



Baku International School
Information Packet
2020-2021

Quality
Schools
International

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Welcome!

Dear Parents, Students, Staff, and Friends,

Welcome to the 2020-2021 school year of Baku International School (BIS). The school is proud to be a true international school with a diverse student population hailing from more than thirty different countries. All of these students come to school eager to learn, with high expectations. Building upon these expectations, the school's teachers encourage students to strive for academic and personal excellence in all areas of their lives.

BIS is fully accredited by the Middle States Association of Colleges and Schools (MSA). Its teachers are all highly qualified educators with most of the core content teachers educated and certified in the U.S. The curriculum is challenging, and the Mastery Learning approach ensures that all children understand each concept.

The school firmly believes in its Success Orientations, which are character traits that lead to success in school and in life. The school is part of Quality Schools International (QSI), so it has the support of dedicated educators from around the world. The school is able to provide a small and positive student-teacher ratio where each child receives personalized attention.

BIS has been in operation for more than 25 years and is proud of its students' many accomplishments achieved during this time. The school is very proud of the tremendous support it receives from its families and all they have done to help make the school exceptional. International Day is one event that showcases the flavors and flair of the many countries the students call their homelands through both student and parent participation.

The active Parent Support Group (PSG) supports the relationship with families and community with numerous events throughout the year.

In response to the school's growth and desire to provide an outstanding facility for student learning, the school renovated and expanded its facility. Our school now has:

- additional classrooms with state-of-the-art science laboratories.
- renovations to the entire existing building with modified administrative spaces.
- reoriented and expanded classrooms.
- a re-imagined library and technology laboratory.
- re-designed art, music, foreign language, and Intensive English spaces.
- an enhanced auditorium functioning as a performing arts center.
- a full-sized gymnasium addition.

The school is excited about the continuing opportunities and growth seen every day at Baku International School. You are always welcome to stop in with comments or suggestions for the school.

Warm regards,
Lisa Haberman
Director

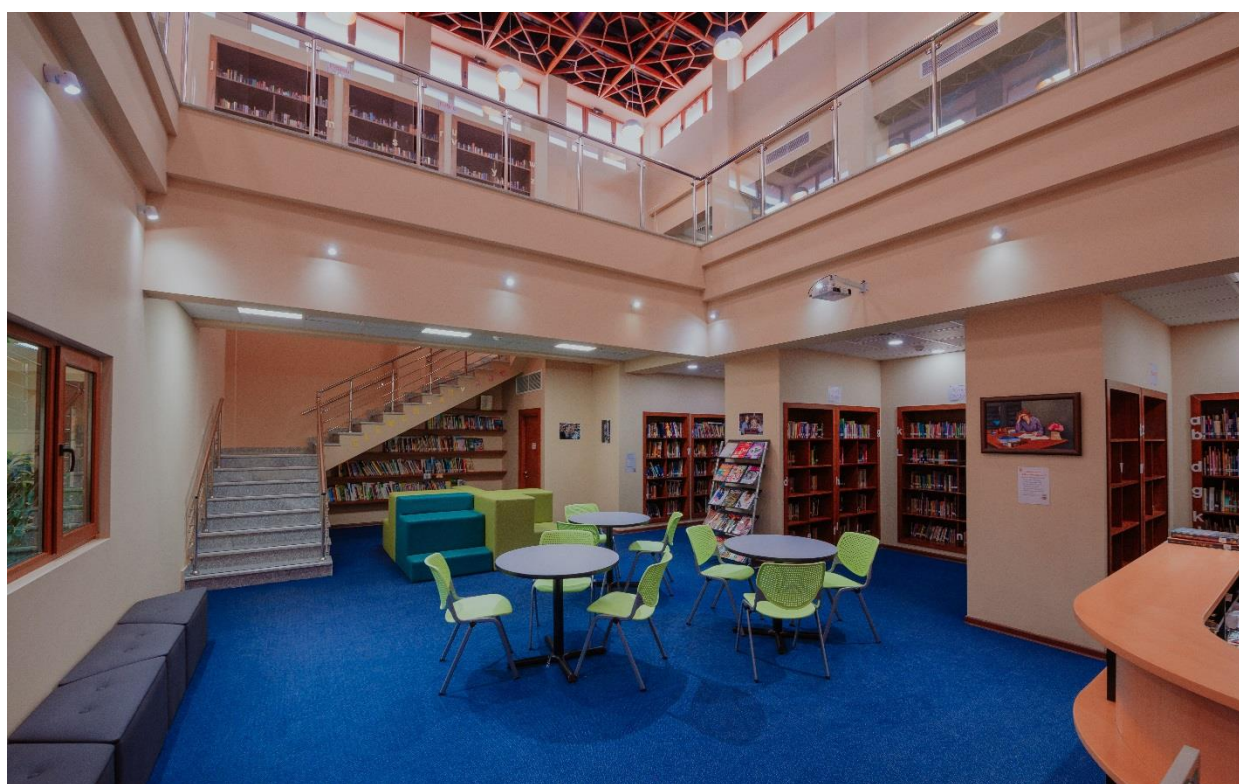


Baku International School

Baku International School (BIS) was established by Quality Schools International (QSI) in 1994 as a private, nonprofit institution that offers a high-quality Preschool (2-4-Year-Old program), Elementary, Middle, and Secondary School education leading to graduation. The school and its programs are fully accredited by the internationally recognized Middle States Association of Colleges and Schools (MSA), based in the United States. The school was founded to meet the needs of the children of expatriates living in Baku that require a high-quality instructional program delivered in English that facilitates a seamless transfer back home or to other international schools.

The school's educational philosophy advocates a personal approach to instruction in accordance with a Performance-Based model of education. All teachers and the school administration subscribe to the "Success for All" motto in working with students and cherish its positive learning environment. The school is well-known for its "family-feel," success in inspiring good behavior, and strong academic standards.

The students attending BIS come from all corners of the world with approximately 20% from Azerbaijan, 16% from the United States, 9% from Turkey, 8% from the United Kingdom, 7% each from France, Italy, and India, 2% from Malaysia, 2% from Germany, and smaller percentages from other countries totaling students from thirty-two different countries.



The school is conveniently located near the Ganjlik district of Baku. The building was originally constructed in 1987 by the Soviet Builders Association as the logistics center of a concrete and steel works. For this reason, it is built over a bomb shelter and easily passes seismic testing against earthquake hazard. The building and its grounds underwent extensive renovation to meet up-to-date safety code standards. Further enhancements were made to the building through a significant security grant by the United States government that includes a security-screening entry facility and camera surveillance system. Each class enjoys the use of the following facilities: large entryway, cafeteria with industrial kitchen, 400-seat auditorium, padded play room, Early Childhood center, music room, computer laboratory, Intensive English room, counselor's office, secretary's office, accounting office, faculty work room, sick-bay, Director of Instruction's office, and Director's office.

The school grounds are fully enclosed by a high wall and screening entryway. Every precaution has been taken to ensure that playground equipment is safe. Most equipment has been purchased from the United States. Students enjoy the use of a playground and covered soccer field with padded artificial turf, large jungle gym, swings, and playground equipment for preschool and elementary children.

Many internationally recognized holidays and events are observed on a cultural level in accordance with cross-sectional representation in the student body. Courses are kept up-to-date through the cooperatively written QSI curriculum, with a seven-year cycle of review for a different subject each year. Class sizes are small. Preschool and lower elementary classes have an appropriate number of paraprofessionals (assistant teachers) to serve the individual needs of each student.



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

Staffing

Certified, native English-speaking, experienced teachers from western countries are employed as head teachers for all elementary student classes as well as to teach all core middle school and secondary courses. Locally hired teachers and paraprofessionals are fluent in the English language.

Admissions

Students six years old and older may be required to take a placement exam as part of the admissions process. Application for admission to the school is available online at www.qsi.org, in print format in the school office, or may be emailed upon request to: baku@qsi.org.

Accreditation

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

Language Programs

The choice of Russian, French, or Italian is offered to students beginning with the six-year-old class.

Intensive English

Elementary students in need of Intensive-English (IE) instruction may receive one-on-one and small-group instruction through the school's Intensive English department.





Mainstreaming

The school has a system for mainstreaming students into regular classes from the Intensive English program in accordance with testing standards and other indicators. These students are typically mainstreamed into regular classes on a subject-by-subject basis.

Weekly Newsletters

A weekly Baku International School Newsletter is sent out to parents electronically the last day of each week of school. The Newsletter includes the weekly hot lunch menu, an outline of school events, photographs, outline of after-school activities, announcements, and articles of general interest.

Extra-Curricular Activities

Extra-curricular activities are offered for students of all ages two or three times each week. A competitive sports program is available to students ages ten through secondary in accordance with SRAA and CEESA rules. Seasonal sports include: cross-country, soccer, volleyball, basketball, and track & field. A tournament between many international schools in the Caucasus concludes each seasonal sport.

Notification System

The school uses a broadcast SMS notification system called BIS Alert to notify families of any emergency or school closing. We also use WhatsApp to send out newsletters and other updates.

Student Council

The Student Council is an active chapter of the National Association of Student Councils (NASC) and includes elections of officers each fall for middle and secondary school students. The Student Council is a school service organization and has weekly activities and fundraisers for dances, trips, movie nights, and other activities.

National Honor Society (NHS)

The school's NHS is an active chapter recognized by the National Association of Secondary School Principals (NASSP) and is an academic honors organization with an emphasis on community service. Membership is determined by high academic achievement along with teacher recommendations.

Parent Support Group

The Parent Support Group (PSG) is a parent group involved in activities and projects to promote social interaction between and among parents, teachers, and administration. The group organizes events and programs that enhance and complement the student learning experience. All parents are encouraged to become actively involved with the school through this association.

Governance

Quality Schools International (QSI), a nonprofit educational organization, oversees the school. A Director administers Baku International School on site. A Director of Instruction maintains 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).

Security Measures

The school grounds are patrolled by security guards twenty-four hours a day, seven days a week. Everyone entering and leaving the school grounds are under the watchful eye of at least one security guard and one policeman. A photo identification system is used. All outdoor areas are monitored by a comprehensive surveillance camera system. A state-of-the-art fire-alarm system covers every area of the building. Regular emergency drills are conducted. An intercom system is used in case of emergencies in accordance with the school's emergency plans. During drop-off and pickup there are a minimum of two security guards, a police officer, and one traffic controller on duty.

Books and Supplies

Textbooks are loaned to students and are budgeted to last several years, as are library books and other texts used for instructional purposes.

Library Services

The school has an Automated Library System that enables students and staff to check out books and textbooks using a barcode scanner. Computerized cataloging facilitates research.

2020-2021 School Calendar

Term 1

First Day: 20 August 2020
(THURSDAY)
Last Day: 11 December 2020
(FRIDAY)
Number of School Days: 73

Quintile 1

First Day: 20 August
Last Day: 08 October
Holidays:

Term 2

First Day: 04 January 2021
(MONDAY)
Last Day: 19 March 2021
(FRIDAY)
Number of School Days: 53

Quintile 2

First Day: 09 October
Last Day: 10 December
Holidays: Fall Break 19 Oct 23 Oct
Professional Development 04 Nov 06 Nov
Flag Day 09 Nov

Term 3

First Day: 29 March 2021
(MONDAY)
Last Day: 16 June 2021
(WEDNESDAY)
Number of School Days: 54

Quintile 3

First Day: 11 December
Last Day: 22 February
Holidays: Winter Break 14 Dec 01 Jan
Martyrs Day 20 Jan

General Information

The school week is MONDAY - FRIDAY
Total Number of School Days: 180

Quintile 4

First Day: 23 February
Last Day: 21 April
Holidays: International Women's Day 08 Mar
Spring Break/Novruz 22 Mar 26 Mar

Quintile 5

First Day: 22 April
Last Day: 16 June
Holidays: Victory Day 10 May
Ramazan 13 May 14 May
Republic Day 28 May

School Fee Policy 2020-2021

Registration Fee: There is a one-time, non-refundable registration fee of US \$300 for all new students.

Fees for 5-Year-old Class and Older:

Annual Capital Fund Fee	\$1,600	
Payment Schedule		Date Due
1st Term	\$600	21 August 2020
2nd Term	\$500	11 December 2020
3rd Term	\$500	19 March 2021

School Tuition Annual Fee	\$23,400	See Discount Policy
Payment Schedule		Date Due
1st Term	\$9,200	21 August 2020
2nd Term	\$7,100	11 December 2020
3rd Term	\$7,100	19 March 2021

Fees for 2-4-Year-Old Classes:

No Capital Fund Fee is required for these classes. There is no discount available for these classes.

	Full Day 8:40 a.m. – 3:15 p.m.	Part Day 8:40 a.m. – 1:30 p.m.	
Annual Fee	\$6,900	\$5,600	
Payment Schedule			Date Due
1st Term	\$2,700	\$2,200	21 August 2020
2nd Term	\$2,100	\$1,700	11 December 2020
3rd Term	\$2,100	\$1,700	19 March 2021

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 made 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.

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 to use chosen by the Advisory Board with recommendations from the Director.

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.

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

Arrival Time

Recommended arrival time at school is 8:30 a.m. Lessons begin promptly at 8:40 a.m. for all students, at all age levels.

Daily Schedule

- Preschool (2-4-year-old classes): 8:40 a.m. - 1:30 p.m.
- Elementary (5-11-year-old classes): 8:40 a.m. - 4:00 p.m.
 - After-school activities and sports are available each school day, ending at 4:00 p.m.
- Middle and Secondary (12 years old and above): 8:40 a.m. - 4:00 p.m.
 - After school activities and sports are available most school days, ending at 5:00 p.m.

Lunch Service

A nutritious lunch service is provided at Baku International School by professional cooks that meet western standards for food preparation. All items are cooked in the school's industrial kitchen, including breads and pastries. The lunch prices are available in the office. A menu for the upcoming week is included in the weekly newsletter.

Students are welcome to bring their own sack lunch to school. A microwave is available in the school cafeteria for items that need to be heated.

Snacks

Preschool students should bring a mid-morning snack. Snacks are available for older students in the school cafeteria during morning break at reasonable costs.

Water

Purified, filtered water is made available throughout the school. All cups are thoroughly cleaned in an industrial dishwasher before being put back on a shelf for reuse.

Bus Service

A door-to-door bus service is available. It is chaperoned by a paraprofessional, supporting staff member, or teacher. The cost of the bus is available in the office. Payments can be by the term or by the year. The bus service is not available on a drop-in basis. Bus transport is for students only.

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, 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.

Preschool (2-4-Year-Old)/Early Childhood Program

The two, three, and four-year-old classes are taught in a center that helps students feel secure. Preschool programs at Baku International School are designed to teach cognitive skills, facilitate positive social interaction, establish essential English-language skills, and foster emotional well-being within each child.

The educational program utilizes a wide variety of active hands-on learning experiences designed to promote self-confidence and build upon the natural inquisitiveness of children. Class activities are designed to create learning readiness, develop listening skills, enhance attention span, encourage spatial and perspective understanding, facilitate physical coordination, and encourage age-appropriate social interaction. Children in the two through four-year-old program are monitored at all times and play separately from older students when on the playground.

5-Year-Old Class

The five-year-old program is a dynamic, full-day program that focuses on preparing students for elementary school success. Greater use is made of learning activities within similar ability groups. Morning lessons focus on cognitive and speech development. The afternoon lessons concentrate on the development of physical, social, artistic, and motor skills. Positive social interaction is greatly emphasized and monitored at this level in all subjects throughout each day. After school activities are open to students in the five-year-old program on most days, ending at 4:00 p.m.



Elementary School (6-11-Year-old Classes)

Classes are separated at the six through eleven-year-old levels at Baku International School. All homeroom teachers are experienced and certified in the United States, Canada, or the United Kingdom. Paraprofessionals assist teaching core lessons in the lower levels. Specialists teach all non-core subjects. Safety-net meetings are regularly conducted between the homeroom teachers and the school administration to identify student challenges.

Elementary level students have seven-period days, comprised of courses in literacy (reading and writing), mathematics, cultural studies, science, technology, art, music, and physical education. Language study is offered each day for one class period in small groups with a choice of French, Russian, or Italian.

Middle and Secondary School (12-Year-Old Classes and Above)

Certified subject area specialist teachers instruct all courses for 12-13-year-old and secondary level courses. Subject areas include literature, writing, mathematics, history, science, technology, languages, physical education, and a variety of electives. Advanced Placement (AP) courses are offered in multiple subject areas, based on student interest. The school program includes eight-period days, and students at the secondary level earn credits towards graduation. Three graduation diplomas are offered: AP Capstone Diploma, Academic Diploma, Academic Diploma with Honors, and a General Diploma. Students enjoy an active Student Government and a rich array of after-school activities, sports, and social events.



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

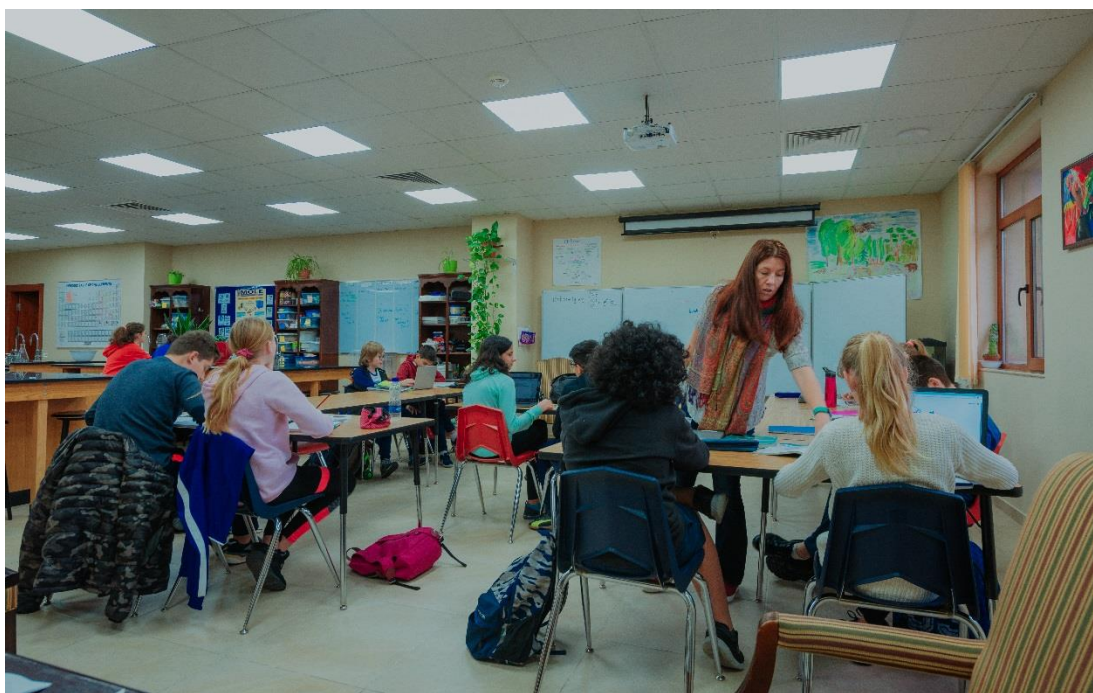
The philosophy of QSI includes the following:

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.



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.

A Brief History of Quality Schools International

Quality Schools International (QSI) is a nonprofit organization operating international schools around the world. Mr. H. Duane Root, current Vice President of QSI, and Mr. James E. Gilson, current President of QSI, co-founded Quality Schools International to address the need for international schools in new locations.

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. Continuing expansion has resulted in an organization that today offers excellence in education in 31 countries.

QSI Headquarters is managed by the Director of Operations and located in Malta. QSI Headquarter departments include: Personnel; Legal; Finance; Technology; Development; Resource & Curriculum; Accreditation & Information; Marketing & Conferences; and Insurance. The QSI President resides in the United States.

QSI Regional Supervisors are located in regional locations. Regional supervisors provide guidance and support to designated QSI schools. Specific regions are divided as follows:

Africa

Balkans and Caucasus

Central Asia

Central and South America

East Asia

Europe

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: Vice President, 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.