

QSI

QSI International School of **Montenegro**
Information Packet
2021-2022

QSI



QUALITY SCHOOLS
INTERNATIONAL

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QSI Child Safeguarding and Protection Statement

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

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.



QSI International School of Montenegro

QSI International School of Montenegro is a nonprofit institution using an American, international model of education. It offers a high-quality education in the English language for preschool, elementary, and secondary school students through to graduation. The primary purpose of the school is to meet the needs of expatriate children living in Podgorica who require this type of education with a view to continuing their education in their home countries with a minimum of adjustment challenges upon return.

QSI International School of Montenegro was established in 2006 in Podgorica. The school is fully accredited by the Middle States Association of Schools and Colleges (MSA) and licensed by the Ministry of Education in Montenegro.

The school facility provides spacious, well-lit learning areas in a state-of-the-art, purpose-built facility which was completed in 2014. The school has resources and teaching materials to support the curriculum. A stage with professional lighting and sound provides a unique opportunity for performance art. A well-equipped science laboratory gives students the opportunity to participate in hands-on, safe, effective, experiments. A spacious outdoor playground, with a rock climbing wall, play structure, and soccer field, provides a large area for play and exercise.

Academic Program

The academic program uses a Performance-Based/Mastery Learning approach to education. 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, Cultural Studies (history, geography), Science (physical, life, and earth), Art, Music, Technology, World Languages, and Physical Education. Intensive English classes are offered to students who need additional help with English. Technology is integrated across the curriculum. The school seeks to provide students with an appreciation for the rich culture and history of Montenegro. Materials and equipment are up to date and of high quality. Class sizes are small.

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.

Statement of Purpose

QSI International School of Montenegro employs well-educated teachers that provide an individual approach to teaching small class sizes in a multi-cultural environment. We commit to explore Montenegro's unique natural beauty and culture to enrich our academic program. Furthermore, we strive for partnership in the local community for the mutual benefit and advancement of all those involved.

School Information

Accreditation and Licensing

QSI International School of Montenegro is fully accredited by the Middle States Association of Colleges and Schools (MSA), based in the United States. Additionally, the school is fully licensed by the Ministry of Education in Montenegro.



Quality Schools International (QSI)

QSI is a nonprofit organization operating schools in Europe, Asia, Africa, and Central and South America. QSI International School of Montenegro benefits from the unique opportunities afforded by this organized network of schools with nearly three decades of proven performance.

Affiliations

QSI International School of Montenegro receives support and assistance from the US Department of State. We are the SAT (Scholastic Aptitude Test) center for Montenegro and affiliated with the College Board. The QSI organization is a member of the Central and Eastern European

Schools Association (CEESA) and the Association for the Advancement of International Education (AAIE).

Staffing

Qualified, certified, native English-speaking teachers are employed to teach homeroom and core subject classes for students in the 5-year-old and older classes. Teachers of other nationalities, including host country nationals, are hired for instruction in special areas. Paraprofessionals assist the teaching staff as needed.

School Hours

Monday - Friday 8:00 am to 3:15 pm

Books and Supplies

The school supplies all textbooks and necessary materials for students to succeed in the classroom. The QSI curriculum is current and well-equipped. Students are expected to provide basic day-to-day materials such as pencils, erasers, a water bottle, and backpack.

Lunch

Students may bring or purchase lunch. The school has a fully functional, professional kitchen, and a kitchen staff that prepares fresh meals every day. There is a small charge for the lunch program, which is not included in the school fee.

Snack

Students are encouraged to bring a healthy snack for the morning break. The school also provides a healthy option.

2021-2022 School Calendar

First Term

- First Day: 26 August (Thursday) Early Dismissal
- Last Day: 17 December (Friday)
- Holidays: 23-25 September (Thursday-Saturday) Staff Professional Development
11 - 15 October (Monday - Friday) Fall Break
20 December - 7 January Winter Break

Quintile 1: 27 August - 25
October
Quintile 2: 26 October - 14
December
Quintile 3: 15 December - 24
February

Number of School Days: 75

Second Term

- First Day: 10 January (Monday)
- Last Day: 25 March (Friday)
- Holidays: 18 February (Friday) Staff Professional Development
28 March – 1 April (Monday-Friday) Spring Break

Quintile 4: 25 February – 21 April

Number of School Days: 54

Third Term

- First Day: 4 April (Monday)
- Last Day: 17 June (Friday)
- Holidays: 22 April (Friday) Good Friday
25 April (Monday) Easter Monday
2 May (Monday) Labor Day Observed
23 May (Monday) Independence Day-National Holiday

Quintile 5: 26 April - 17 June

Number of School Days: 51

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

A discount of \$100 will be given for each full-term payment made on or before the due date. An additional discount of \$200 will be given if the full annual payment is completed on or before the first of October; resulting in a maximum annual discount of \$500. If the first term payment is not received before the 1st term due date, but the entire year payment is made by the first of October; the maximum discount is \$400. The discount applies to each child in a multi-child family. There is no discount available for preschool programs or scholarship students.

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. If the full payment is made by the required date, and the discount is not taken, the discount will automatically be allocated to a use chosen by the Advisory Board with recommendations from the Director.

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.

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

Payment information will be provided by the school. 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.

Distance Learning

If the school moves to distance learning and the student continues to be enrolled, the school fees will be paid according to the fee policy, the same as if the student is in the school physically for classroom instruction.

Special Services, Programs, and Facilities

After-School Activities (ASAs)

A broad variety of After-School Activities are available to students. Held several times each week, ASAs include athletic, artistic, movement, STEM (science, technology, engineering, and math), and other experiences. This is an optional program for all students in the 5-year-old through Secondary classes.

Governance

Quality Schools International, a nonprofit, private educational organization, manages the school. A Director administers QSI International School of Montenegro on site. An appointed Advisory Board supports the school in the community.

Parent Support Group

The Parent Support Group (PSG) supports school activities and projects toward improving the school. All parents are encouraged to become actively involved with the school through this program.

Family Events and Performances

The school and/or PSG host several school-wide gatherings throughout the year. Past events include school concerts, school showcases, picnics, talent shows, dances, movie nights, camp-outs, and more.



School Trips and Field Trips

Students regularly participate in local field trips which link the school curriculum with various natural and cultural sites of Montenegro. Older students may have the opportunity to participate in a variety of school-related trips to locations such as Bratislava, Vienna, Rome, and others.

Library/Media Center

QSI International School of Montenegro maintains a library with over 5000 volumes. A computer based management system allows for specific searches of the library collection as well as relevant on-line resources at the appropriate age level.

Technology and Media

QSIM extends its teaching/learning resources with campus-wide high-speed internet, which is available in all classrooms and learning spaces via a wired and wireless network. Desktop and mobile devices are used as learning and creativity tools throughout the school. The high school operates on a Bring Your Own Device (BYOD) program. Students are expected to provide their own laptop. Additionally, the school maintains professional level sound, video, and lighting equipment for performances and other gatherings.

Educational Program

Entry Ages and Placement

To enter the 5-year-old class, a child will have turned 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, and 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.

Early Childhood/Preschool (3-4-Year-Old) Program

In the Early Childhood Program, play-related, hands-on experiences develop pre-reading and pre-mathematical readiness, physical development, and socialization skills, as well as self-confidence, self-esteem, and excitement for learning. Activities include library, music, art, and outdoor play. All activities are conducted in English. Children learn English through modeling.

5-Year-Old Class

This program develops skills, attitudes, and academic disciplines in Reading, Mathematics, Speaking, Writing, Science, and Cultural Studies. Personal development is encouraged through varied opportunities in Music, Technology, Art, Physical Education, Movement and Dance, and outdoor play. All activities are conducted in English. Children learn English through modeling.

Elementary (6-10-Year-Old) Classes

Elementary students study Mathematics, Literacy (Reading and Writing), Speaking, Science, Culture Studies, Music, Art, Technology, and Physical Education. Computer usage is integrated within the curriculum. Instruction is provided in English. Language instruction is provided in Montenegrin and French to students that are 5 years old and older. For those not fluent in English, Intensive English language is taught. Children participate in After School Activities.



Middle School (11-13-Year-Old) Classes

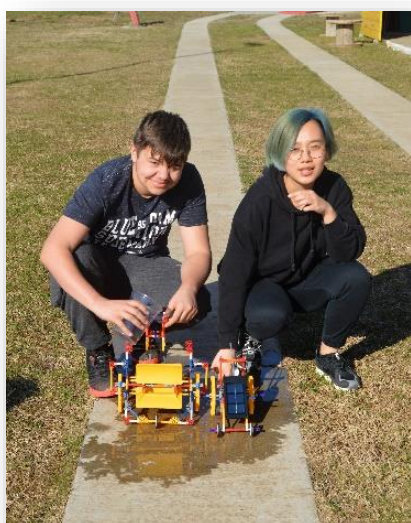
The social and academic needs of this age group are met through an academic program of Mathematics, Reading, Writing, Speaking, Science, Cultural Studies, Art, Music, Physical Education, and Technology. Foreign language instruction is provided in Montenegrin and French. Qualified students may enroll in secondary classes. Students participate in After School Activities and social events. Intensive English instruction is available for students not fluent in English.



Secondary I-IV Classes

The QSI secondary program is designed for the motivated student who intends to attend an English-speaking university. Qualified instructors provide all courses necessary for a QSI diploma. Additionally, our students may access courses available online through the QSI Virtual School (QVS) program. Advanced Placement (AP) courses are offered to qualifying students.

The school is a recognized test center for both the Scholastic Aptitude Test (SAT) and Advanced Placement (AP) testing. The school offers three diplomas – the General Diploma, the Academic Diploma, and the Academic with Honors Diploma. Students that satisfactorily complete the Secondary program are well prepared for admittance into an American college or university, or English-speaking universities in other countries.



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

Attitudes Toward Learning

We believe that more learning will occur if the student has a desire to learn, has positive feelings concerning the school environment, and succeeds in their work. A comfortable atmosphere of caring and acceptance established by the school is considered important, so 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 teachers.

Functions of the Administration:

- a) 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) Employ teachers who have acceptable values and who believe that their life style should be a positive influence on their students.
- c) Employ teachers directly from outside of the country, if necessary, to provide experienced and successful teachers for specific positions.
- d) Employ enough teachers to maintain reasonably small class sizes.
- e) Help teachers meet the individual needs of students by employing selected paraprofessionals.
- f) Ensure spacious buildings and classrooms which are functional and include local architectural designs with a view to blending into the local environment.
- g) Assess each student in reading and mathematics upon initial enrollment to ensure a proper entry level in these classes.
- h) 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) Continually assess the student in all areas of learning to ensure appropriate learning tasks leading to challenging work, and work in which he is capable of experiencing success.
- b) Ensure that the student knows what learning tasks are expected.
- c) Provide appropriate learning experiences and allow each student sufficient time on a task to be able to experience success.
- d) Provide additional learning experiences if the task is not mastered after the initial teaching/learning experience.
- e) 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) Evaluate students in a way in which a student competes against themselves rather than against a fellow student.
- g) Inspire students to help them see what they can be and what they can accomplish with a view to excellence and creativity.
- h) 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

Quality Schools International's roots go back to Yemen and 1971 when it was founded by Mr. Jim Gilson. Sanaa International School soon grew to 14 hectare (35 acre) campus with over 200 students. Its Mastery-Based philosophy was formally adopted with its formal accreditation by Middle States Association of Colleges and Schools in 1988. Due to the ongoing conflict in Yemen, this school was closed in 2015.

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 1991, Mr. Gilson traveled to Albania. After meeting key people in the Tirana community a decision was made to begin Tirana International School. Over the years, this philosophy has resulted 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.



Admission

The school works to make the Application process simple and straight forward. Follow these steps:

- 1) If you live in Podgorica, or will visit, schedule a time to visit the school, and speak with the director and teachers. If visiting is not practical, visit the school website, and contact us with questions. (www.qsi.org or Montenegro.qsi.org)
- 2) Submit an Application at <https://qsimontenegro.openapply.com>. You will submit other items such as school records, immunization records, etc.

An admission decision is typically based on the above items. The school may request further evidence such as language testing, teacher recommendations, or more, before making a final decision regarding admission.

- 3) Invoice & Registration Fee. After admission has been granted, the family will receive an invoice for the school fees along with the Registration Fee. The Registration Fee must be paid immediately to reserve a spot for your child.
- 4) Placement Testing. QSI places students in Reading & Writing Literacy, as well as at Mathematics, based on their level of ability rather than age. Once the family arrives in Montenegro, the child may complete placement tests to determine into which level he or she will be placed.



QSI INTERNATIONAL SCHOOL OF MONTENEGRO

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