

QSI International School of Astana

Information Packet

2021-2022



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QSI International School of Astana

QSI International school of Astana, a nonprofit institution that opened in September 2005, offers a high-quality education in the English language for students beginning at three years old through secondary school. Three out of four QSI International School of Astana students are from nations other than Kazakhstan. About 315 students are currently enrolled in the school, representing many nationalities, including students from the international, business, and diplomatic communities. QSI International School of Astana is fully accredited by Middle States Association of Colleges and Schools (MSA), located in the United States.

Facility

The school operates on a large, new campus and includes office space, 35 large classrooms, a large elementary and secondary library, three computer laboratories, art and music rooms, a double gymnasium, weight room, activity rooms, auditorium, science laboratories, and medical office. Adjacent is our new early childhood education center with a separate library, computers, activity rooms and a cafeteria. The school grounds include a secure, fenced playground area, an outdoor soccer field and track, and twenty-four-hour security.

Academic Program

The academic program uses a Performance-Based approach to learning. This model ensures mastery of specific skills and knowledge involving both individual and group instruction. The educational philosophy is founded upon the premises that:

- 1) All students can succeed.
- 2) Success breeds success.
- 3) It is the responsibility of the school to provide the conditions for success.

Curriculum

The curriculum includes English (reading, grammar, composition, and spelling), Mathematics (basic skills through advanced mathematics), Cultural Studies, Science, Art, Music, Technology, Russian, Spanish, French and Kazakh Studies, and Physical Education. Intensive English classes are offered to students six years old and older that need additional help with English. Technology use is integrated across the curriculum. The school seeks to provide students with an appreciation for the rich culture and history of Kazakhstan and Central Asia. Materials and equipment are up-to-date and of high quality. Class sizes are small, allowing for individual attention in all areas. Advanced Placement (AP) courses are offered in eight subjects for students that are ready for higher academic challenge.

QSI Mission Statement

Virtually every five-year-old comes to school eager to learn. The mission of Quality Schools International (QSI) is to keep this urge to learn alive in every child in all QSI schools.

Our schools are established to provide a quality education, in the English language, for students in the cities we serve. These students are the children of parents of many nationalities who have come to a foreign country, usually for a limited stay of a year or more. Some students are permanent residents, citizens of the host country.

Our schools follow a logical model of education which measures success by the accomplishments and attitudes of our students. We believe that all of our students can succeed, that their successes encourage them to continue in a pattern of success, and that it is the schools' responsibility to provide the conditions for success. These conditions include:

- a) Developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning;
- b) Providing the time and resources needed for each student to attain mastery;
- c) 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.





School Information

Admission

Admission requires submission of an application form, a copy of passport or birth certificate, previous school records (if applicable), a copy of an immunization card, and payment of the one-time, non-refundable US \$300 registration fee.

Student Placement

Following official admission procedures, a placement examination is given to each student to determine the appropriate level of instruction. The test involves reading, writing, and mathematics.

Progress Reports

Student “Status Reports” are sent home five times a year (once each Quintile). Student progress, or mastery, of the curriculum is reported as either “A” or “B”. Individual narrative reports are sent home two times during the school year. Parent-teacher conferences are scheduled three times during the school year. However, a parent can request a status report or conference at any time.

Governance

Quality Schools International, a nonprofit, private educational organization, manages the school. A Director administers QSI International School of Astana on site. A Director of Instruction manages the educational program. An appointed Advisory Board supports the school in the community. The school also receives support from the United States government Office of Overseas Schools (AOS).

Staffing

Native English-speaking, experienced teachers from western countries are employed in most cases. Teachers representing other nationalities are hired for instruction in special areas.

Membership

Quality Schools International is a member of the Central and Eastern European Schools Association (CEESA) and the Association for the Advancement of International Education (AAIE). QSI International School of Astana benefits from these affiliations.

2021-2022 School Calendar

First Term

First Day: 26 August (Thursday)

Last Day: 15 December (Wednesday)

Holidays: 30 August (Tuesday) Constitution Day
 18 October - 22 October (Monday - Friday) Fall Break
 1 December (Wednesday) Days of the 1st President of Kazakhstan
 16 December - 07 (Thursday – Friday) January Winter break

Quintile 1: 26 August - 17 October

Quintile 2: 25 October – 15 December

Number of School Days: 72 Days

Second Term

First Day: 10 January (Monday)

Last Day: 1 April (Friday)

Holidays: 07 January (Friday) Orthodox Christmas
 7 March -08 March (Monday -Tuesday) International Women's Day
 21 March-25 March (Monday–Friday) Nauryz/Spring break

Quintile 3: 10 January - 1 April

Number of School Days: 53 Days

Third Term

First Day: 4 April (Monday)

Last Day: 22 June (Wednesday)

Holidays: 16 April (Saturday) Staff Professional Development
 02 May (Monday) Solidarity Day
 09 - 10 May (Monday - Tuesday) Defender of the Fatherland Day and Victory Day

Quintile 4: 4 April - 29 April

Quintile 5: 29 April - 22 June

Number of School Days: 55 Days

Total Number of School Days: 180.

The School Week is Monday-Friday.



AST School Fees 2021-2022

Registration Fee

There is a one-time, non-refundable fee of US \$300 for all students.

Capital Fund Fee

	5 year-old class and above			<u>Due Date</u>
	Sponsored	Partially Sponsored	Not Sponsored	
Annual Fee	\$6400	\$3200	\$1600	

Payment Schedule

1 st Term	\$2400	\$1200	\$600	27 AUG 21
2 nd Term	\$2000	\$1000	\$500	15 DEC 21
3 rd Term	\$2000	\$1000	\$500	04 APR 22

School Tuition Fee

5 year-old class and above			
Annual Fee	\$24,600		
1 st Term	\$9,800		27 AUG 21
2 nd Term	\$7,400		15 DEC 21
3 rd Term	\$7,400		01 APR 22

2, 3, and 4 year-old Preschool Fees

Half-day preschool is offered from 8:30 a.m. – 12:30 p.m.

Full-day preschool is offered from 8:30 a.m. – 3:15 p.m.

2, 3, and 4 year-olds

Half Day	\$7,500	
1 st Term	\$2,900	27 AUG 21
2 nd Term	\$2,300	15 DEC 21
3 rd Term	\$2,300	01 APR 22

2, 3, and 4 year-olds

Full Day	\$10,500	
1 st Term	\$4,100	27 AUG 21
2 nd Term	\$3,200	15 DEC 21
3 rd Term	\$3,200	01 APR 22

Total number of school days = 180.

The school week is Monday through Friday.

School Fee Policy

Partial Term

In the event a student enters after the beginning of a term or leaves before the end of a term, the partial term fee is as follows:

Two weeks enrollment or less	= 20% of the term fee
More than two weeks, up to four weeks	= 40% of the term fee
More than four weeks, up to six weeks	= 60% of the term fee
More than six weeks	= 100% of the term fee

A week is defined as five school days.

Every student must pay the higher 1st term fee for the first **complete** term in school. Thus, if the student is in school for less than six weeks of the first term, the fee for the first term will be the appropriate percentage (see table above) of the lower second term fee. **Then, the second term fee will be the higher first term fee.** This pattern also applies to the capital fund fee.

If a student is in school less than six weeks during the year, the fee will be the appropriate percentage of the higher 1st term fee.

The registration fee is a one-time, non-refundable fee and is not charged again in subsequent years or upon the re-entry of a student.

EXAMPLE: A ten-year-old student enrolls in November. There are 23 school days remaining in the first term, which constitutes more than four weeks but less than six weeks. The first **complete** term will be the second school term. The fees are charged as follows:

- *1st Term: 60% of 2nd lower term fee and capital fund fee
- *2nd Term: higher 1st term fee and capital fund fee
- *3rd Term: 3rd term fee and capital fund fee

EXAMPLE: A nine-year-old student enrolls in January. There are more than 30 school days (6 weeks) remaining in the second term. The school fee will be the higher 1st term fee and capital fund fee and the 3rd term fee and capital fund fee.

School Absences

There is no reduction of school fees for absenteeism for any reason, including home leave holidays, unless a student officially withdraws. If a student withdraws, the student may re-enroll at any time and be invoiced like a new student. The registration fee is not required upon re-entry. Please note: if there is a short time difference between withdrawal and re-enrollment, enrollment should be reinstated as if the student had never withdrawn.

Capital Fund Fee

The purpose of the Capital Fund Fee is to provide financial support for the school's facilities and development program, present or future. This may include the purchase of fixed assets such as computers, furniture, vehicles, and other items.

Discount Policy

Discounts of \$100 each will be given for full term payments received on or before the due dates. An additional discount of \$200 will be given if the full annual payment is completed on or before the first of October. Thus, a total discount of **\$500** is possible for students enrolled in the 5-year-old class and above. However, if the first term payment is not received before the first term due date, but the entire year payment is made by 1 October, the maximum discount is \$400. There is no discount available for preschool programs or scholarship students. Organizations and parents must complete a discount form to receive the discount. Discounts will be reversed for students who withdraw before the end of the year and are given a tuition refund.

Organizations or parents are encouraged to donate the timely payment discounts. The school's Advisory Board, with recommendations from the Director, will decide how these funds will be utilized.

Note: If the full payment is made by the required date, and the discount is not taken, the discount will automatically be allocated for activities chosen by the Advisory Board with recommendations from the Director.

Payments

Payments may be made by check or bank transfer. For US Dollar checks drawn on banks other than banks in the USA, there is a US \$100 charge to compensate for collection delays and bank charges.

Payment, or arrangement for payment, must be made on or before the due dates. Students will not be allowed in class if the financial matters have not been completed.

In cases in which fees, or any other funds owed to the school, are delinquent, and the parent has not made arrangements for payment, student evaluations will be withheld until the fees are paid. Also, no official school communications or records will be issued to the student or parent, nor sent to other schools, when fee payments are not current.

Force Majeure

In the event of *force majeure* that causes a student or students to be withdrawn from the school, the fees already paid in full for the school year will not be refunded, or if unpaid, will be due. This policy is necessary to protect the school's financial interests with a view to continuing operations after the force majeure event has passed. Any appeals resulting from the application of the policy will be resolved by the Advisory Board of the school.

School Schedule

2-4-year-old classes, half-day:	8:30 a.m. - 12:30 p.m.
2-4-year-old classes, full-day:	8:30 a.m. - 3:15 p.m.
2-4-year-old classes, extended day:	8:30 a.m. - 5:00 p.m.
5-11-year-old classes:	8:30 a.m. - 3:15 p.m.
12-year-old through Secondary IV classes:	8:30 a.m. - 4:05 p.m.

The school week is Monday through Friday.

Activities for the 4-11-year-old students will be offered daily from 3:15 p.m. - 4:05 p.m. More information will be provided at the beginning of each quintile.

After school activities for 12-year-old students and older include organized sports such as soccer, basketball, volleyball, and track. The middle school and secondary students can also participate in Student Council, Model United Nations (MUN), drama productions, and a variety of other clubs at the school. An excursion week is planned each May for trips within Kazakhstan and to other countries.

Snack

Students are expected to bring a snack to eat during the morning snack and recess break.

Lunch

A fully functioning cafeteria services students daily. Students can choose to pay the cafeteria fees, or they can bring their own lunch. Microwave ovens, electric kettles, and drinking water are provided by the school.

First Day of School

On this day, school hours will be from 8:30 a.m. to 12:30 p.m. for all students. Bring a snack, but no lunch.

Books and Supplies

Textbooks are loaned to the students. Students are expected to bring their own pencils and notebooks.



SPECIAL SERVICES, PROGRAMS, AND FACILITIES

Student Transportation Program

- ◆ The student bus program provides one-way or round-trip transportation for students. The annual fee for this service is \$2,400. There is a 35% discount for second and third children.
- ◆ If a student takes the bus one-way each day, the cost will be half of the fee. All fee payments follow the tuition rate rules of percentages per term.

Annual Fee	\$2,400	
Payment Schedule		
1 st Term	\$1,000	27 AUG. 2021
2 nd Term	\$700	15 DEC. 2021
3 rd Term	\$700	1 APR. 2022

Student Lunch Program

Cafeteria service is available for all children.

	Preschool & Elementary	Middle and Secondary
Daily lunch	\$3.00	\$4.00
Annual Price	\$500	\$700

Lunch Prices may be prepaid or be paid regularly in Tenge and credited according to current exchange rates.



School Website

astana.qsi.org or www.qsi.org

Library

Students access more than 15,000 volumes with computer automated circulation services. Fully networked computer stations are available for online research.

- astana.qsi.org or www.qsi.org

Technology Access and Classroom Support

Students access three modern equipped computer laboratories for information and one portable laptop laboratory. For middle and secondary, students are encouraged to bring their own devices with wifi capabilities. The school is fully set-up for wireless internet access. The majority of classrooms are equipped with computers and LCD projectors.

Science Laboratory

All science laboratories (Chemistry, Physics, and Biology) are equipped for hands-on experimental projects, and all students and staff are trained in laboratory safety.

Music Programs

The school offers music from Preschool through AP Music Performance and Composition, including numerous concerts, an annual musical, and special conferences with visiting musicians.

Gymnasium and Playing Field

The school contains a full-size gymnasium with adjacent stage area for presentations and productions of drama and music. There is an exterior soccer field and oval running track. There are two outdoor tennis courts and multi-sport facilities. The school has an elementary-size gymnasium for physical education, basketball, and rhythmic gymnastics.

Extra-Curricular Activities

An interscholastic varsity sports program is available for secondary students in soccer, volleyball, basketball, track, table tennis, chess, and debate. Competition includes local league and international tournament play. Afterschool clubs include arts, crafts, music, cooking, archery, swimming, horse riding, drama, chess, track, skiing, rock climbing, and more. Students can participate in drama productions, student council, academic clubs, and Model United Nations (MUN).

Week Without Walls

Secondary students can participate in teacher-lead, curriculum-based trips that are located nearby or to destinations all over the world. These week-long excursions take place in the spring of each year. Students not choosing to travel abroad will select teacher-lead, smaller excursions to local museums, mountain camping, and smaller trips within Kazakhstan.



Playground Equipment

The school maintains three age-appropriate playgrounds: two for preschool and one for elementary students with large green spaces for active play. In addition, the school has indoor play facilities.

Advanced Placement Program

Advanced Placement (AP) courses are offered for US History, World History, Economics, Chemistry, Biology, Calculus, Physics, Spanish, Art, Computer Science Human Geography, Statistics and English Literature. AP offerings continue to grow as part of the AP Capstone program.



World Language Programs

Russian (from age 5), French (from age 7), Spanish (from age 7), and Kazakh (from age 5) are offered as world languages from beginning levels through Advanced Placement levels should students choose to pursue this.

Parent Support Group (PSG)

The goal of the Parent Support Group at the QSI International School of Astana is to make the school the best possible place for children. To achieve that goal, the PSG members enhance communication among parents and between parents and the school, organize social and fund-raising parent forums to support a healthy community.

QSI Child Safeguarding and Protection Statement

QSI Schools adhere to the CEESA Safeguarding and Child Protection Statement and Commitments as written below.

QSI Safeguarding and Child Protection Statement:

- ◆ Safeguarding and Child Protection is a priority for every QSI School.
- ◆ QSI commits to supporting school environments that safeguard children through both prevention and intervention.
- ◆ QSI works in cooperation with international agencies to ensure standards associated with best practices are regularly reviewed, revised, and applied in all operations, activities, and events.
- ◆ QSI leaders honor and uphold child protection guidelines and procedures in partnership with all stakeholders in their respective school communities.

All QSI schools will:

- ◆ Actively uphold the QSI Safeguarding and Child Protection Statement.
- ◆ Implement school-based Safeguarding and Child Protection Policies and Procedures that include regular onsite training.
- ◆ Employ safe recruitment practices consistent with Safeguarding and Child Protection Policies.
- ◆ Educate students and adults on Safeguarding and Child Protection

Educational Program

Entry Ages and Placement

To enter the 5-year-old class, a child will have completed 5 years of age no later than the 31st of October. This pattern is applied to the other classes in the school. If an exception is requested, documentation that supports the student's academic need is required, and the Director will make the final decision after consultation with parents and teachers. If an exception to the policy is made, it will be documented and signed by the parents and school administrator, then placed in the student's permanent file. Secondary-age students are placed into Secondary I by age (14 years old by the end of October), even though secondary students may be engaged in some elementary units. Progress through the secondary levels is determined at the beginning of each school year by the number of credits attained.

2-4-Year-Old Program

The early childhood program offers participation in a variety of play-related and hands-on experiences designed to develop learning readiness, physical coordination and development, and the social skills necessary to be successful in a classroom setting. Emphasis is placed on the development of self-confidence, self-esteem, and the natural excitement to learn. A full spectrum of activities is provided including music, computers, art, and play.

5-Year-Old Program

This academically-oriented program develops skills and attitudes children need for future academic disciplines. A variety of experiences develop eye/hand/body coordination, and reading readiness. The program introduces Reading, Mathematics, Oral and Written Language skills, Science, and Cultural Studies. There is a continued emphasis on personal development through varied classes of Music, Technology, Art, and Physical Education.

Elementary (6-11-Year-Old Classes)

Elementary school students take a full program of Mathematics, Reading and Language Arts, Science, Cultural Studies, Art, Music, and Physical Education. Technology usage is integrated within the curriculum at all levels. Students are introduced to Russian/Kazakhstan language and culture.

Middle School (12-13-Year-Old Classes)

This program meets the needs of students in the 12-13 year-old age group. Students take a rigorous academic program of Mathematics, Reading and Language Arts, Science, Cultural Studies, Art, Music, Physical Education, and Technology. Technology usage is integrated within the curriculum at all levels. Qualified students may enroll in secondary mathematics and foreign language classes for graduation credit if appropriate. After-school activities are available to students: clubs, special topics, sports, music, etc.

Secondary I-IV

The secondary program prepares students for colleges and universities in the United States and other countries. The rigorous academic program, including Advanced Placement (AP) courses offered on site and via distance learning, consists of the disciplines of mathematics, laboratory science (biology, physics, and chemistry), world cultural studies and history, world literature, English grammar & literature, art, music, physical education, foreign languages, and technology. After-school activities are available to students: clubs, special classes, sports, music, etc. Very small student-teacher ratios make for a rich learning environment.

Educational Model Summary

Success-Oriented Learning

The school's educational structure is based upon student performance and mastery learning. The Performance-Based/Mastery Learning approach recognizes human characteristics and enables the student to be placed in learning environments according to achievement levels. This approach facilitates matching the students' skills and needs with the academic program. The implications are profound for student attitudes and learning. The school is dedicated to this concept.



Performance-Based

The curricular model used is a "Performance-Based" approach to education. The content of each academic discipline is divided into specific student expectancies or "Essential Units". An "Essential Unit" contains specific concepts or skills. Teachers give instruction and guidance for the essential unit using appropriate materials and activities, and when the essential unit is completed, assess for student mastery. Records are maintained documenting individual student progress and credentialing. Objectives, instruction, teaching materials, and evaluations are aligned. Curriculum is reviewed periodically for relevance and validity. All curricula are available for parents to review.



Mastery Learning

In this research-validated model each Essential Unit is taught with a view to excellence. When students demonstrate mastery of the essential unit, they move on to the next essential unit. If the student does not achieve mastery, the teacher re-teaches, and the student revises as necessary. Additional conferencing and extended practice may be given for the student to demonstrate

proficiency at the appropriate level before testing again. When the students demonstrate mastery, they are rewarded with an "A" or "B". Thus, a student never "fails" in the traditional sense. Instead, he/she proceeds logically through the curriculum at a pace determined by his/her mastery of the material.

Success Orientations

"Success for All" is the motto of QSI Schools. Personal habits and the ability to interact successfully with others are deemed as valuable as the knowledge and competencies students learn. Success orientations are actively encouraged in virtually all areas of the school curriculum with the view of making them a vital part of one's life pattern. Evaluations of the success orientations are limited to situations within the jurisdiction of the school and are made by a consensus of the professional staff members. They are grouped under the headings of:

- ◆ Responsibility ◆ Trustworthiness ◆ Group Interaction
- ◆ Aesthetic Appreciation ◆ Kindness and Politeness
- ◆ Independent Endeavor ◆ Concern for Others

Student Evaluation

Evaluations and rewards for student progress should take place as soon as possible after mastery is demonstrated for each unit outcome.

The three basic premises of performance-based education are:

- a) All Students can succeed;
- b) Success breeds success;
- c) It is the school's responsibility to provide the conditions for the student's success.

With this in mind, Quality Schools International does not accept mediocre (grade of "C") or poor (grade of "D" or "F") work. The grades of "A" and "B" are mastery grades, and indicate that a student has successfully mastered the learning objective and is ready to build on that learning.

In view of the above comments, the evaluations issued in the written status reports are defined as follows:

A = All essential parts of the outcome were mastered at an appropriately high level. The student consistently demonstrated noteworthy achievement of a high quality, particularly in the higher order thinking or performance skills.

B = All essential parts of the outcome were mastered at an appropriately high level in which the student successfully engaged in higher order thinking or performance skills.

P = The student is "In progress" in the outcome (normal status).

H = This outcome is "on hold" for a legitimate reason. (The student has begun the outcome but is not currently pursuing it.)

D = The student has not made a reasonable effort and is therefore "deficient" in attaining mastery of the outcome.

E = "Exposure". The student made a reasonable effort in the outcome and attained a level of mastery consistent with his/her capabilities. (Elementary classes only, but not in mathematics, reading, or writing.)

W = The student has withdrawn from this outcome.

In Secondary school, students are granted one credit for mastery of each unit outcome which is credentialed "A" or "B". Thus, ten credits correspond to one "Carnegie Unit" as used by many American secondary schools. Because Quality Schools International encourages continued learning, if students receive an evaluation of "B" on a unit outcome, they may continue to work independently in that outcome and request another opportunity to demonstrate a higher level of mastery. If demonstrated, the evaluation may be changed from a "B" to an "A" within the same school year.

Evaluations, called status reports, are issued to all students five times each year (at the end of each "quintile"). However, parents may request a status report for their child at any time.

QSI Philosophy and Objectives

The philosophy of QSI includes the following:

Attitudes Toward Learning

We believe that more learning will occur if the student has a desire to learn, has positive feelings concerning his school environment, and succeeds in his work. A comfortable atmosphere of caring and acceptance established by the school is considered important, so that each student is encouraged to strive for excellence and to be creative. This is enhanced by an aesthetically pleasing environment with a view to appreciation of beauty and order. Each student's possibility of success increases when the student works at the appropriate level of difficulty and senses positive expectations from his teachers.

Functions of the Administration:

- a) To recruit teachers who have a love for children, who have positive expectations of children, and who are willing to give the time and energy necessary to meet the needs of individual students.
- b) To employ teachers who have acceptable values and who believe that their life style should be a positive influence on their students.
- c) To employ teachers directly from outside of the country, if necessary, to provide experienced and successful teachers for specific positions.
- d) To employ enough teachers to maintain reasonably small class sizes.
- e) To help teachers meet the individual needs of students by employing selected paraprofessionals.
- f) To provide spacious buildings and classrooms which are functional yet include local architectural designs with a view to blending into the local environment.
- g) To test each student in reading and mathematics upon initial enrollment to ensure a proper entry level in these classes.
- h) To encourage parental support of the school with a view to enhancing the learning and the development of positive attitudes of the students.

Functions of teaching staff:

- a) To continually assess the student in all areas of learning to ensure appropriate learning tasks leading to challenging work, but work in which he is capable of experiencing success.
- b) To ensure that the student knows what learning tasks are expected.
- c) To provide appropriate learning experiences and allow each student sufficient time on a task to be able to experience success.
- d) To provide additional learning experiences, if mastery is the goal and if the task is not mastered after the initial teaching/learning experience.
- e) To reward students equally for mastering learning tasks regardless of the path taken to mastery. Not to give a higher reward to one who required a greater input of energy nor to one who easily and quickly attained mastery.
- f) To evaluate students in a way in which a student competes against himself rather than against a fellow student.

- g) To inspire students to help them see what they can be and what they can accomplish with a view to excellence and creativity.
- h) To provide a positive school atmosphere by working with a cooperative spirit, giving support to one another, and encouraging a high morale and efficiency within the staff.

Areas of Learning:

- a) To provide learning situations leading to mastery of appropriate topics in English and mathematics for all students.
- b) To provide quality instruction in science and cultural studies for all students.
- c) To offer quality programs of instruction in physical education, music, and art to all students.
- d) To provide classes in Intensive English as appropriate.
- e) To offer local and foreign languages as appropriate.
- f) To offer selected courses in national studies including non-English languages as appropriate, with a view to the needs of particular nationalities and to academic adjustment upon repatriation.
- g) To offer courses in technology to all students.
- h) To offer varied activities and elective classes which are not part of the regular academic program.
- i) To involve students in field trips and activities related to their classes, but away from school.
- j) To provide the appropriate materials, resources, and equipment for all areas.



Social Behavior:

- a) To encourage an understanding of one's self with a view to developing acceptable values such as patience, kindness, unselfishness, honesty, and consideration for others.
- b) To provide a positive and secure atmosphere, treating the students honestly and fairly.
- c) To encourage each student to feel good about himself and to help him promote similar feelings in fellow students.
- d) To provide guidance in problem solving and decision-making situations.
- e) To develop a sense of responsibility and to encourage leadership.

Cultural Awareness

- a) To encourage each student to recognize in a positive way his own nationality.
- b) To provide an atmosphere of cultural acceptance and understanding with a view to building healthy international relationships.
- c) To integrate into the curriculum studies of the local region and the country itself.

Environmental Awareness

- a) To develop an awareness of environmental concerns such as overpopulation, pollution, waste of natural resources, destruction of wildlife and natural areas, and personal health.
- b) To promote a concern for the protection of the environment.
- c) To provide activities and projects for students which involve them in improving the environment.

A Brief History of Quality Schools International

Sanaa International School

Sanaa International School opened in September 1971 with four students and grew to over 200 within a few years. The school's early history is related to the founder's first assignment in Yemen. In 1966-67, Mr. James E. Gilson was employed as principal of the Yemen-American Cooperative School in Taiz, Yemen. In May of 1967, the American community was evacuated, and the school ceased operations. Mr. Gilson, encouraged by the friendliness and hospitality of the people of Yemen, had a desire to return. In the summer of 1971, as Mr. Gilson was completing a two-year assignment as the Principal of Nairobi International School in Kenya, the civil war in Yemen finished. Missionary friends of Mr. and Mrs. Gilson, Wolfgang and Beryl Stumpf, whom Mr. Gilson met in 1959 during his time with the US Army in Eritrea, encouraged them to return to Yemen to start an international school in Sanaa.

After discussions with key people in Sanaa, it became apparent that there was a need for a school. Therefore, Mr. Gilson accepted a teaching position in Saudi Arabia, hired a teaching couple to go to Yemen, and was able to financially guarantee the first year of Sanaa International School. The school grew to about 25 students in that first year making it possible for Mr. and Mrs. Gilson and their two sons, Marcus and Kevin, to move to Yemen in July 1972.

In 1974, the school's Advisory Board, composed of leading expatriates and Yemenis, joined by a few others in Sanaa, met and formulated the school's Articles of Organization and By-Laws. This established the school as a nonprofit organization and formed a Board of Directors. Accurate accounting records have been kept throughout the school's existence. As a nonprofit entity, the school has been able to receive grants, loans, and land.

As early as 1972, it was foreseen that a purpose-built facility should be constructed. After three years of discussions and meetings at many levels, the Yemen Government granted the school its present 35 acres (about 14 hectares) gratis for a period of fifty years. Many individuals of the Yemen Government, the American Government, the United Nations, and the German Government gave considerable assistance in time and influence to obtain this land that was occupied on 22 December 1976. Construction began on 1 January 1977. A formal agreement with the Yemen Government was signed on 7 May 1977 that included the land grant, as well as a tax-free status for foreign employees of the school.

The building program and site development included the school buildings, two water wells, one residential home, a workshop, and playground development (including a tennis court and a softball field with an outfield fence). In the fall of 1992 a new domed, carpeted auditorium/sports area was put into use, that was surrounded by large classrooms.

The educational program has progressed from the philosophy brought by the first teachers to a structured, performance-based model first implemented in the fall of 1987 in the secondary section. By the autumn of 1989, the entire school was performance-based. Formal accreditation was granted by the Middle States Association of Colleges and Schools on 24 April 1987.



Due to the presence of Al-Qaida in parts of Yemen that put our foreign staff in danger of kidnapping, the school was closed after the 2014-15 school year.

It is sad to report that on 29 December 2015 during another civil war, a bomber from the neighboring country dropped a bomb during the evening that destroyed the domed building. Thankfully, no one was in the building at the time. Requests seeking financial compensation for damages have not been recognized nor answered.

Quality Schools International

Quality Schools International has a recent history. In 1991, the political structure of the world began a rapid transition. Great changes took place in the former USSR and in areas formerly under its sphere of influence. Combining this recent history with experience in the school restructuring process leading to higher success in schools, QSI was launched.

Mr. H. Duane Root, Chairman of the QSI Board of Directors, and Mr. James E. Gilson, President of QSI, co-founded Quality Schools International as a nonprofit, educational organization, with a view to offering opportunities in education for expatriates in new countries.

In May of 1991, Mr. Gilson traveled to Albania to have a look at a country just emerging from over 45 years of dictatorial rule. During his time there, he met some key people in the Tirana community and made a decision to begin Tirana International School. This expansion has resulted today in an organization offering excellence in education with 35 schools in 29 different countries on five continents.

QSI Headquarters is in Malta. The current QSI President, Jerry Scott, lives in Malta and manages headquarters. This is also the location for the Personnel, Finance, School Operations, Information & Communications, Curriculum & Resources, and Technology departments of QSI. The current QSI Vice-President, Dr. Karen Hall, also lives in Malta.

QSI Regional Supervisors are located in regional locations. These six Regional Supervisors provide guidance and support to designated QSI schools.

QSI United States Business Office is located in Wilder, Idaho, USA. This office expedites financial transactions for QSI.

QSS (Quality Schools Services) is located in Wilder, Idaho, USA. The following offices are housed there: Shipping Manager and Shipping Assistants. QSS provides services for ordering, collection, and shipping of school materials to most QSI schools.

It is an exciting time to be in the world and to be involved in education! QSI looks forward to providing excellence in education for international children living in many countries and to providing career opportunities for caring and competent educators.