Qingdao No.1 International School of Shandong Province

Teaching for Understanding
Providing a challenging academic program that develops the core character traits of vitality, courage, sensitivity, intelligence, and compassion.

Pre-K through Grade 12 Education
 Accredited by the Western Association of Schools and Colleges (WASC)
 Licensed by the Qingdao Bureau of Education
 AP and Honors classes offered; PSAT and SAT test center
A hearty welcome to the Qingdao No. 1 International School of Shandong Province! Our school is devoted to cultivating hearts and minds and a joy for learning. Students develop their individuality and learn to work as a team. How? We learn by doing.

We practice what we are learning, and we encourage each other to become better at what we can do. We are not afraid of failure because it develops the perseverance we need to eventually succeed.

QISS students are challenged by key assignments that expect them to go beyond mere recall to analysis, synthesis and reflection. We want our students to understand what they are learning. We want our students to apply what they know to new and unexpected situations. We want our students to become strong and vital in body and mind. We want our students to be creative and express themselves with skill and imagination.

QISS is a place brimming with opportunities; all you need to do is open your heart and mind.

Sincerely,

Jeff Fischmann
Director
Teaching for Understanding

Vitality: Developing Natural Curiosity

Courage: Strengthening Confidence

Sensitivity: Looking From Multiple Perspectives

Intelligence: Making Sound Judgments

Compassion: Working With Innate Goodness
Developing Mindful Hearts

Providing a challenging academic program that develops the core character traits of vitality, courage, sensitivity, intelligence and compassion.

QISS students are:

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

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

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

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

Compassionate global citizens who:
- Show empathy toward the needs and feelings of others.
- Have a personal commitment to service.
- Take action to make a positive difference in the lives of others and for the environment.
Philosophy of Learning

The primary goal of curriculum is to develop and deepen student understanding; depth of learning is more important than coverage.

Students need to make meaning of their learning and actively construct knowledge rather than passively accumulate knowledge.

Learning and assessment should be relevant and occur in rich, authentic situations or simulations of the real world.

Teaching should be individualized to assist each child in attaining high standards.

As part of their education, students need to develop strong social and emotional skills and character traits in order to become personally effective and to make a positive difference in the world.

How We Assess Learning: Essential Strategies

1. We use authentic summative assessments and performance tasks (Key Assignments) to integrate learning and to assess for deep understanding.

2. We use a Backward Design Planning Process:
   a. Identify Learning Goals
   b. Create Performance Assessments
   c. Design Learning Activities

3. We show criteria and models in advance.

4. We use diagnostic and formative assessments to improve teaching and learning.

5. We allow students to demonstrate knowledge, skills, and understanding in various ways.

6. We provide feedback early and often to guide student learning.

7. We include student self-assessment, goal setting, and reflection in student portfolios.

8. We allow new evidence of achievement to replace old evidence.
Inquiry-Based Learning

What Is Inquiry-Based Learning?

There’s an old adage that states: “Tell me and I forget, show me and I remember, involve me and I understand.” The last part of this statement is the essence of inquiry-based learning, the approach to instruction emphasized by the International Baccalaureate Programme and other schools throughout the world that promote “Best Practices” in education. Inquiry implies student involvement which leads to understanding.

- Inquiry is the art and science of asking and answering questions. It involves observation and measurement, hypothesizing and interpreting, model-building and model-testing. It requires experimentation, reflection, and the recognition of the strengths and weaknesses of its own methods.

- During inquiry, a teacher may pose essential questions to stimulate students to pose their own questions. These questions are open-ended, offering students the opportunity to direct their own investigations and find their own answers (not just the one right answer), and in all likelihood, they lead to more questions.
Inquiry is asking questions. Not just any questions, but good questions: questions that are accessible, that can be answered in part or in whole, and that lead to meaningful tests and explorations.

Inquiry provides students with concrete, active learning experiences. Students take the initiative. They develop problem-solving, decision-making, and research skills which enable them to become lifelong learners.

Inquiry allows students at different developmental stages to work on similar problems and even collaborate in finding solutions to those problems. Each student gets to bring his or her own special talents into play.

Inquiry allows for the integration of multiple disciplines. As students explore, they will tend to ask questions that will involve science and math, social studies and language arts, technical and artistic skills.

Inquiry involves communication. Students must ask coherent, meaningful questions. They should report their results orally or in writing. In this way, they both teach and learn from each other.

Inquiry allows teachers to learn about their students — who they are, what they know, how their minds work. These insights will enable teachers to be more effective facilitators in their students’ pursuit of knowledge.

Inquiry requires students to take responsibility for their own education. Teachers guide students through the inquiry method to find answers to their questions.
Assessing for Understanding

Key Assignments
Also known as performance tasks or performance assessments.

Key Assignments are relevant, performance-based learning activities that require students to demonstrate their skills and abilities, rather than simply providing memorized, rote answers. Key Assignments are designed to close the gap between school lessons and meaningful skills needed in real life. Strong projects encourage students at every grade level to reflect upon past experiences and learning, analyze different approaches for solving problems, and synthesize concepts from their learning.
Current research has shown that educational programs that focus on meaningful instruction (often referred to as authentic instruction) are more likely to develop in students the lifelong critical thinking skills that build a basis for future learning and enable students to evaluate what they learn. In addition, when authentic instruction is incorporated into the classroom, topics from the lesson are connected to the real world, which makes it easier for students to visualize and understand what they are learning. Authentic instruction makes it all more meaningful because the lessons relate to real-life endeavors, capsulated within the performance of Key Assignments.

Authentic instruction via Key Assignments motivates students to invest in the hard work that learning requires. Through the Key Assignments, teachers convey high expectations for all students, including the necessity of taking risks and trying hard to master challenging academic work. This assures that all members of the class will learn important knowledge and skills. The adventure of a climate based on mutual respect among all students contributes to the achievement of all.
Lower School: Grades Pre K–5

The Lower School

The learning experience at QISS is designed as a continuous journey of self-development from Pre-K through Grade 5. We believe that every year spent at QISS is a unique opportunity for students to engage with a coherent curriculum that is developmentally appropriate, tailored to our students’ individual learning needs, and preparative for a world beyond school. During their time in Lower School, students will:

• interact in a range of educational settings, working individually and in groups.
• learn to explore the world with curiosity, asking questions and developing skills in problem solving and interpretation.
• continue to develop a range of social skills, in and outside the classroom.
• enjoy a range of extracurricular opportunities.
• continue to develop the various literacies (reading, writing, mathematical) that will be key to all future learning.
• learn and develop language skills in English and Mandarin.
• practice written and oral skills through authentic instruction and performance-based assessments (Key Assignments).
Middle School: Grades 6–8

Middle School Course Descriptions

Language Arts
Developing strong reading and writings skills and a love for literature underscores the middle school language arts program. Students read a variety of authentic literature and connect their learning to other content areas. Writing instruction incorporates the 6+1 Traits of Writing as a learning and assessment guide for written work.

- Grade 6 students read historical fiction and short stories; writing genres include narrative, expository, and descriptive writing.
- Grade 7 students read myths, short stories, and poetry; writing includes poetry, essays, and letters.
- Grade 8 students read historical fiction and popular fiction; writing includes compare/contrast and essay writing.

Communication Skills
All students are enrolled in a grade-level communication skills class in addition to language arts. In communication skills classes, students reinforce vocabulary learned in core academic classes, practice public speaking skills, read for pleasure, and develop test-taking and organizational skills. All students strive to read at least twenty books of their choosing each year.

Social Studies
Students develop a deeper understanding of where they are in time and place through the study of history and geography. Students engage with the past and demonstrate their learning through debates, role-plays and simulations.

- Grade 6: Geography — Human-environment interaction in the Americas, Africa, India and China.
- Grade 7: Ancient Civilization — From nomadic life to city building, students learn about the development of civilization and the roots of democracy.
- Grade 8: World History — The “Age of Discovery”; economic and political expansion of European countries.
Science
Hands-on learning and scientific inquiry drive the middle school science program. Each student develops a project for the science fair each year.

- Grade 6: Earth Science—Weather, rocks, and how the earth’s surface changes over time
- Grade 7: Life Science—Cells, Genetics, Evolution, and Ecology
- Grade 8: Physical science—Electricity, magnetism, sound and light

Math
A deep understanding of concepts, strategies, and reasoning drive the middle school math program. Students are asked to clearly communicate their solutions, explain their reasoning, and connect their learning to the real world.

- Grade 6: General Math
- Grade 7: Pre-Algebra
- Grade 8: Algebra
Art
Through a variety of projects, all students in grades 6-8 review the elements of art and principles of design. Students develop their creative abilities and techniques in a variety of media, including drawing, painting, printmaking, and pottery. Student artwork is published each year in the art magazine and calendar.

Music Program
The music program at QISS focuses on voice and singing, and incorporates a variety of instruments and other musical activities. Music is required for all students in middle school. Most students participate in the winter holiday performance each year, and many participate in other performances.

Physical Education Program
The physical education program at QISS is designed for all students to develop good habits for a healthy lifestyle and realize their potential at sports. All students from grades 6-8 participate in PE classes each week. A major emphasis is placed on developing individual skill levels and practicing skills in a variety of sports. Health lessons are incorporated into PE.

Information Technology
Throughout middle school, students master practical computing skills, including accurate keyboarding, word processing, spreadsheets, presentation software, web design, and graphics manipulation. Students demonstrate their skills through a variety of creative and practical projects and publish their work in school publications.

Chinese
All middle school students, with the exception of those with beginning English proficiency, are placed in a Chinese class. Students are grouped by proficiency into four levels for the study of Chinese language and culture. From the earliest lessons, students learn to read, write, comprehend, and speak Mandarin while learning about Chinese culture. On “China Day,” in preparation for Chinese New Year, students demonstrate their skills through songs and skits in a schoolwide performance.
High School Course Descriptions

Language Arts
LA-9
Students will read and discuss a variety of authentic literature related to their social studies course. Expository reading skills will include strategies for transferring information from short-term memory to long-term memory and using non-text clues in textbooks. Literary devices and story plotting will be taught. Six Traits will be used as both an evaluative tool and as a guide to improve writing. Literary analysis will focus on characterization and theme. Vocabulary development will focus on the parts of English vocabulary, such as prefixes, suffixes, and roots, as well as strategies for ‘decoding’ vocabulary in a text.

LA-10
Students will read and discuss a variety of authentic literature related to their social studies course. Particular focus will be on primary source documents. Reading instruction will teach students to use multiple reading strategies. Literary devices will be taught to enhance comprehension of fiction texts. Six Traits will be used as both an evaluative tool and as a guide to improve writing. Figurative language development will enhance writing. Vocabulary development will focus on the parts of English vocabulary, such as prefixes, suffixes, roots, as well as strategies for ‘decoding’ vocabulary in a text.

LA-11, LA-12
Students will read and discuss a variety of authentic literature related to their social studies course. For both grades 11 and 12, instruction will focus on building language skills for standardized tests, such as the TOEFL and SAT. Wide reading of world literature will facilitate this process. Both fictional and non-fiction texts will be required reading each quarter. Six Traits will be used as both an evaluative tool and as a guide to improve writing.

AP Literature
Advanced Placement (AP) Literature is offered as an elective class. This course offers an intensive study of college-level literature. Students learn to critically analyze literature and discuss structure, style, themes and techniques. Writing focuses on understanding, evaluating, and analyzing literature.
Social Studies

World History II—Grade 9
Students will focus on European history, including the Renaissance and Reformation. “The Age of Change” details a blossoming of scientific inquiry and knowledge, as well as the resurgence of democratic ideals leading to the foundation of democratic, constitutional governments. This study will take students through the age of revolutions, imperialism, and globalization, and conclude with the Industrial Revolution. Students will write a formal research paper, including internal citations and works cited.

World History III—Grade 10
The modern age (1900-present) will serve as the focus of this course. Students will investigate historiography (the tools, skills, and sources used to document historical knowledge), reform movements, economic and political imperialism, and international and regional conflicts arising from culture clashes and globalization. A formal research paper will be required.

Asian History—Grade 11 or 12
Throughout the year, students will focus on Asian cultures, Asian history, and Asia in the modern world. Focus areas will be China, Japan, Korea, and to some extent, India and Southeast Asia. Studies will allow investigation of ancient culture and history, as well as modern transitions to contemporary times. Students will write a formal research paper.
Economics—Grade 11 or 12
The first semester study of the foundations of economics will prepare students to spend the second semester investigating current economic realities, challenges, and impacts around the world. Special focus will include the economics of energy, international trade and trade policy, globalization, entrepreneurship, and alternative development strategies. Students will write a formal research paper.

Math
Advanced Algebra—Grade 9
Students will deepen their understanding of linear equations and functions and quadratic equations and functions. They will solve problems involving systems of quadratic equations, exponential and logarithmic functions, and justify their approach in solving complex multi-step problems.

Geometry—Grade 10
Students learn to construct formal, logical arguments and proofs, judge the validity of arguments in geometric settings, and use appropriate theorems, formulas, and properties to solve problems involving geometric figures.

Precalculus—Grade 11
Students apply techniques that have been previously learned in algebra and geometry in solving trigonometric equations and functions. This course provides a firm foundation for advanced study of mathematics, calculus, physics and engineering.

AP Calculus—Grade 12
AP Calculus is a college-level course taught with appropriately high expectations and rigor. Students will master the application of limits, derivatives, integration and differentiation. All students are expected to take the Advanced Placement Calculus test in May.

Science
Conceptual Physics—Grade 9
This lab-based course is designed to develop students’ understanding of the core ideas of physics without the need for higher-level math. Major units of study include motion, heat and thermodynamics, sound and light, and electricity and magnetism.
**High School: Grades 9–12**

**Chemistry—Grade 10**
Chemistry incorporates a variety of measurement and problem-solving skills in a series of thematic units dealing with real-life problems. Students become familiar with laboratory methods, the periodic table, and working with very large or very small numbers. Students solve problems by applying their knowledge of chemical behavior and ability to solve multi-step problems involving chemical quantities.

**Biology—Grade 11**
Students build on their knowledge of life processes through lab activities and research projects on cells, genetics, evolution, ecology, and human physiology. Students will design and carry out controlled experiments and report results.

**Conceptual Physics—Grade 12**
Conceptual Physics for Grade 12 is currently the same course as offered in grade 9. Additional science options will be offered in the 2011-2012 school year.

**Information Technology**
Upon entering high school, students are expected to have mastered most practical computing skills including accurate keyboarding, word processing, spreadsheets, presentation software, web design, and graphics manipulation. IT skills are further developed in high school as students work on their key assignments and projects with the support of the IT teachers.

**Communication Skills**
All students are enrolled in a grade-level communication skills class. In communication skills classes, students reinforce vocabulary learned in core academic classes, practice public speaking and interview skills, read for pleasure, and develop test-taking and organizational skills. All students strive to read at least twenty books of their choosing each year.
Elective Courses

Students may fulfill their course requirements through a variety of semester- or year-long elective courses. Courses offered currently include the following:

Art
Explore a variety of media and project types. Instruction is individualized depending on student interest and experience.

Choir
Students will experience a variety of musical styles and multicultural songs such as jazz, art songs, pop and folksongs, musical theme songs, movie title songs and traditional songs from many other countries.

Band
Students learn wind, brass and percussion instruments to create a variety of music in this course.

Music Appreciation
This course is a combination of Music History and World Music.

Music Theory
This course covers fundamental knowledge of music theory.

Drama
This theater class focuses on use of voice, body, emotions while on stage. The course will include theater games, a writing portion—critique of theater, and a final performance.

Dance
This course can be Fine Arts or PE credit. While the course will focus on modern and jazz dance, other forms with be introduced: ballet, flamenco, yoga, and pilates. Writing portion will include a dance critique. A performance will be the final assessment.

Physical Education
PE is designed for all students to develop good habits for a healthy lifestyle and realize their potential at sports. A major emphasis is placed on developing individual skill levels and practicing their skills in a variety of sports.

Mandarin
Beginning through advanced levels of Mandarin are offered in the high school. From beginning lessons, students study Chinese culture and develop their speaking, listening, reading, and writing skills. Advanced students may enroll in HSK Prep (Honors) and can take the AP and/or SAT II Chinese exams.

Yearbook/Multi-media Production
Students learn fundamental skills of visual communication and graphic design as well as audio, video and multimedia production, theory and design. We will use computers to help create, design, and publish the school newspaper and yearbook. Other projects include documentary, news, drama and
other types of video presentations. Students learn photography and videography skills, and advanced computer skills.

**Global Issues in Science (Honors)**
In this course students will be allowed to study any area of science of their choosing. They will read articles and do research. They will lead discussions and engage in debate on how their topic is impacting the world. It will be a way for students not only to study topics of interest, but also to improve their English skills.

**Computers, Culture and Society (Honors)**
Information Technology in a Global Society will look at the social impact of new technologies, focusing upon contemporary issues, such as privacy and human rights, and taking an in depth look at some of the technologies we use.

**Theory of Knowledge (Honors)**
Theory of Knowledge explores a fundamental philosophical question, “How do we know what we know?” addressing the question from philosophical, cognitive, and socio-cultural perspectives.

**Shakespeare (Honors)**
This advanced literature course will delve into the works and world of the world’s most renowned playwright.
Model United Nations
Students in MUN will have the opportunity to learn about how the United Nations functions to promote international cooperation to protect the peace, security and economic development of the world. The course will focus on preparation for an MUN convention where students role-play as delegates from UN member states.

Competitive Events
Students are given the opportunity to represent the school in a variety of sporting activities, such as soccer, basketball, volleyball, and table tennis. QISS regularly competes against local and other international schools in China in various sports. QISS is a member of the Association of Chinese and Mongolian International Schools (ACAMIS), which allows us to compete against many other international schools throughout China.

Student Government
Each year, students run for the elected offices of student government president, vice-president, secretary, and treasurer. Additional class representatives for each grade are elected in homerooms. Student government manages the school snack bar, assists with community events, and organizes student activities and trips.

Community Service
Students are strongly encouraged to gain valuable experience and earn community service hours through student jobs in school or volunteer opportunities outside of school. Student jobs include assisting in the science or computer lab, helping in the library, reading to young children, and tutoring after school. Students keep track of their own hours and have them verified by a teacher or other adult supervisor. Students receive certificates of recognition at the end of each year.

AP and Honors Classes
QISS strives to provide a rigorous and challenging program for all students. We are currently expanding the options of AP and honors classes. In these courses, students are expected to do college-level work. The honor's GPA scale allows students to earn a higher grade-point average by taking honors classes. QISS is recognized by The College Board and authorized to administer the PSAT, SAT, and AP tests.
Support Programs

English as a Second Language (ESL)

New students who do not speak English as their first language are assessed prior to admission. Students who require additional help with English are placed in our ESL program.

The Lower School ESL program includes in-class support for most classes and additional language support instead of Chinese Studies. ESL instruction begins in Grade 1, and support is provided through a combination of pull-out (small group instruction with a specialist teacher) and inclusion (additional support in the mainstream class). Since research indicates that Pre-K and Kindergarten classrooms provide an optimal environment for learning English, students at these levels generally do not receive additional English language support.

Our Upper School ESL program provides additional language support for all students during Language Arts and Communication Skills classes. Middle School students who need more help are placed in ESL instead of Mandarin.

Both programs use a variety of strategies and resources, such as ESL in the Mainstream, Star, Leveled Readers, and English In a Flash.

QISS Library

The QISS library offers a wide selection of books, videos and magazines. Every book has the reading level and interest level marked to make selections easier for students. We also have a foreign language section for leisurely reading and mother tongue language practice. Helping students learn to read and to love reading and studying is a team effort at QISS.

The QISS library has subscriptions to EBSCO host, BrainPop, and other online databases to help students advance their knowledge. Students are welcome to use the library computers for research and studying during any free period. The library is open Monday through Friday, 8:30 A.M. to 4:30 P.M. for the entire school community.
ISS has a variety of school wide events to celebrate learning, involve parents, and generate community spirit. Listed below are brief descriptions of these school activities. Dates change annually, so be sure to review our current school calendar for further information.

**International Picnic**
Held on the campus grounds early in the school year, this event celebrates the uniqueness of all the nationalities represented within our school community. It is a time for students, parents and faculty to share their cultural heritage by wearing traditional clothing and preparing traditional foods, songs, and other activities.

**Halloween**
Students are given an opportunity to wear costumes and decorate classrooms with Halloween arts and crafts. In addition, pumpkin carving and costuming are exhibited throughout the afternoon.

**Winter Holiday Program**
Held annually on campus, this festive and musical event takes place on a Saturday evening. A potluck dinner provided by the parents follows the grade level performances.

**China Day**
In anticipation of Chinese New Year, students at QISS celebrate the richness of Chinese culture through songs, poetry, and colorful performances. Chinese arts and crafts, specialty foods, and local artisans join our school community for a special day of celebration.

**Festival of Words**
During this annual week-long festival, all students display their essays, poetry, short stories and a wide variety of other published works celebrating the written word. In addition, speeches, spelling bees, and language games are held throughout the week.

**Science Fair**
Students begin gathering data and doing experiments weeks ahead of this event, which culminates with a school wide exhibition and competition. It is organized by teachers, and strongly supported by parental involvement.
Sports and Activities

Sports
The QISS physical education program provides each student with the opportunity to find success at his or her own level. It is our goal to teach the benefits of living a healthy, active life during the years at QISS and beyond. Our comprehensive curriculum provides students the opportunity to develop body awareness, explore movement, discover cooperative games, improve sport-specific skills, and experience team sports. We value the team experience and the life skills one develops as a team member. Through these activities, our students learn how to have fun, win and lose, show good sportsmanship, and develop discipline and responsibility. Our sports program supports the development of a well-balanced individual by providing the opportunity to develop not only physically, but also socially, emotionally, and mentally.

Educational Trips
QISS endeavors to help students become actively aware of their environment and to use the opportunities offered by our location to enhance their education. Educational excursions provide the opportunity to learn more about the world around us and allow students to develop their group and social skills in different settings.

All students, including those in Pre-K and Kindergarten, go on local day excursions relating to aspects of the curriculum being covered. The school offers Middle and High School students additional opportunities, such as overnight excursions within China.

After-School Activities
QISS faculty members tap into their hidden talents to offer after-school activities for all ages. Throughout the year, students may choose from a variety of interests, such as language study, homework help, test preparation, cultural activities, games, science, computer graphics, MUN, art clubs, sports, or music lessons. All activities are designed to help students improve their communication skills.
What Parents Need to Know

We educate the whole child
- We work on building good character and developing social and emotional skills.
- We encourage students to participate in sports and after school activities.
- Music, Art, PE, and I.T. are important subjects that support academic learning.
- These are required subjects in Lower and Middle School, but elective in High School.
- All grades contribute equally to each student’s grade point average.

We expect students to be fully engaged in the learning process
- Students inquire, investigate, research, and debate about relevant issues.
- Students work together in small groups to create and present projects.
- We look for multiple ways to think about problems and approach learning.
- We expect students to ask questions, clarify understanding, and give feedback to teachers and peers.
- We expect students to think about and reflect on their own learning.
- We want flexible, creative thinkers who are able to see different points of view.

Being a QISS student is a full-time commitment
- We provide a challenging English-based curriculum with daily homework and reading, as well as activities after school.
- English is taught at least two periods daily.
- Additional English instruction after school is not needed.
- Optimal learning takes place when students eat well, get plenty of sleep (7-9 hours), exercise, and have time for recreation.

We encourage parents to be active supporters of their children’s learning!
- Support your child’s learning at home; check the homework assignment book daily.
- Ensure there is enough time for your child to complete homework, do activities, and get adequate sleep.
- Contact appropriate school staff about problems, questions, or concerns.
- Support students during school events and performances.
- Students must live in Qingdao with parent(s) or legal guardian (not an ayi).
- Please notify school office if you are out of town more than a day or two, and make sure the emergency contact information for your child is current.

Parents can take on more formal roles in the school
- Room parents assist with communications and welcoming new families.
- The Parent Advisory Committee provides program input and helps plan school events.
A vital part of our school operations is conducted through parent involvement. QISS encourages and reinforces the communication between school and home through the Parent Advisory Committee (PAC). The dedication and contributions of this committee are highly appreciated throughout our school community.

The major functions of PAC include:

- assisting with organizing school events, such as the International Picnic, the Winter Holiday Program, the Festival of Words, and Entrepreneur's Day.
- assisting in bringing about school improvement and the development of goodwill within the community.
- helping support new families in the QISS community.
- fundraising to help support school events.

The Parent Advisory Committee meets every month to address these objectives.
Home of QISS

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