Unity Day
7	8	9	10	11	12	13	May 7 – Fatherland Defender's Day
14	15	16	17	18	19	20	May 9 – Victory Day
21	22	23	24	25	26	27	
28	29	30	31				

LEGEND

 School/Term Start	1st Term Begins – August 25
 Quintile End	2nd Term Begins – January 9
 School Breaks/Holidays	3rd Term Begins – April 3
 Professional Development/No School for Students	



УЧРЕЖДЕНИЕ "АЛМАТИНСКАЯ МЕЖДУНАРОДНАЯ ШКОЛА"
УЛ. БАЙКЕНА АШИМОВА, 185, МІКРН. КАЛКАМАН-2, АЛМАТЫ, КАЗАХСТАН 050006

QSI Almaty International School

Almaty International School is one of 35 QSI schools in 29 countries and 5 continents. It is the third largest school in the system and one of the oldest. All Quality Schools International (QSI) schools share the same mission, philosophy, beliefs, policies, and procedures. This support structure allows QSI to open new schools with relative ease all over the world. New, small QSI schools' benefit from financial support in the form of loans from other QSI schools that can afford to give them. Well-established schools, like QSI Almaty, benefit from the interest earned on the loans they give to the smaller, newer schools. Most international schools are stand-alone and do not possess these benefits.

QSI Mission Statement

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

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

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

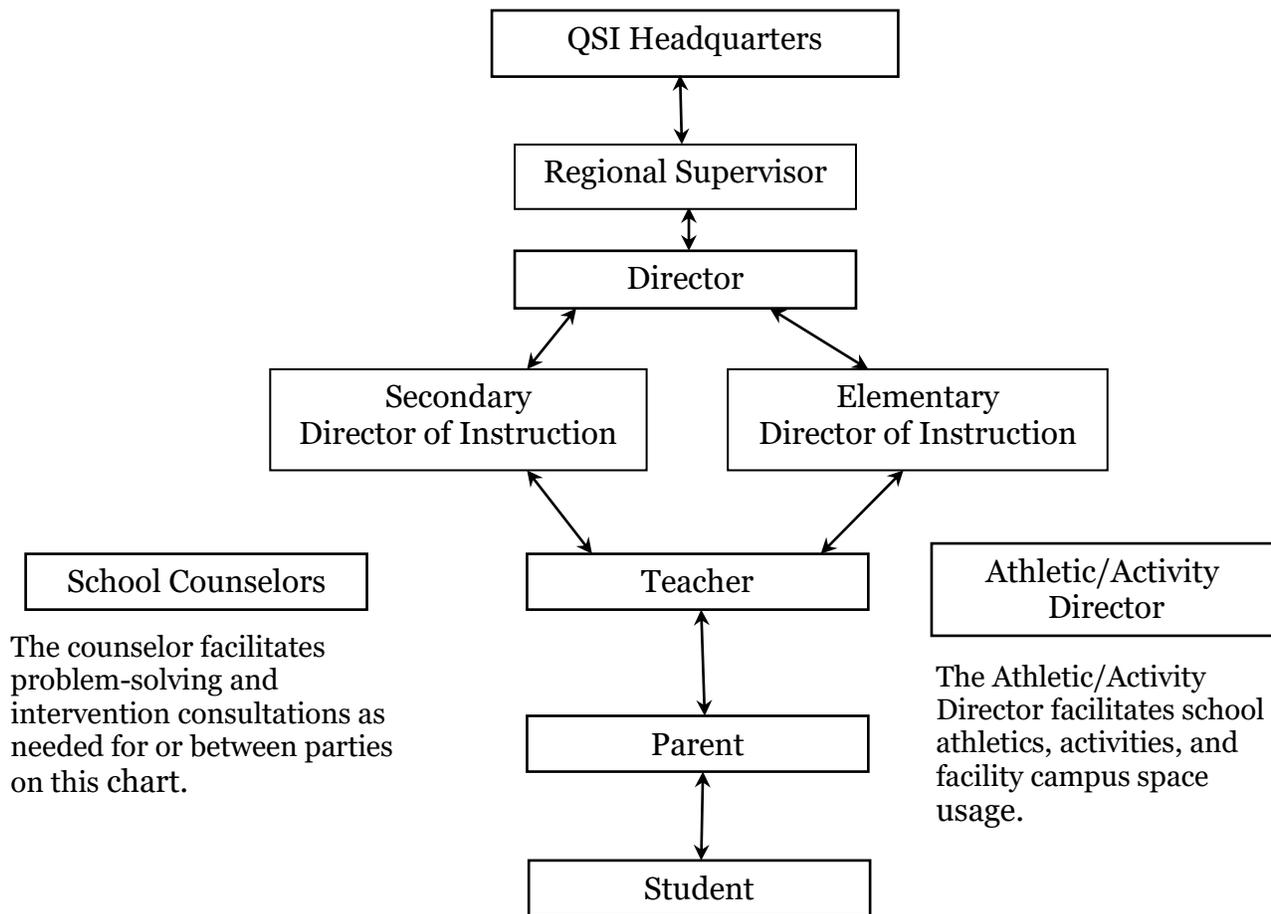
Finally, we believe in working with parents to encourage our students to adopt qualities of living which lead to success long after formal schooling has ended. These include universally accepted "success orientations" of trustworthiness, kindness/politeness, responsibility, independent endeavor, concern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

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Almaty International School Mission Statement

Almaty International School will provide a safe and nurturing community of empowered and successful learners who celebrate diversity, practice mutual respect to all people, and partner with families creating a foundation for lifelong learning. Our goal is SUCCESS FOR ALL.

Structure



Belief Statements

A CARING ENVIRONMENT - We believe that a safe and physically comfortable environment promotes student learning. We believe that a student's education is enhanced by positive relationships, extracurricular activities and a system of academic and emotional support. We believe that parental participation and support is essential for successful academic and extracurricular programs.

FOCUS ON LEARNING - We believe that student learning needs should be the primary focus of all decisions impacting the work of the school. We believe that literacy is the gateway skill. Success in literacy leads to success in all subjects. Our initial academic focus is literacy. We believe that student learning should be differentiated to accommodate varying levels of ability and learning styles through a variety of instructional approaches. We believe that students need to be given the opportunity to participate in extracurricular activities in order to develop leadership and teamwork skills outside the classroom.

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

COMMUNICATION - School spirit is enhanced when disagreements or misunderstandings are cleared up by the persons involved in the problem. Please follow the *chain of communication* when you are trying to address any issues. At Almaty International School, we believe that when we have a problem, we sit down and work it out. In a community such as ours, it is vital that all members of the professional faculty and parents observe the proper channels of communication. Concerns should ***first*** be discussed ***directly*** with the individual(s) involved.

Accreditation

Almaty International School (AIS) is fully accredited through internationally recognized Middle States Association of Colleges and Schools (MSA). MSA verifies that AIS meets or exceeds quality educational standards, is engaging in a program of continuous school improvement, and is providing for quality assurance through self-evaluation and peer review. Almaty International School is currently going through the accreditation process.

U.S. State Department Sponsorship

Ninety-nine percent of the school's revenue comes from tuition fees. Additionally, AIS receives a small yearly grant from the U.S. State Department, called a GRASP grant. More importantly, however, the school receives non-financial support from the U.S. State Department, including support with legal and governmental issues such as licensure.

Expectations

WE EXPECT OUR ADMINISTRATORS

- To place teaching and learning first.
- To be flexible, helpful, and provide support when meeting with parents.
- To be available, willing and able to provide support to all faculty members.
- To provide support in the classrooms, giving helpful feedback and providing help.
- To support and facilitate teaching and learning.
- To follow the proper channels when communicating.

WE EXPECT OUR TEACHERS

- To be dedicated professionals who have planned and are prepared to teach.
- To cooperate and be willing to work toward a common goal.
- To positively and cooperatively take on responsibilities beyond the classroom in support of extracurricular and school-wide initiatives.
- To be flexible, responsible, cooperative, and supportive.
- To be aware of their own talents/abilities/resources and to share them by assisting other teachers in a collegial manner.

- To respect colleagues and children.
- To follow the proper channels when communicating.
- To be helpful and kind.

WE EXPECT OUR STUDENTS

- To be respectful of teachers, all school staff, and each other.
- To have a positive attitude toward learning.
- To be responsible for their own behavior.
- To be responsible, cooperative, and supportive.
- To be ready to learn.
- To give their attention to the required task.
- To work toward mastering all of the Units and Success Orientations.

WE EXPECT OUR PARENTS

- To be responsible, cooperative, and supportive.
- To follow the proper channels when communicating.
- To update the school when contact information changes.
- To make sure that their children are in school every day and on time.
- To make sure that their children come dressed properly.
- To help their children come prepared for school with all materials needed.
- To follow the school's procedures as outlined in the Student-Parent Handbook.

Health

AIS has a nurse on duty during school hours and sporting activities.

In case of injury, teachers and students should notify the school nurse. The nurse will notify parents as soon as possible if the injury takes place at school.

If a student has a chronic illness or some physical limitation, this information should be given to the school office and the nurse. Students who come to school with communicable illnesses, severe colds, or fevers, will be sent to the medical office. Parents will be notified and requested to come and collect their child to prevent infections from spreading.

If a student is sick or absent for other reasons for three or more days, he or she will need to bring a letter from the pediatric physician with the indication of the diagnose and information about not having a contact with contagious patients.

Students who become sick during the day will be taken to the medical office until the parents arrive. Students with suspicion of a communicable disease cannot attend school. Students with a contagious cough, raised temperature, stomachache, or conjunctivitis should not come to school.

All students will be checked for lice periodically, especially after breaks and/or excursions.

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

- Telephone/cell phone numbers where parents can be reached.

- Names and local telephone numbers of relatives or friends who should be contacted when parents are not available.
- Immunization information and recommended doctor or medical services.
- All test analysis and physical examinations must be current and up to date in order for a student to be in attendance.

If your child is not feeling well before he/she leaves for school, it is advisable to keep him/her home. Please check students in and out of school through the main office.

If your child is unable to attend Physical Education class, there must be a signed note from a physician with details of when the student may return to class.

Dispensing of Medication

AIS does not permit school employees to dispense prescription or non-prescription medication including Tylenol, cough syrup, throat spray, throat lozenges, cough drops, etc., without directions and written/verbal consent (nurse can take verbal consent and write/sign on behalf of the parent) from the parents. Please sign the waiver in the back pocket to allow the nurse to dispense the aforementioned items.

If medication must be given during school hours, a signed consent letter **MUST** be on file in the school's clinic. Medications must be brought to school by the parent - **not sent to school with your child**. Medication must be in the original prescription or non-prescription bottle/container. If medications need to be taken home, they must be picked up by the parent. Medications cannot be released to your child to take home.

Nutrition

Food at AIS

Students may elect to participate in the lunch program (see below) or bring sack lunches from home. Students from three years old to eleven years old may also elect to participate in the morning/afternoon snack. Weekly menus will be posted on our website and weekly memos.

Lunch Program

Our food service provider is FG Company.

The lunches are provided to students in the form of a buffet, 3 and 4-year-old students are served in their classrooms.

There will be an in-house bakery, a salad bar, including fresh fruits and vegetables, dressings and

sauces are made of natural ingredients; a dietetic station and vegetarian dishes, two entree selections with side dishes, two soup selections, and beverages.

As of August 2022, the cost for the daily lunch (purchased monthly) is 2400 Kazakh Tenge (KZT) for all ages. There will also be a snack offered in the afternoon for the elementary 3-11-years-old students. The cost for the snack is 420 Kazakh Tenge. Snacks are delivered to the classroom. Prices may be subject to change during the school year.

Payments for the lunch program are accepted in cash or with a card (Visa, MasterCard) at the school office. Payments have to be made in advance on a monthly basis.

If the child's lunches are covered by a company, a payment can be made by wire transfer in KZ tenge for a minimum of 5 months at a time. An invoice and the closing document will be provided by FG company.

Please contact the school lunch coordinator, in advance. The email address is f.g.companyais@gmail.com.

Part of the agreement that we have with our food service provider is that they are to be the sole provider of food service and are responsible for all food service activities at AIS.

Students are allowed to bring their lunches to school. No food can be sold at AIS without the approval of the AIS administration in conjunction with the food service contractor.

Drinking Water

The water at the school is filtered, tested regularly and is drinkable. We suggest children bring a bottle or cup for drinking, or if desired, they may bring bottled water from home. Additionally, there are water coolers provided throughout the campus.

Safety

Arrival at School

School Hours

School hours are from Monday – Friday from 8:00 a.m. – 3:15 p.m.

Before School – Please see updated procedures in the reopening plan document.

Students may arrive at school no earlier than 7:45 a.m. School-provided supervision will begin at 7:45 a.m. in designated areas.

Three-year-old through eleven-year-old students should remain in their designated areas until the first bell, which rings at 7:55 a.m. **Students should not go to their classrooms before school.** AIS faculty and staff will assist elementary students to their classrooms in the morning.

Dismissal from School

Walkers

Students who walk to and from school will require a note from his/her parent to allow him/her to leave the school. Please submit the letter to the head of security, Mr. Azis Temirov. He will then issue the student a pass to leave the school.

Bus Riders

Students who are bus riders will be walked by a staff member to their bus. Once students are brought to their bus, it is expected that they will stay seated on the bus for their safety. Bus rules are explained to each student by teachers and the bus monitor, and they must be strictly enforced for the safety of everyone on the bus. Buses will depart from the school at 3: 25 p.m.

Car Riders

Students being picked up by carpool or individual cars must have a person collect them from the designated class pick-up spot. Drivers may not wait in the car and expect the child to find him/her.

If the student will be leaving in a car with anyone other than a parent (driver, taxi, etc.), the parent must give written consent to the school.

The school should be informed in writing of any change of drivers or transportation to ensure the safety of the students.

Leaving with Another Student

To go home with another student after school, a student needs written or emailed permission from their parent/guardian **and** the parent/guardian of the child who he/she is accompanying home. This information can be sent to Reception. The teacher should also be given this information.

Staying for After School Events

Elementary students are expected to leave campus when school is dismissed at 3:15 p.m. They are not permitted to remain on campus unsupervised. It is the responsibility of the parent to provide adult supervision if a student must wait on campus for any reason after 3:15 p.m. Students found staying after school without supervision will be escorted to the main office, parents will be called, and the students will remain at reception or another designated/supervised location until a parent or driver picks them up.

Secondary students staying after school should do so only when involved in supervised activities and with parental permission. Students staying after school for any reason must be under the supervision of an adult. Students found staying after school without permission will be escorted to the main office, parents will be called, and the students will remain at reception or another designated/supervised location until a parent or driver picks them up. Pick-up should occur within 15 minutes of dismissal of school or the after-school activity.

Recreational Apparatus

Bikes, skates, skateboards, scooters, skis, sleds, and snowboards, etc. are allowed, but not to be used on the property until the end of the school day unless permission is given by the supervising teacher.

Visitors

All visitors must enter through the main gate, be escorted to reception, and check-in at reception.

Visitors will be given an identification badge. Anyone who is in the building without this badge will be asked to return to the office. Students are not allowed to bring other school-age visitors to school without permission in advance (one or two days) from the Director of Instruction. We encourage parents to visit and volunteer. However, we ask that visits to be scheduled with the office and the teacher in advance to minimize disruption to the class routine.

Closed Campus

AIS is a closed campus, which means that students may not leave the campus without permission from the parent and office. A closed campus also means visitors and non-students must check in through the school office before being allowed to visit the school. For safety reasons, we must know who is on the campus at all times.

Personal security guards or drivers are not permitted to remain in the building during the day unless specific arrangements have been made with the school Director.

Permission to Leave School

During the school day, if a student needs to be excused from school for any reason, the following procedures are to be used:

- A signed request or phone call by the parent must be directed to the reception desk, which will include the person who is picking up the child. Please also inform the teacher.
- Parents or drivers are to come to the reception desk to sign out and pick their child up. The child will be called from their classroom to meet the parent at reception.
- No child will be released to anyone other than parent, guardian, or authorized personnel delegated with legal authority over the child.

At the end of the school day, if the student is going to be leaving campus with another student, the following procedure is to be used:

- Students must have written or email permission from their parent/guardian to go home with another child.

- Students must have written or email permission from the parent/guardian of the other student.
- On rare occasion, a child may be granted permission verbally via telephone.

Fire / Bomb Threat / Natural Disaster

In the case of an emergency event, we may need to evacuate the building. The decision to send students home is made by the Director. Students are to always wait for school personnel directions on where to go and what to do. The school has an Emergency Procedure Handbook that is updated yearly and addresses this issue. During these times of emergency, there is to be no cell phone use by students or staff, unless specified by the Director. This is to ensure the safety of our students, staff, and community.

Driver Responsibility

In order to maintain a safe environment for our students, the following policy will be in effect for **ALL** drivers on campus:

- Drivers must not exceed the 10 km speed limit and must follow guidelines established for a safe and orderly flow of traffic.
- Drivers will follow the no smoking policy of the school.
- Drivers will not touch or discipline students who are not under their care.
- Drivers who do not follow the above guidelines will be reported to their employers. Continued abuse of these guidelines will result in denial of access to the campus.
- Drivers cannot take another student off campus without permission from the school.

Facilities & Resources

School to Parent Communication

The primary mode of communication from the school to parents will be via email. Parents are encouraged to ensure the school has your most up-to-date email on file and check the email on a daily basis. Secondary modes of communication will be via phone, social media, and SMS.

Communication about students from school to home will also only be conducted between school staff and parents or legal guardians. AIS staff will not discuss anything about students without a parent or legal guardian present. This includes, but it not limited to, written communication, email, phone conversations, meetings, and conferences.

Books and Supplies

Textbooks are loaned to students. It is important that the school keeps a complete record of all texts given to each child. Therefore, each child will be assigned a numbered texts for his/her school subjects. This record will be kept by the librarian. Texts are expected to be returned in the same

condition as when it was received. Books that are lost, stolen, or damaged should be reported to the classroom teacher immediately. The replacement of lost or damaged texts is the responsibility of the parents.

School provides consumable items such as paper, notebooks, pencils, pens, erasers, etc.

Lockers

All students use a school locker. ***Lockers are school property and may be searched at any time by school administration.*** If it is determined that a locker must be searched and the locker has an individual lock on it, the lock will be cut off the locker if the administration is unable to locate the student.

Lost and Found

Please help us by clearly labeling all the items of clothing such as mittens, caps, hats, jackets, coats, sweaters, and boots with the students' name. It is also very helpful to have the child's name on his/her lunchbox and backpack. Many mix-ups occur during the year and an unbelievable amount of clothing is unclaimed. The lost and found is located near the Main Office. As the lost and found becomes full, we will make an announcement to students to check in the lost and found. Whatever is not taken will be donated. The school is not responsible for lost or stolen items.

School Telephone Use

The school telephones are business phones; therefore, student use is limited to business matters or emergencies. We cannot accommodate large numbers of students calling home at dismissal time for instructions on what to do. Students are required to make prior arrangements with parents to stay for an after-school activity. Any exceptions must be approved by the Director or the appropriate Director of Instruction.

Library

Hours: 7:45 a.m. - 3:45 p.m. Tuesday-Friday (extended hours will be posted as needed)

3-4-year-olds	1 book for 1 week
5-8-year-olds	2 books for 1 week
9-year-olds	3 books for 1 week
10-year-olds	4 books for 2 weeks
11-year-olds-Sec IV	4 books for 3 weeks

Student Life & Culture of the School

English Language

AIS is an English-speaking learning community. We expect and encourage students to communicate in English during the school day. Doing so helps us build a cohesive school community and significantly benefits students who are learning English.

Success Orientations

All QSI schools encourage healthy social and emotional growth by stressing certain character traits that lead to success in life. We refer to those character traits as “Success Orientations.” Students are evaluated on Success Orientations five times during the school year. The seven Success Orientations are designed to be secular and easily embraced by parents, students, and teachers from many different cultural backgrounds.

***RESPONSIBILITY
CONCERN FOR OTHERS
KINDNESS AND POLITENESS
AESTHETIC APPRECIATION
TRUSTWORTHINESS
GROUP INTERACTION
INDEPENDENT ENDEAVOR***

Evaluating Success Orientations

Evaluations of the success orientations will be limited to situations in which the student is under the jurisdiction of the school and will be made by the professional staff familiar with each student. If there is no evidence that a student is unsuccessful in a particular success orientation for an evaluation period, he will be awarded an ‘S’, which denotes ‘success’ in that success orientation behavior. A student who demonstrates noteworthy or exemplary positive behavior in a success orientation will receive an ‘E’, which denotes ‘exemplary’. A student who is not yet successful in a success orientation will receive an ‘N’, which denotes ‘not yet’. The awards given for each student will be reached by a consensus of the professional staff members who interact with the student.

If a student is earning an ‘N’, parents will be notified of the behaviors that warrant such a notation before the status report is sent home. (see below)

Please see Appendix A for more information regarding how Success Orientations are evaluated.

The Process for Receiving an “N”

Ns are not awarded lightly. Teachers view giving Ns seriously. The following is the process by which a student earns an N. The process is initiated when a student begins to demonstrate behaviors that

are inconsistent with one or more of the success orientations. The teacher informs the student and parent that he/she is considering a RECOMMENDATION for an N in a specific Success Orientation. The parent is given the opportunity to aid the student/teacher in adjusting the behavior.

If the student does not show improvement in the area, a second parent contact **MUST** be made to indicate that an N is being RECOMMENDED. Thus, two home contacts must be made before a student can be recommended for an N. A nomination form goes to the Director of Instruction.

During staff consultations before the end of the quintile, recommendations are examined by **ALL TEACHERS WHO INTERACT WITH THE STUDENT**. The student receives an N if the behavior is consistent throughout other classes (i.e. all teachers who know the student agree that the student has not yet fulfilled the expectations according to a particular Success Orientation). The student only receives an N if there is a consensus among teachers. The teacher who recommended the N must follow up with the student by meeting with him/her, setting goals, and monitoring progress.

In extreme circumstances, a student will be assigned an N without following the above steps. These cases may include cheating, fighting, stealing, etc. The Director of Instruction will assign this N and contact the parent.

The Process for Receiving an “E”

A recommendation for an E follows a similar process when a student consistently demonstrates Exemplary behavior in a Success Orientation.

During staff consultation before the end of the quintile, recommendations are examined by **ALL TEACHERS WHO INTERACT WITH THE STUDENT**. A student receives an E based on if the behavior is consistent throughout other classes (i.e. other teachers agree that the student has exceeded the expectations according to the TSWs in a particular Success Orientation).

General Discipline Policies

At AIS, a safe environment ensures that students can excel academically and socially. Children must feel secure in order to be successful at school. There are instances that require disciplinary actions to maintain a healthy school atmosphere. Students will be held to high expectations of behaving in a respectable and trustworthy manner. QSI’s Success Orientations provides an effective basis for guiding student behavior and for encouraging self-discipline. Please see the section on Success Orientations for more information.

Below are disciplinary issues that apply to all students.

Minor infractions

Teachers are encouraged to manage minor infractions as best fits the situation and in a manner that creates a learning opportunity for the student. Minor infractions may include but are not limited to such things as: not completing work, excessive talking or other disruptions, excessive bathroom breaks, not being prepared for class, use of inappropriate language, or rudeness. If a teacher is unsure about what to do, they are encouraged to consult with the DI and/or counselor. Some suggested interventions are:

1. consult with the student to determine how the school can best support the student

2. contact parents
3. consult with other teachers
4. change of seating
5. proactive classroom management strategies
6. bathroom pass
7. reflection forms with a consultation follow up
8. Check-in/check-out with a teacher

Major Incident

There are times when the incident might be beyond a minor offense or when a student continues to have multiple minor incidents despite teacher interventions. In that case, the DI and counselor should be consulted. In addition some further suggested interventions are:

1. create a positive behavior support plan designed with teachers and the student. This should be communicated home.
2. in-school suspension with the DI that includes a reflection, an educational piece that pertains to the infraction(s) at hand and continued follow up meetings for a specified amount of time.

Suspension and Expulsion

In cases of significant misbehavior, students may be suspended from attending classes at the discretion of the Director or Director of Instruction. Suspension may be assigned at home under the supervision of parents or in-school in an isolated location under the supervision of the Director of Instruction or designee. No student will be suspended without parent notification. Before a student may attend classes following an incident of in-school or out-of-school suspension, parents and student shall meet with the Director of Instruction to be informed of conditions for the resumption of attendance.

Under extraordinary circumstances, the expulsion of a student may be needed to ensure that our campus remains a safe place for learning. A process for considering expulsion exists, and it requires the involvement of parents, staff, administrators, and the school's Advisory Board. Expulsion is a very serious and rare action. Examples of behaviors that may result in suspension and/or expulsion include but are not limited to:

- Bullying / Harassment / Intimidation (see below)
- Extortion (threats of physical violence unless money is given)
- Fighting
- Sexual harassment
- Drugs or alcohol
- Weapons
- Stealing or destroying property

Please note that a child's consequence will not be shared with other parents, even if their child was involved in the same incident. Likewise, school personnel will only be notified of any consequences on a need-to-know basis (gathering work, time out of class, behavior plan etc.).

Bullying / Harassment / Intimidation

No harassment of another student, whether verbal, physical or written (on paper or electronically) is tolerated at AIS. Any student found harassing another student may be recommended for suspension from attendance at school. Bullying is one form of harassment and will not be tolerated. Bullying is

unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. Bullying behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and intentionally excluding someone from a group. It is not bullying when two kids with no perceived power imbalance fight, have an argument or disagreement. Conflict resolution or peer mediation may be appropriate for these situations.

Bullying is not tolerated, and all reported incidents will be investigated. Parents will be contacted immediately, and an “N” will be assigned on the student’s Status Report for Concern for Others.

Disciplinary Vocabulary and Definitions

Alcohol/Chemicals/Tobacco/Vape: possession or use of any narcotic or controlled substance (including tobacco, alcohol, and vape), possessing or distributing drug paraphernalia (such as lighter or matches), use of over the counter or prescription drugs for the purpose of mood alteration, or intoxication, inhaling the fumes of certain volatile substances for their mood-altering or intoxicating effect are prohibited on school property or at any school-related event.

Ammunition, Weapons, Mace or Pepper Gas, Fireworks: possession of weapons, bullets, or other projectiles designed to be used in/as a weapon or other material designed to cause pain or injury.

Arson: intentional destruction or damage to school buildings or property by means of fire.

Bomb Threat, Fire Alarm: intentionally causing a false fire alarm or making a bomb threat

Bribery: attempting to coerce someone to perform an act by offering money, gifts, or other solicitation

Cheating: getting answers for an assignment (ex: test) from a source other than the student’s own knowledge (notes, another student’s work); also giving answers to someone else

Disruptions: actions that hinder the teacher/staff member from performing his/her assigned duties (ex: speaking without permission, getting out of the seat without permission, playing in class, distracting classmates)

Fighting: a physical assault on another person

Forgery: intentionally signing any document with parent signature

Harassment: Verbal, written, electronic (via social media), or otherwise expressed actions that arouse alarm in others, that is discriminatory, abusive, threatening, or obscene, which bullies, intimidates, threatens, or causes fear of bodily harm or death; words or actions that negatively impact an individual or group based on their racial, cultural, or religious background, their sex, their sexual orientation, any disabilities, national origin, or socio-economic status.

Insubordination: willful refusal to follow directions given by a staff member

Physical Aggression: willing, repeated, or unwanted physical interaction with others (this includes pushing, shoving and “pretend” or “play” fighting)

Plagiarism: a student using another person’s work (from a book, internet, or another student) and claiming it as his/her own

Profanity: obscene or profane language or gestures, written or printed materials (including pictures), or conduct which is inappropriate in a school setting

Sexual Harassment: Sexual harassment may include actions such as the following:

- a. Sexually oriented verbal “kidding” or abuse
- b. Subtle pressure for sexual activity
- c. Physical contact such as petting, pinching, or constant brushing against another person’s body
- d. Demands for sexual favors, accompanied by implied or overt promises of preferential treatment or threats

Tardiness: being late for class without a staff member’s verbal or written excuse

Theft: stealing others’ personal or school property

Vandalism: destruction of property belonging to the school or another person.

PUBLIC DISPLAY OF AFFECTION

It is important for students to demonstrate attitudes and behaviors regarding interpersonal relationships that are acceptable to people of various cultural, ethnic, and social backgrounds. AIS recognizes genuine feelings of affection may exist among students; however, excessive public, physical displays of affection are not acceptable. Students should remember the school campus is a public environment. Some community members are offended by certain behaviors. Students are to refrain from any public display of affection. Consequences include parent contact, detention, suspension, or referral to the Director of Instruction.

Dangerous Toys

Students are not allowed to bring items to school that might be hazardous or interfere with instruction. Play guns, slingshots, martial arts equipment, or knives will be taken away if brought to school.

Academic Integrity

Academic Integrity is the foundation of secondary success. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. Academic dishonesty not only cheats the student of valuable learning experiences but can result in a failing grade on assignments or a failing grade in a course. The following explanation provides general guidelines but is not intended to cover all situations.

Plagiarism - submitting ideas, images, or passages of any length with the intent to represent this work as one’s own by failing to acknowledge or seek permission from the original author. This includes copying or cutting and pasting directly from a web page or another person’s work in whole or in part and submitting it as your own. Superficial changes in wording or structure or conclusion

are still defined as plagiarism. The student's individual voice should be clearly evident. Examples of plagiarism are:

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

Collusion– When one student permits another student to copy or submit his or her work and fails to report this to the teacher. This greatly differs from collaboration where students work together to complete an assignment through the exchange of ideas.

Theft – When a student steals notes, reports, or other work from other students to use as their own or to transmit to any other user.

Too Much Assistance – When a student receives too much assistance from sources such as websites, individuals, or other services that offer answers or parts of answers to assignments or that significantly alter the style or language of a piece of work.

Examination and Test Dishonesty - Obtaining unfair help with tests and/or quizzes violates AIS Guidelines of Academic Integrity. The following are examples of **unacceptable** test behavior and are provided to give an idea of common mistakes:

- Discussing (in detail) a test or quiz with a person who has already taken it or is about to take it.
- Using hidden notes during a quiz or test. The mere possession of such “cheat notes” (in any form) indicates intent to use them and is considered a violation of the Guidelines of Academic Integrity.
- Looking at another person's work during a test or a quiz or allowing another person to look at your work.
- Talking to another person during a test or a quiz unless specifically permitted to do so by the teacher.
- Possessing, in ANY form, a copy of the test or quiz before it is administered.
- Assisting another person during a test or quiz through noises or silent signals.
- Doing another person's test or quiz for them at their request or your initiative.
- Providing a student who has not taken a test with test content.

Consequences - If a student intentionally or inadvertently plagiarizes, the teacher will inform the student's parents and the Director of Instruction. Because all violations of Academic Integrity strike at the very core of the educational process, **the response to plagiarism and cheating is extreme, including the possibility of redoing all unit outcomes of that course.**

- 1st offense in any class:
 - The teacher will consult with the student and reteach plagiarism rules.
 - The student will correct or redo the work accordingly.
 - The teacher will alert the DI. The DI will fill out an Academic Dishonesty Report to track the offense.
 - The highest grade achievable for the newly completed unit is a B
- 2nd offense in any class (does not have to be the same class):

- The DI will meet with the student to discuss the recurring problem.
 - The student will correct or redo the work accordingly.
 - The DI will email the parent to alert them of the offense and future consequences that could result.
 - The highest grade achievable for the newly completed unit is a B.
- 3rd offense in any class (does not have to be the same class):
 - A 'D' will be given for the unit.
 - Parents will be contacted about the current offense and consequence.
 - The student will redo the entire unit if the plagiarism occurred in an essential unit or do a new unit if the plagiarism occurred in a selective unit.
 - The highest grade achievable for the newly completed unit is a B.
- **AP Courses** - Students who elect to take AP courses are choosing to agree to university-level expectations for academic honesty. As stated in the College Board guidelines for AP, "The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited. A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution, or reference in the body of the work, or through a bibliographic entry will receive a score of 0 on that particular component of the AP course. A student who incorporates falsified or fabricated information (e.g., evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP course" (*AP Capstone Policy on Plagiarism*). For a second offense in a student's AP academic career, he/she will be removed from the course with the option of taking the course the following year.

Dress Code

AIS Dress Code

1. All private body areas must be covered.
2. All clothing must be free of inappropriate images, language, violence, and alcohol and drug references.
3. Pajama or sleep garments may not be worn (unless for an approved school activity).
4. Specialized courses may require specialized attire, such as sports uniforms or safety gear.
5. Clothing and accessories that endanger student or staff safety may not be worn.

The administration reserves the right to determine what constitutes appropriate dress. If appropriate clothing is not available, or the student repeatedly refuses to wear dress-code appropriate clothing, parents will be called.

Field Trips

Field trips are mainly used to aid in the instruction of the classroom. Thus, it is important that students attend these trips as part of their educational experiences. At the same time, it is expected that students will conduct themselves in an appropriate and responsible manner. If it becomes evident that a student's participation on a field trip may become disruptive, that student can be excluded from such a trip, or the parent may be required to attend the field trip with the student. Parents will always be notified in advance if either of these scenarios is to occur.

Personal Property

Students are strongly discouraged from bringing large sums of money and valuable personal property to the school. The school assumes no responsibility for lost or stolen property. Books and other items should be stored in lockers. The administration has the right to search any backpack or locker at any time. If a student refuses, parents will immediately be called to assist in the search.

Attendance

Regular attendance at school is one of the most important factors for a student's academic success and social development. Daily instruction for students of all ages is an important factor for achievement. While we understand there may be some emergencies or illnesses, we encourage parent support and student effort to come to school every day on time and stay until school is dismissed for the day.

Unless there is an emergency, we ask that parents refrain from picking up students until school is dismissed in the afternoon. Early dismissal can be disruptive to the learning process. We strive for 100% attendance throughout the year. Notify the teacher and the school office as soon as possible on any day children will be absent. This prevents us from contacting you at work or interrupting your activities at home. The phone number to the Main Office is **381-87-10/11/20** or you may email the front desk at reception@almaty.qsi.org.

In addition to contacting the front desk, please email the teacher and cooperating teacher if your child will be absent.

When a child is tardy for school, the student needs to get a pass from the main office before going to their classroom.

Please be aware that missing school is detrimental to your child's learning. It is very challenging for students to truly make up the learning experiences offered in the classroom. Mastery learning requires time and exposure to the material. Tardies and absences limit school achievement.

Teachers will determine if, how much, and in what manner work will be sent home in case of absences. It is expected that students complete work for mastery in school, and it is often the case that all schoolwork cannot be completed outside of the classroom, so it is not mandatory that teachers send home the same work that is completed during the school day.

Confidentiality of Student Records

No information will be released by the school without written permission from the Parents/Guardians of a student. Requests to examine records should be made by appointment at least 48 hours in advance to allow proper and complete gathering of all materials. Requests may be made by calling the school office or emailing at ais-info@almaty.qsi.org.

Withdrawal Procedures

When a family decides to withdraw their child from AIS, we request that they inform the school **two weeks in advance**. Any shorter period of time may not allow the school enough time to gather all documents requested. Notice of early withdrawal from school should be made to the school office by **written notification from parents**. If withdrawal is expected near the end of a quintile, parents are asked to notify the school office as soon as possible so that the school can work with the teachers in getting work accomplished and evaluations entered on the permanent record. Credit will only be granted for work completed, turned in, evaluated, and recorded.

Any student who withdraws will be given a withdrawal form, which is submitted to the finance manager, librarian, locker manager and the Director of Instruction. This form is then taken to the registrar's office. Once the registrar has cleared the student, the student's records will be issued. These records include a withdrawal certificate, final status reports, and an official transcript to students aged 14 and older. A withdrawal certificate containing the dates of attendance of the student at AIS, the grade that was completed/not completed by the student and bearing the signature of the school Director will be issued to the departing student. However, students with outstanding fees (tuition or other) or unreturned books or materials will not receive final documentation until the owed amounts or items are cleared and the student's file is deemed to be in good standing. Graduating students will receive their high school diplomas during the commencement ceremony. If multiple copies of documents are needed, the remaining copies will be ready within one week of the last day of school.

Selling Items at School

Students are not allowed to sell items for personal profit at school. Items brought to school for this purpose may be confiscated, and the seller will be subject to possible disciplinary consequences.

Electronic Devices and Digital Citizenship

Students at AIS are expected to become responsible and active digital citizens. Through our digital citizenship curriculum students will be taught to effectively communicate and create in digital spaces while respecting rights and dignity of all through responsible use of technology. They will learn to use current best practices in technology and become able and adaptable users prepared to meet the technological challenges of the 21st century in a safe, effective, and positive manner.

The school accepts no responsibility for missing, broken, or stolen devices. If devices are brought to school the following policy must be followed:

- Cell phones (12YO-Sec IV) and other electronic devices may be used only for approved instructional purposes during the school day. If these devices become a distraction to learning, or if they create a behavioral issue, consequences will be applied.

- Any electronic device that is used inappropriately during the day may be confiscated and sent to the Director of Instruction's office.
- Electronic devices may not be used surreptitiously to record video or audio of students, teachers, staff, or anyone else while on school property.
- 11YO or younger students are not permitted to use cell phones during the school day at any time. If they need to bring a phone to school, it is to be turned off and left in their locker during the school day. If a student and parent need to be in touch with each other during the school day, they may do so by going through Reception.

We want students to interact socially with each other; however, excessive reliance on electronic communications inhibits positive face-to-face interaction. We are also concerned that these expensive items may be stolen or lost. In addition, in the case of a bomb threat, electronic devices constitute a safety risk and must not be activated.

Academic Grading and Reports

All QSI schools commit to teaching all subjects at all levels to mastery. This means that the teacher is not permitted simply to assign a “bad grade” and move on to the next unit of study when and if an individual student starts to struggle. Instead, the teacher must find a way to help the student achieve mastery.

Explanation of Grades

A: Within the Mastery Learning approach, an “A” indicates that a student has consistently demonstrated higher order thinking and performance skills such as problem solving, analysis, creativity, and/or in-depth applications of the content of the unit. Students do not achieve A-Level mastery simply by doing more work or achieving a higher percentage grade on an exam. Rather, an “A” indicates that the student has mastered the content and performance skills of a unit at a genuinely exemplary level.

B: A ‘B’ indicates that the student has mastered the content and performance skills of the unit at a high level of competence including some demonstration of higher-order thinking and analysis.

NOTE: AIS does not grant credit for mediocre (or ‘C’ level) work; in order to receive credit for a unit, students must demonstrate mastery at ‘B’ or ‘A’ level.

P: A ‘P’ is not a grade. It simply means that the teacher has begun to instruct the class on this unit and the student is, therefore, “in progress” toward mastering the unit. At the start of each unit, the instructor opens a unit by entering ‘P’ for that unit of study. Therefore, a ‘P’ indicates that the student is receiving instruction on that unit. In some classes, one unit will be open for an extended period of time and more than one unit will be open at the same time.

H: An ‘H’ is not a grade. It means the unit has been placed “on hold”. The teacher has determined that it is best for the student not to pursue this instructional outcome at the current time. For example, the student may need to develop pre-requisite background knowledge/skills or continuing study on this unit may be interfering with progress on another unit that is currently under instruction. At the right time, the teacher will have the student re-engage in a unit that has been placed “on hold”.

D: A ‘D’ is not a grade. It is given when the student *has not made a reasonable effort* and is thus not attaining mastery of the unit due to their own lack of effort. After receiving a ‘D’, it is still possible for

a student to eventually demonstrate mastery and earn a 'B' in that particular unit. *Note: A student receiving a 'D' may not receive a mark higher than a 'B'.*

Phase 1 – Notification that the student is at risk of receiving a “D”

1. Teacher informs student, parent(s), and DI of a potential “D” in a unit or units
2. Teacher offers extra support and asks parents for guidance at home
3. Teacher(s), parent(s) and DI communicate to discuss interventions

Phase 2 – If mastery is not demonstrated

1. The student may receive a D if a unit is not mastered within 14 calendar days from the time of the notice (unless the teacher specifies otherwise)
2. Teacher communicates with the student, DI, and parent(s) to tell them their child has received a D

Phase 3 – After the D is recorded

1. Teacher may recommend student for “N” in a Success Orientation
2. A meeting will be called with teacher, parent, student, and administrator
3. A contract will be written which clarifies steps and interventions
4. A student receiving 3 “D’s” may be removed from the course, repeat the course, have a schedule change, or other such options may be considered at the discretion of the DI
5. If removed from the class, the student will be assigned to another supervised period
6. *Note: no intervention plans to resolve “D’s” will be implemented in last 4 weeks of school

NOTE: *At the upper secondary level (Secondary 1 to Secondary 4) where all 10 units of every course must be completed to meet graduation requirements, if ‘D’s’ and open ‘P’s’ are not mastered before the end of the school year, students will be required to complete those units in the following school year. If a student has three or fewer open units in a course, she/he will complete those units through Credit Recovery at the beginning of the next school year; if she/he has four or more incomplete units in a course, she/he will be required to retake the entire course.*

Status Reports

The "Student Status Reports" are emailed to the parents and secondary students every two weeks but can be printed at any time of need. Status reports provide a continuous record of a child's progress during the school year in each of his/her courses. The following are answers to questions parents may have regarding these reports.

Q: How are Status Reports different from traditional grade reports?

A: Traditional report cards give parents a general idea of how their child is performing in class. When a student receives a 'B' in mathematics, it means he/she is doing well in mathematics; however, it gives no information as to what the student has specifically learned.

The Status Report provides grades in mathematics, and it also separates the course into "essential units" (outcomes). Teachers evaluate students for mastery of each essential unit, and this becomes part of the report. Therefore, the parents not only have a better idea of what their child has learned, but they know what skills and concepts their child has actually mastered.

Q: What is Mastery Learning?

A: Each subject is broken up into essential units. Teachers provide a program of instruction for each of these essential units. Teachers evaluate each student for mastery of the concepts and skills. A variety of evaluation tools are used including written tests, projects, direct observation, and student activities. Students who do not completely master an essential unit are given additional instruction directed at a variety of learning styles to support students' progress toward mastery. The process of re-teaching and evaluation continues until the essential unit is mastered by the student.

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

A: This area of the report lists information with reference to the three skill areas of instruction found in the elementary program: Reading, Language Arts, and Mathematics. Our computerized data bank compiles mastery of these core area outcomes and expresses them as a bar graph and as a percentage of outcomes that are mastered through the nine years of elementary school.

Q: Does this reporting system cause problems when children return to a school that uses a traditional report card?

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

Q: Are there particular things on the Status Report that may indicate that my child needs additional support?

A: If you notice several "P's" (In progress) or H's (On Hold) in any course, we advise you to contact your child's teacher to discuss why this is occurring. Anytime you see a "D", this indicates that your child is not fully engaged in learning and is not working up to their full potential; a conference with the teacher is imperative.

Upgrading

AIS encourages students who master a unit at the "B" level to upgrade to "A" level. Teachers will provide rubrics and/or other guidelines explaining what students must do to demonstrate "A" level mastery in a particular unit. Please be aware that students are allowed a limited time to upgrade units. As a general rule, units completed during one quintile may be upgraded only until the following quintile ends. (For example, units from Quintile 1 may not be upgraded to "A" level after Quintile 3 begins.)

Specific upgrading policies may vary from class to class; each teacher will provide students with a course syllabus that explains their classroom policy on the eligibility criteria and timeline for upgrades. Students must work cooperatively with the teacher to make arrangements for upgrades and follow-up assessments; usually, this will require the student to set up a time to meet with the teacher outside of class.

Eligibility for assessment

Students do not take an assessment just because the rest of the class is being assessed. Taking an assessment is not a student right. The student earns the privilege to be assessed based on his/her successful completion of homework and other assignments, as well as class participation. Teachers will not assess a student if he/she does not have a good chance of success. Attendance also has a great impact on preparation for successful assessment.

Measure of Academic Progress (MAP®) Assessments

Almaty International School administers MAP® tests in the fall and spring of each academic year to students 6-years-old through Secondary II. These computerized adaptive tests measure academic progress in the areas of reading, writing, and math. The information provided by these tests allows teachers and parents to monitor the growth and progress of basic academic skills. More information about MAP® testing can be found online at <https://www.nwea.org/map-growth/>.

Honors and recognition

AIS Awards

The AIS faculty recognizes students at for outstanding work. Several awards are customarily presented including awards for exemplary academic performance, citizenship, success orientations, and community service. Individual departments - such as athletics and music - may also choose to present awards.

Learning Support Services

Almaty International School does not have the resources to provide a full Special Education program for children who have special needs outside the regimen of the regular classroom. The school can make classroom accommodations, and the small class sizes often support those with mild needs appropriately. However, the school does not provide services such as Speech, Physical Therapy, Occupational Therapy, or other such aid. It is important that parents fully disclose to the school the nature of their child's learning, including those with Individual Education Plans (IEPs) or 504 Plans (medical needs), so our admissions team can make an assessment of each child's need.

Intensive English Program

Almaty International School has a very well-developed Intensive English Department. Students aged 6-years-old and older are required to go through testing as part of the admissions process. If the English language test results are below the student's age level, she/he will be enrolled in the Intensive English program. Students aged 6 through 11 are pulled out from regular Reading and Language Arts to be taught in a small group at their current level (10 periods per week). Students

aged 12 through secondary are scheduled into Intensive English Literacy or Intensive English Support as their level of need indicates.

Intensive English students DO NOT take a World Language class until they exit from the program.

Elementary students are pulled out into a small group to have additional Intensive English Support during World Languages class. If an elementary student exits from the Intensive English program in the middle of the year, she/he will stay in the Intensive English Support for the rest of that academic year. Students, ages 12 through secondary, are required to take an Intensive English Support class for a full academic year after exiting the program.

Students may exit the Intensive English program at any time of the year. They must be reading and writing at their age-appropriate level to be able to transition into the mainstream classes.

Kazakh Studies and World Languages

Almaty International School has a dynamic and engaging World Language program. All students ages 5 through 13 not enrolled in Intensive English classes will have a World Language class such as Russian, Kazakh, French, or Spanish. Additionally, we provide special events for our “Languages Week” and language contests.

Secondary students are required to take 20 credits (2 years) of a World Language as part of their graduation requirements.

Kazakh national students are enrolled in Kazakh language and history classes. These classes are in line with the Kazakh national standards and regulations. Additionally, the Kazakh department shares cultural insight and performs schoolwide programs for Kazakh holidays and celebrations throughout the school year.

Transportation

Bus Service

AIS provides the option for bus transportation to and from the school for students 3-years-old through Secondary 4.

AIS provides monitors on all buses to ensure safe rides. Students are expected to follow monitors’ instructions. Students who are reported to the administration for minor infractions will meet with the Director of Instruction to discuss the behavior. If the behavior continues, the parents will be notified, and the student may be suspended from riding the bus for a period of time. Parents will be notified immediately regarding behaviors that seriously affect the safe operation of the school bus. Removal from the bus may be necessary for serious incidents, even for a first-time offense. Bus service is a privilege not a right.

12-years-old through secondary 4 students are also eligible to ride the “**late bus**”. The “late bus” departs school at approximately 5:00 p.m. on days when approved extra-curricular activities are scheduled. To ride the late bus, students must sign up with the Bus Coordinator through the

reception desk by 2:00 p.m.

Bus Policy – Students:

- You must be at the arranged pick up point at the appointed times. The driver will not wait for latecomers.
- You will be under the authority of the bus monitor who may assign you a seat.
- You should seat yourself as quickly as possible and remain seated while the bus is in motion with your seat belt tightly in place.
- If the bus is in such a position that you must cross the street, the bus monitor will accompany you unless special arrangements are made with parents. This may not apply to older students.
- You will not be allowed to create disturbances on the bus. Only in extreme situations will the monitor use physical restraint if deemed necessary for the safety of other students or the operation of the bus. The monitor will inform the Director of Instruction if this becomes necessary.
- You are not allowed to drink or eat on the bus.
- Improper language or behavior will not be tolerated.
- You may not lean out of windows or throw items from the bus.
- Everybody is expected to help keep the bus clean.
- Any student-caused damage to the bus will be the responsibility of the student, and the price for replacement or repair will be charged to that student's family account.

Preschool Program

At Almaty International School, the Preschool Program spans 3 and 4-year-olds and is organized with the Elementary Program.

Preschool Program

We are delighted to have your child as part of our school community. This information packet has valuable information to help you understand our preschool program. Please review it, and do not hesitate to ask if you have a question.

3/4 YO Program Overview

Our three and four-year-old program focuses on developing the child who is ready for school. Our program is a two-year program designed in the first year for three-year-old children and the second year for four-year-old children. We organize our activities around developmentally appropriate skills that allow children to develop at a natural pace. The skills are different and more complex from year one to year two; however, we do not push students beyond their capabilities. Instead, we guide them to progress at their own pace through a set of developmentally appropriate skills, which educational research has deemed necessary. We focus heavily on socialization skills through interactive play, which builds children's gross and fine motor skills. In essence, we strive to develop the whole child.

Along with social and emotional development, our program focuses on oral language skills, as well as literacy, mathematics, and science. This program is meant to engage students in activities that foster and nurture their wonderment of literature, mathematics, and science in the world around them. To learn specifics about our curriculum, please contact the elementary Director of Instruction. Furthermore, the essential units covered by our program are found in an addendum at the end of this handbook.

Prerequisites for 3/4-year-old Program

At Almaty International School we have a child-centered, developmentally appropriate 3- and 4-year-old program. We focus on both fine motor and gross motor skill development. Children also learn to play cooperatively by sharing and taking turns. In this program students also learn basic shapes, colors, and beginning number recognition. English and early literacy skills are introduced to help prepare students for learning to read. At AIS, significant time is allotted for exploration and play.

We want all children to have success in our program. To achieve that success, there are non-negotiable prerequisites for our 3- and 4-year-old program:

1. Children must be aware of their toilet needs and, in essence, be toilet trained. This means that children must **CONSISTENTLY**:
 - a. Recognize when they need to use the toilet.
 - b. Ask to go to the toilet or seek to go to the toilet on their own.
 - c. Be able to manipulate clothing to help assist in using the toilet.
 - d. Be able to use the toilet.

We recognize that accidents will happen, and we are prepared for that. We also understand that small children don't have the fine motor skills to perfectly manipulate buttons, snaps, and zippers. We can assist children with those. However, children are expected to be out of diapers/pull-ups as students in this program. Children of appropriate age (see #4), who are unaware of when they have to use the toilet or how to use the toilet, will not be accepted in the program. They will be admitted when these skills are mastered.

2. Children must be able to feed themselves. Children should be able to use basic utensils to eat their lunches and snacks when required. We can open bottles and assist children with their lunch needs; however, we do not *feed* children at lunchtime or snack.
3. Children must demonstrate the *willingness* and ability to focus on teacher instruction, on other adults in the school, and on a task for short periods of time. The period of time varies for each task. However, children at this age should be able to complete a task for up to 10 minutes at a time. Children who demonstrate a lack of focus will not be ready to participate in our program for the required short periods of instruction. Our program often combines play with academics. However, young children not ready for a school program may not want to or be able to sit and focus on a given task.
4. We must respect the 31 October cutoff date. If the child is not 3 by 31 October, they **will not** be admitted to the 3-year-old program. Likewise, if they are not 4 by 31 October, they **will not** be placed in the 4-year-old program.

5. Each child will also demonstrate the emotional, intellectual, and physical abilities that are age appropriate for the AIS program. If our staff observes that your child is not yet ready, we will arrange a meeting to discuss the reasons we believe your child is not yet ready.

Almaty International School reserves the right to deny enrollment until they have met all the requirements for the program.

Typical Daily Schedule

The 3-year-old and 4-year-old schedules vary slightly; however, in general, include the following:

- Playtime/Free Play: Play and social interaction are important for all ages but even more so at this age. Time is provided throughout the day for play--inside and outside. All classrooms are equipped with toys and materials for make-believe play. There are playgrounds and many age-appropriate toys outside as well.
- Meeting time: This is a time where students and the teacher gather together in a circle format. Direct teaching, modeling, sharing, and reinforcing previously learned concepts are typical meeting time activities. Children learn much of our program's curriculum during the meeting time. It is an essential component of our program.
- Physical Education, Music, Art and Technology: These activities are taught through play as they learn.
- Snack Time: A healthy snack is provided by the school at a cost or students can bring a snack from home.
- Oral Language Development/Mathematics/Science: The emphasis is on oral language as it is incorporated through learning activities involving math and science.
- Story Time: This is a time for listening to a variety of stories typically told by teachers or "guest" administrators.
- Quiet Time: In both the 3- and 4-year-old classes, this is most often naptime. We provide a small bed for each student. No child is required to take a nap, but they must rest quietly in bed or participate in a quiet time activity.

Each teacher will plan and provide specific schedules for their class.

3/4 YO Supply List

Upon enrollment, please send the following to school on the first day (required):

1. A pair of inside shoes that will remain at school for the entire year.
2. Extra clothes brought in a bag labeled with your child's name (underwear, socks, trousers/skirts/dresses/shirts).
3. A water bottle.

All clothing items must be labeled with your child's name (clothing, backpack, shoes, etc.) This will help us identify each child's belongings.

Elementary Program

At Almaty International School, the Elementary Program spans 5-year-olds through and including 11-year-olds.

Elementary Placement

A student is placed in an Elementary homeroom according to his / her age as of October 31 of any given academic year. In the core subjects of Math, Reading, and Writing, students are placed according to achievement rather than by age. This policy ensures that students receive level-appropriate instruction in the critical areas of math, reading, and writing while having the opportunity to collaborate and socialize with age-level peers during all other classes of the day. Generally, the Director and the Director of Instruction decides placement issues with input from teachers, parents, and assessment results.

Activities

Students in 5-year-old through 11-year-old participate in a wide variety of Activity classes twice a week. This mandatory extra-curricular program offers students opportunities to participate in different activities such as a variety of sports and recreational activities, chorus, computer club, homework club, dancing, gymnastics, etc. The sports program focuses primarily on building athletic skills in a recreational setting, rather than participating in competitive tournaments.

At the beginning of each session, a sign-up sheet is sent home so that students can enroll in Activities. The sign-up sheet will have specific directions to be followed.

Elementary Homework

Although it is not a school policy to assign homework, students in 5-year-old - 11-year-old classes may be given homework for any of the following reasons:

- To demonstrate independent learning and responsibility
- Due to absence from school
- To gather material for group or individual projects
- Due to an observed need for practice or reinforcement of skills
- To widen reading experiences
- Failure to complete class assignments and to communicate with home

Parents are welcome to work with their child at home during non-school hours, however, we want to reinforce that all children need ample time to play and sleep.

All students are expected to read or be read to for a minimum of 10-20 minutes a night. Reading time can be in their home language. Building reading stamina (the ability to read for longer periods of time) positively impacts student learning. Parents are also strongly encouraged to read aloud to their

children. This provides a model of good reading at home, promotes interest in reading, and helps to foster a love of reading.

Recess

Elementary Outdoor Recess

Recess is a scheduled part of the regular Elementary school day. This time serves as a break for students and provides a few moments to expend energy and stretch after classroom activities. All children are expected to go out to play during lunch and afternoon recess. This is a good time for socialization and learning to get along with other children. All children should come to school clothed adequately for outside conditions. This includes a raincoat, boots, and an umbrella for rainy days; snow pants, mittens or gloves, boots, and hats in winter; and a hat, sunblock, and water bottle for sunny weather.

All students are expected to participate. A doctor's note is required for release from outdoor recess.

Playground Policy

AIS has wonderful playgrounds and fields that offer students numerous opportunities for sports and recreation. Students are expected to use appropriate behavior on the playground respecting the rights of all students to have fun in a safe environment. Bullying is not tolerated. Preschool, Elementary teachers, Elementary Specialist teachers, and Cooperating teachers provide supervision during scheduled breaks and before school.

Below you will find more specific guidelines for playground:

- 1.** Safety, fair play, common sense, and appropriate language are the major considerations on the playground. Students may not cause problems for any person or damage any equipment.
- 2.** If children have questions, or if some situation is not covered by the rules, the playground supervisor is always in charge and may stop any activity that he/she feels may be dangerous.
- 3.** When the whistle blows at the end of recess, students are to stop what they are doing immediately and line up.
- 4.** Hard balls are not allowed. Tennis balls, soccer balls, and certain other soft balls may be used with the approval of the playground supervisor.
- 5.** Students are not to climb any slides or fences, and they may not stand on top of, or jump from any piece of equipment. Students are never allowed to "roam" in unrestricted areas.
- 6.** Students should stay alert and pay attention to any games around them and should stay clear from games in which they are not engaged.
- 7.** Fighting; games involving pushing, shoving, tackling, or tripping; and bullying is not tolerated.
- 8.** Throwing any items such as rocks, snowballs, or dirt is strictly prohibited.
- 9.** Students at recess are not to go into the building or outside of recess boundaries without permission from the playground supervisor.

Indoor Recess

On certain occasions, the weather conditions do not allow for students to attend recess outdoors. If that is the case, the students will be supervised by the AIS staff or faculty in the classroom or designated area.

Celebrations

Invitations

If parents want to distribute party invitations at school, ALL students in a class (or all boys or all girls) must be invited. If anyone is excluded in a class, the invitations may not be sent home through the school but should be made by telephone or email outside of school. Also, if parents want to distribute invitations at school to students from more than one class at the same grade level, all students at that grade level must be invited (or all boys or all girls). Otherwise, invitations may not be distributed at school. Every child deserves to feel included and valued at school, and this policy supports a nurturing environment for all our students.

If the students are being collected from school to attend a party, it is the organizing parent's responsibility to arrange the following:

- Facilitate effective parent-teacher communication
- Send out student permission slips inside invitations
- Collect the permission slips and give them to the reception desk
- Give the reception a list of students who are attending the party
- Arrange transportation
- Collect and organize students on the day of the party

If a parent has any questions about a party, please speak to the Elementary Director of Instruction.

Celebrations at School

For a celebration to be held at the school, parents *must contact the teacher at least three days* before an event. The preferred timing will be determined by the teacher, so it has minimal impact on the academic day.

Teachers have the authority to create classroom specific guidelines. For instance, some teachers may decide a monthly birthday party is allowed instead of several small parties. Teachers may also ask that all birthdays be celebrated outside of the school. Please look for more information about this in the information provided by your child's teacher.

Food brought to school for sharing during a celebration must be purchased from a vendor licensed to sell food to the public. Some parents order food for celebrations from FG, the school lunch caterer.

Elementary Snack Guidelines

Morning Snack

Elementary students are given the opportunity to have a morning snack provided by parents. The snack must not require heat preparation and should be able to be opened easily by the student. Drivers, nannies and other personal assistants are asked to refrain from delivering snacks to the classroom. If a snack is to be delivered from home, it must be dropped off at the reception desk, and it will be delivered to the student.

Afternoon Snack

Students in the Elementary are given the opportunity to have an afternoon snack. The snack must not require heat preparation and should be able to be opened easily by the student. An afternoon snack can be purchased from the school and is delivered to the classroom.

Cleanliness and Sharing

It is expected that each child will clean up after him/herself after eating his/her snack. It is not the responsibility of the teacher, the cooperating teacher, or the cleaning staff to tidy up after a child's snack.

To help ensure student safety, we ask that students refrain from sharing their snacks with classmates. The snack is prepared with the student in mind. This lack of sharing snacks also safeguards students from allergic reactions. It also eliminates exclusion and the potential for hurt feelings.

Secondary Program

Grade Classification and Scheduling

Beginning with Secondary 2, grade classification is determined by the number of secondary credits earned by the beginning of the school year. QSI and AIS guidelines for secondary grade classification are:

- o Secondary 2: successful mastery of at least 50-60 units/credits
- o Secondary 3: successful mastery of at least 110-120 units/credits
- o Secondary 4: successful mastery of at least 160-170 units/credits

Students should confer closely with the Counselor and Secondary Director of Instruction when planning their course selections. We do our best to give students as many choices as possible; however, many courses have prerequisites that must be fulfilled prior to enrollment. Careful planning is essential to ensure that students are taking courses that lead to their diploma of choice.

Conditions for Course Enrollment

Successful mastery of prerequisite coursework is necessary for success in future courses. To enroll in a course, a student must have demonstrated mastery of the prerequisite course in that academic discipline (e.g., to move from Algebra to Geometry) by completing at least seven units of the previous course.

If six units or less are mastered in any required course, the student will be re-enrolled in that course to better prepare for future success. If seven or more (but less than 10) units are completed, the student will be scheduled into a mandatory Unit Recovery class. The student will attend this class until all incomplete units are mastered. In keeping with the Mastery Learning approach, the purpose of Unit Recovery is to provide students with the additional time, support, and structure needed for successful mastery of essential coursework. Students with incomplete courses will be contacted from the Counselor and Secondary Director of Instruction to confirm a plan and timeline to master their incomplete units.

Students need to have 8 units of work closed by the end of May ensure completion of 10 units in the same academic year. Students can work on up to 2 units in June through an online course. It is discouraged to leave work until the end of the year and risk not closing units or the possibility of not moving onto the next year of study. Regular feedback from teachers in the form of emails, status reports, and narrative reports, allows teachers, parents, and students to stay in communication and prevent students from falling behind.

AIS Graduation Requirements

An **Academic Diploma** requires a minimum of 240 units (equivalent to 24 Carnegie credits) in the following subject areas: English - 80 units, Mathematics - 30 units, Science - 30 units, Cultural Studies - 40 units, Physical Education and Wellness - 20 units, World Language - 20 units, Fine Arts - 10 units, Senior Research Project, Creative & Applied Arts elective units.

Students may earn an **Academic Diploma with Honors** by fulfilling the requirements of the Academic Diploma (stated above) and successfully completing at least two Advanced Placement (AP) courses.

A **General Diploma** is available to students who experience English language difficulties, time restraints, or other problems which make it impossible to pursue a more advanced course of study. *It is only available to students who are in their fourth year of secondary. If not in their 4th year of Secondary, the student must be 18 years old by Oct. 30 following graduation.* In general, this diploma is designed for students requiring a sound general secondary education to prepare for direct entry into the workforce or further specialized practical training. A minimum of 220 units (22 Carnegie credits) is required, including English - 50 units, Mathematics - 20 units, Science - 20 units, Cultural Studies - 30 units, Physical Education and Wellness - 20 units, World Language - 20 units, Fine Arts - 10 units, and Creative/Applied Arts elective credits.

NOTE: AIS students have the option of earning an **AP Capstone Diploma** in conjunction with an Academic Diploma with Honors. In addition to fulfilling the requirements of the QSI Academic Diploma above, AP Capstone students will earn a score of 3 or higher on six AP courses/exams; these must include AP Seminar and AP Research and their choice of four other AP courses. Secondary students who wish to take advantage of this opportunity must enroll in AP Seminar as a prerequisite prior to taking AP Research and plan their schedule to include the necessary number of AP courses prior to graduation.

Advanced Placement Courses: Advanced placement courses are university-level courses that AIS has been authorized by the College Board to teach. AIS offers some AP courses in-person and others online through QVS (Quality Virtual School). Students who enroll in AP courses are required to take an externally graded AP exam in May of the given school year; these exams incur an additional fee. Instructors and curricula for all AP courses are evaluated and approved by the College Board.

AP courses are demanding and academically rigorous. Students must meet prerequisites (such as no open units from prior years) and have teacher recommendation before enrolling in an AP course. AP courses have strict attendance policies due to the exceptional rigor; please do not enroll in an AP course unless you are committed to be at school every day and be fully engaged in your studies. A student struggling in an AP course after the first unit may be removed from AP and scheduled into another non-AP class.

Sample Standard Four-Year Schedule leading to Academic Diploma:

Secondary 1	Secondary 2	Secondary 3	Secondary 4
<ul style="list-style-type: none"> ■ Literature I ■ Writing I ■ Algebra ■ Physical Science ■ World Geography ■ World Language I ■ Arts ■ PE 	<ul style="list-style-type: none"> ■ Literature II ■ Writing II ■ Geometry ■ Biology ■ Modern World History ■ World Language II ■ Technology ■ Wellness 	<ul style="list-style-type: none"> ■ American Literature ■ Advanced Math I ■ Science Elective ■ US History ■ World Language III ■ Arts ■ Arts, PE, AP, etc. 	<ul style="list-style-type: none"> ■ British Literature ■ Senior Research Project ■ Advanced Math II ■ Government/Economics ■ Science Elective ■ World Language IV ■ Arts, PE, AP, etc. ■ Arts, PE, AP, etc.
Sub-Total Credits 60-80	Sub-Total Credits 60-80	Sub-Total Credits 60-80	Sub-Total Credits 60-80

Shaded courses are required for the Academic Diploma.	Total Credits 240-320
NOTE: Kazakh citizens are required to complete four years of Kazakh Language and Kazakh History/Geography.	

Academic records

Requests for Letters of Recommendation and Transcripts

AIS teachers and administration take pride in the quality of letters of recommendation we write for our students. It takes time, reflection, and concentration to write letters that best reflect a student's strengths. Please plan ahead and allow at least seven working days for letters to be prepared. Students and parents never see letters of recommendation because of security and integrity. Letters are sent directly to universities.

Academic culture guidelines

AIS is dedicated to providing students with an academically focused and engaged learning environment. We strive to give all our students the best possible opportunity to be successful in learning and to achieve the important milestone of a high school diploma. We believe the following guidelines will help us achieve this objective.

Secondary Period Attendance

Students are marked present or absent for the full day according to their attendance during the first period. For example, if a student misses Period A but arrives late for Period B, then he/she will show one absence for the full day on the Status Report. Nevertheless, teachers take attendance for each period, and students are expected to be present for each class. If a student will be absent from a class due to a school function (i.e. field trip), then it is the student's responsibility to notify all teachers involved via email prior to any missed classes. If a student is away on a field trip and does not notify a teacher, then the teacher will mark him/her absent for the period. If a student feels an attendance record needs to be changed, he or she should speak first with the teacher. If procedure was not followed, meaning the student was absent due to a school event but the student did not email, then the student must meet with the Secondary DI and/or the Secondary Counselor to initiate the process for changing an attendance record. The purpose of these policies and procedures is to enable students to be responsible and proactive.

Tardies

If a student consistently has trouble making it to school or class on time and, within one quintile, attains **3 tardies** to the same class, parents will be notified, and the student will make up the time she/he has missed with the given teacher. At the convenience of the teacher, this may occur at lunch

or after school. Parents will be notified by the teacher if the student needs to remain after school. If a student attains an additional **2 tardies (total of 5)**, the student may be referred to the Director of Instruction for additional interventions and consequences. This may include detention and/or an 'N' for the Success Orientation of responsibility. If tardy behaviors continue, additional consequences may result.

Homework at the Secondary Level

At AIS we are committed to fostering lifelong learning. Homework is an integral part of the educational process. It is an extension of the students' daily learning experiences and provides opportunities for students to:

- Develop responsibility and good study habits such as organizational skills and time management.
- Review and practice skills and concepts taught in the classroom.
- Share learning and school experiences with families.
- Understand that learning also takes place outside the school.
- Develop the habit of reading.

Secondary students can anticipate having daily homework. Students should expect to also do homework on the weekends if they are working on long-term projects or have not completed assignments during the week. *The amount of homework will vary depending on the student's schedule, personal organization, and effort.* If students are spending excessive time completing their homework, parents should feel free to contact the teacher to discuss any concerns.

Students are expected to satisfactorily complete and submit homework assignments on time. Students are encouraged to take responsibility for being organized and completing assignments. At the beginning of the school year, teachers will share homework expectations with their students. We ask parents to work with teachers to support their child's completion of assignments.

Most homework assignments are given as learning experiences and receiving assistance from others may be appropriate. However, wholesale copying of another person's assignments to make a teacher think you have done an assignment is a violation of the Guidelines of Academic Integrity.

Examples of homework activities which **do not violate** the Guidelines of Academic Integrity include:

- Working with another person on a cooperative study assignment when both names are affixed to the final submission.
- Review of a question or problem by another person to get a suggestion about how to solve a problem or answer a question; the solution, however, is entirely worked out by you.
- Work which is assigned and announced by the teacher as un-graded and which you work with another person or persons with the knowledge of the teacher.

Examples of homework activities which **do violate** the Guidelines of Academic Integrity include, but are not limited to:

- Someone else doing the work for an assignment for which you will receive a grade.
- Copying or paraphrasing another's work in whole or in part and turning it in with your name on it to receive a grade.
- Turning in someone else's work as your own.
- Allowing/encouraging someone else to copy all or part of your work and claim it as their own.

If a parent has any questions or concerns about homework, they should reach out to the classroom teacher.

Mastery Learning at the Secondary Level

In the Mastery Learning approach employed at AIS, each subject is divided into a series of instructional units. (Full year courses have ten units each.) Teachers provide instruction and evaluate students for mastery of essential concepts and skills on each separate unit. A variety of evaluation tools may be used to determine mastery; these include written tests, projects, direct observation, class participation, and student activities. Students who do not master an essential unit are given additional instruction in areas of deficiency. This instruction will be targeted to the student's learning style. The process of corrective teaching and follow-up evaluation continues until the essential unit is either mastered or the teacher determines that instruction should be postponed until the student develops the skills and/or motivation needed for successful completion of the unit.

We believe that all students are capable of mastering their courses successfully. We will do our best to provide the conditions for success, including additional time and instructional support if needed. Often this additional support can be provided by the course instructor at lunch or after school. In rare cases, the student may need to complete their coursework in the following school year and may even need to delay graduation by a year in order to meet high school graduation requirements.

NOTE: Students must complete a minimum of 10 units for all required courses in order to graduate and receive a high school diploma. Credit cannot be granted to any unit until content is mastered at a B or an A level. P's and D's DO NOT indicate mastery, and do not gain credit toward graduation. Units with a P or D grade should be considered incomplete!

It is essential that students master all units with B or A grades. Students may have to attend a Unit Recovery class if they do not master units within the given school year.

Special Programs

Academic support and unit recovery

AIS is committed to providing students with additional time and learning support to master coursework when needed. In many cases, teachers will be able to offer the necessary support at lunch or after school.

NOTE: If a student needs after-school support sessions, they may ride the late bus home if they are bus riders. If a student needs to ride the late bus, they must sign up with the bus coordinator by the posted deadline. If a student is not bus-riders, parents must arrange for transportation at the appropriate time.

Intensive English

Almaty International School has a very well-developed Intensive English program for Elementary and Middle School. However, AIS has a very limited Intensive English program for secondary students. All secondary instruction at AIS is conducted in English; we do not provide Intensive

English (ESL, EFL) training for high school credit. Students must have a high level of academic and social English proficiency to participate successfully in Secondary classes that are required for graduation credit.

English proficiency will be assessed at the time of enrollment. Any Secondary student who does not have sufficient English proficiency will be placed in Pre-Secondary Intensive English classes - regardless of age.

Please be aware that language acquisition research suggests that it normally takes from 3 to 7 years to achieve academic fluency in English. This means that students who enroll in our Pre-Secondary Intensive English program often need more than the usual 4 years to complete high school graduation requirements.

World Languages

Almaty International School has a dynamic and engaging World Languages program. All secondary students are expected to enroll in a World Languages for at least two years. Two years of coursework in the same world language are required for high school graduation. (See requirements above.) AIS students may choose French, Spanish, or Russian as their language of choice.

Students who are Kazakh citizens must enroll in Kazakh language, history, and geography classes. These classes are in line with the Kazakh national standards and regulations. Additionally, the Kazakh department shares cultural insight and performs school-wide programs for Kazakh Independence Day in December and Nauryz in March.

Fine Arts

AIS is proud to offer students the opportunity to enroll in art, drama, choir, and band classes. In the case of the band, the school has a limited inventory of instruments that may be rented. The cost of replacing lost instruments or repairing damaged instruments will be the responsibility of the student. If sheet music is lost or damaged, replacement is the student's responsibility.

Athletics and Activities

Almaty International School understands the importance of a vibrant after-school program. The AIS Athletics and Activities program is open to all middle school and secondary school students enrolled at Almaty International School. All participants in the program are expected to be students first and in such must adhere to the following guidelines:

- Students must be actively engaged in all open units of study.
- Success orientation status will reflect E or S grades only.
- Regular attendance will be expected in all classes, games, meetings, and practices.
- Demonstration of good sportsmanship is expected before, during, and after competitions.
- D or N warnings will result in a student/staff member conference.

- Incomplete units from previous years, Ds or Ns on status reports, or violation of school conduct can cause a student to be placed on ineligibility and an Athletic and Activities Intervention Plan.
 - Passing units and/or adequate progress in academics and/or behavior can result in a student becoming fully eligible for Athletics and Activities after 2 weeks.
 - Appeals can be made to the DI.

Uniforms will be issued to athletic participants. The participant is responsible for the proper care of the uniform and returning it when required. Participants will be charged for any lost or damaged uniform outside of normal wear.

Clubs and Community Service

Students are encouraged to participate in extracurricular clubs and service groups. Clubs meet regularly outside of class time, to plan activities and projects. AIS also plans an annual “Week Without Walls” to give students an opportunity to provide community service and outreach to people of need. Students who complete community service are eligible to receive a Certificate of Community Service.

Appendix A:

Acknowledgement

Pages

Letter to Parents of Kazakhstani Passport-holders

Dear Parents,

Almaty International School (AIS) has enjoyed for over twenty years its unique relationship and history with Kazakhstan. In fact, the government of Kazakhstan requested that QSI establish an English-speaking school in Almaty (then the capital) to serve the expat community, including families from businesses and the diplomatic community. For a number of years, AIS was the only international school in Almaty and has since developed more QSI schools in Astana, Atyrau, and Aktau. We are proud of the continued endorsement of the government of Kazakhstan, which licensed our present facility in 2010 — authorizing Almaty International School to operate as a fully accredited school in this country.

Of course, there was a great demand to offer this education to local citizens as well. The government recognized the quality of our Kazakh Studies Program, developed as a necessary curricular addition to our American education based on mastery learning, which is fully accredited by Middle States Association of Colleges and Schools until 2021. Just recently, the Ministry of Education now recognizes MSA as the only non-Kazakh accrediting institution. We are grateful for this special recognition by the Kazakh government. Without the Kazakh Studies course additions, Kazakh students would not be allowed to attend AIS, and take advantage of the unique academic and extracurricular programs we presently offer to our students.

From the beginning, we offered the kind of education that would prepare our students for college and university in the U.S. and Western Europe. Of course, many of our graduates have been successful in a number of Eastern Europe and Korean universities as well. Our extensive number of Advanced Placement (AP) courses and our rigorous QSI diploma requirements for our Honors program have prepared our students well for further education throughout the world. It is important that you understand that AIS offers American diplomas — not Kazakh diplomas. We have stressed to our parents through private meetings, school newsletters, and meetings with students, that AIS offers all of its students an expat education. Our guidance counselor is constantly offering parents and students help to choose an education appropriate to what they receive at AIS. We always look for ways to improve the job of explaining to you how this impacts every AIS student.

As an American school, our students are prepared to take SAT, ACT and Advanced Placement tests — all in English and recognized worldwide as standardized tests typically required by most Universities and colleges. Our present program does not prepare students to take a university entrance exam (Unified National Testing (UNT), or General Testing of Applicants (GTA) required for admission to higher education institutions located

in the Republic of Kazakhstan. If your plan is to send your child to a college or University located on the territory of the Republic of Kazakhstan, you will need to give this strong consideration. We do not prepare students at AIS for non-English college entrance exams. Because of this component, the Ministry of Education of the Republic of Kazakhstan understandably will not endorse us for Kazakh National testing. However, they will allow our students to take the test one calendar year after graduating from AIS. We continue to work with the government of Kazakhstan to discover the best solutions for our Kazakh citizens.

We think this issue is very important, and we want to avoid misunderstanding. We will provide a space below for you to sign acknowledging your understanding of this, and we will keep on file with your student's records.

Sincerely,
AIS Director

Appendix B:

Acceptable Use Policy

Computer and Internet Acceptable Use Policy (All Parents/Students)

Computer and Internet Acceptable Use Policy and Agreement (AUP)

Almaty International School is pleased to offer students access to the school's computer network and Internet for classwork and to prepare students for life, school, and work in the 21st Century. In using the Internet, students need to understand and use technology safely and ethically. To obtain Internet access, all students must obtain parental permission and must sign and return this form to the school office.

A. Terms and Conditions

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Technology is to be used in a responsible, ethical, and legal manner.

Individual users of the school's computer network are responsible for their behavior and communications over this network. We expect users to comply with the school's standards and honor the agreements they have signed. School monitoring of students' online activities is encouraged as long as the monitoring adheres to local laws.

While digital resources offer immense educational opportunities, it is important to remember that access is a privilege, not a right, and carries with it responsibilities for all involved.

- a. Internet and Computer Access is available through the school's network.
- b. Students are provided a free suite of applications through Microsoft 365. School work and projects are either stored on the cloud by Microsoft 365 or on a local server.
- c. At the beginning of the school year, all users are responsible for reading and adhering to the Acceptable Use Policy.
- d. All acceptable use guidelines apply to both QSI digital resources and personal devices.

B. Student Responsibility

Students are expected to use the Internet, school network, and all devices in a responsible manner. It is expected that students:

- a. Respect the rights of others. This includes demonstrating appropriate online behavior towards other students and not wasting resources like paper, file storage, or Intranet and Internet bandwidth through unauthorized gaming, downloading, video, or audio streaming, or any other unauthorized activities. (SO: Concern for Others, Kindness & Politeness.)
- b. Care for devices. This includes not vandalizing the equipment, not hacking into computer systems or other student's files, or trespassing into other students' work folders, accounts, or email. (SO: Responsibility, Trustworthiness.)

- c. Report Inappropriate Content. This includes telling a trusted adult immediately if you see inappropriate material or unauthorized activities. (SO: Trustworthiness.)

C. Unacceptable Use includes:

- a. Any malicious attempt to harm or destroy QSI digital resources or data of another user.
- b. Sending, sharing, or displaying offensive messages or images.
- c. Taking photos or videos at school without the permission of the school or those being recorded.
- d. Sharing photos or videos without permission of the school or those being recorded.
- e. Deliberately accessing or creating any obscene or objectionable information, text, or images.
- f. Plagiarizing others' work or violating copyright laws. This includes peer-to-peer file sharing of copyrighted files. If the student is unsure whether they can use someone's work, they should not use it without permission from the owner.
- g. Using another person's username or password or misrepresenting identity.
- h. Employing the network for commercial purposes.
- i. Using school computers for unlawful purposes. Activities on Internet-accessible computers may be governed by the laws of several countries and jurisdictions, and all laws must be respected.
- j. Using any non-school-sponsored chat rooms or instant messaging services. Streaming media, such as YouTube, Internet Radio, and other online media is allowed for educational purposes only.
- k. Attempting to fix, repair, or enhance any equipment, device, software or other QSI resource without teacher approval. Please contact QSI regarding any repair or fix.

D. Personal Devices

Personal digital devices are defined as privately owned wireless devices and/or portable electronic hand-held equipment including, but are not limited to, laptops, mobile computers, smart phones, tablets, e-readers, and portable Internet devices. Students must obtain prior approval before using personal digital devices in the classroom. All the conditions and requirements of the QSI Acceptable Use Policy are applicable to the use of personal digital devices and violations may result in loss of privileges and/or disciplinary action.

- a. Personal digital devices will be used exclusively for educational activities during instruction.
- b. Students may not use their personal digital devices to record, transmit, or post photos or videos at school without the express permission of the teacher, school administrator, and anyone who appears in the image.
- c. QSI staff will not provide technical service or support for personal digital devices.
- d. QSI will not reimburse students for any data charges.
- e. QSI is not responsible for any financial expenses or loss of data should a personal technology device be lost, stolen, or damaged while at school.

E. Digital Citizenship Instruction

Each year, instruction will be provided to all users regarding appropriate online behavior, including cyber-bullying awareness and response, as well as interacting appropriately with other individuals on the Internet. Students receive technology training that includes an Essential Unit on Digital Citizenship. This unit, required for every QSI student from age five through secondary, provides a strong background in the proficiencies and ethical competencies for safe computer use and success in modern society. Within the Success Orientations classes, students also discuss how to use technology in a proper, respectful, and safe manner. Students are expected to conduct themselves according to these unit outcomes, even when not at school. Technology issues that negatively affect other students or disrupt the school day will be dealt with by the school.