



QSI International School of Dushanbe

2022-2023 School year



Quality Schools International

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QSI International School of Dushanbe

QSI International School of Dushanbe, an accredited nonprofit institution that opened in September 2004, offers high-quality education in English for students of ages 3 to 18 years. Enrollment of approximately 150 students is projected for the 2022-2023 school year. The primary purpose of the school is to meet the needs of children of expatriate families living in Dushanbe who require this type of education with a view to continuing their education in their home countries with a minimum of adjustment. The school is also available to Tajik parents who desire this type of education for their children.

Facility

Over the summer, the school is relocating to a purpose-built facility. Housed in two 4-story buildings, the new facility offers 30 standard classrooms plus an Art room, a Music room, a chemistry/biology lab, a small theater, a gym, and a cafeteria that seats over 100. The building capacity is estimated at 350 students, allowing plenty of room for future growth in enrollment.



Academic Program

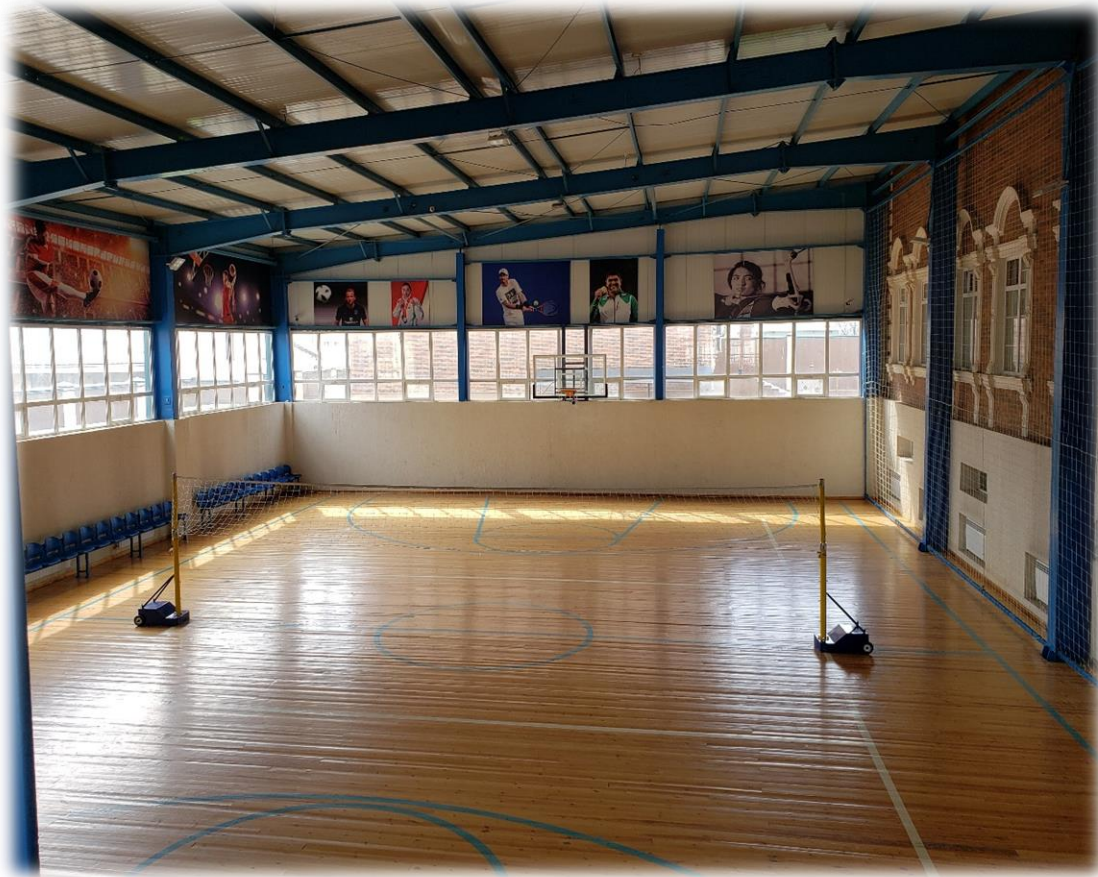
The academic program uses a Performance-Based/Mastery Learning model of education. This model ensures mastery of specific skills and knowledge that involves both individual and group instruction. It is founded upon the premises that:

- 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, Physical Education, Foreign Language, and Technology. Technology use is also integrated across the curriculum. The school seeks to provide students with an appreciation for the rich culture and history of Tajikistan. Materials and equipment are up-to-date and of high quality. Class sizes are small.



Quality Schools International

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



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, a health and immunization record, previous school records (if applicable), and a one-time, non-refundable 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 (5) times per year (once each Quintile). Student progress or mastery of the curriculum is reported as either “A” (beyond mastery) or “B” (mastery). Individual narrative reports are sent home at least twice each year. Parent-teacher conferences are scheduled at least three (3) times, once each term. However, assessments are entered into the computer on a daily basis, and parents may request a status report or conference at any time.

Transportation

Bus service is available to and from school at an additional cost.

Governance

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

Parent Support Group (PSG)

There is an active Parent Support Group. This group hosts events and participates in school-wide activities. All parents are encouraged to join PSG as well as participate in school functions.

Staffing

QSI hires qualified and experienced educators who enjoy working with children and teenagers. Each educator hired has the expertise to administer the QSI curriculum and strives to help students reach their academic goals.

Accreditation

QSI International School of Dushanbe received full accreditation in December 2016 through Middle States Association of Colleges and Schools (MSA) and was reaccredited through the Achieving Excellence System-Wide program in May 2022.

Advanced Placement (AP) and PSAT

QSI International School of Dushanbe offers Advanced Placement (AP) courses as well as administering Advanced Placement exams. The school is also authorized to administer the PSAT to students.



QSI International School of Dushanbe

2022-2023 School Calendar

Term 1

First Day: 25 August 2022
(THURSDAY)
Last Day: 16 December 2022
(FRIDAY)
Number of School Days: 75

Term 2

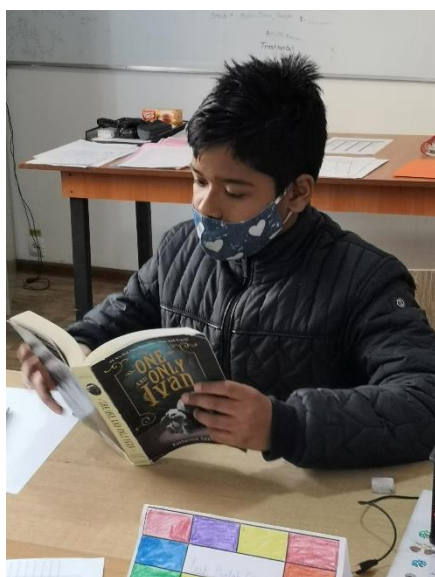
First Day: 09 January 2023
(MONDAY)
Last Day: 31 March 2023
(FRIDAY)
Number of School Days: 54

Term 3

First Day: 03 April 2023
(MONDAY)
Last Day: 16 June 2023
(FRIDAY)
Number of School Days: 51

General Information

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



Quintile 1

First Day: 25 August
Last Day: 14 October
Holidays: Independence Day 09 Sep
Professional Development 24 Sep

Quintile 2

First Day:
Last Day: 17 October
Holidays: 13 December
Fall Break 24 Oct 28 Oct
Professional Development 05 Nov
Constitution Day 07 Nov

Quintile 3

First Day:
Last Day: 14 December
Holidays: 22 February
Winter Break 19 Dec 06 Jan

Quintile 4

First Day:
Last Day: 23 February
Holidays: 24 April
International Women's Day 08 Mar
Professional Development 11 Mar
Spring Break/Navruz 20 Mar 24 Mar
Idi Ramazon 21 Apr

Quintile 5

First Day:
Last Day: 25 April
Holidays: 16 June
International Labor Day 01 May
Victory Day 08 May 09 May

School Schedule

School Hours

3-4-year-old class, part-day	8:00am - 12:00pm
3-4-year-old class, full-day	8:00am - 3:31pm
5-11-year-old classes	8:00am - 3:31pm
12-year-old class through Secondary	8:00am - 3:31pm

Wednesday Short Schedule	8:00am - 2:30pm
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After School Athletics and Activities

12-year-old class through Secondary	3:40pm - 5:00pm
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Transportation

Bus service is provided in the morning for pick up as well as dismissal at 12:00pm, 3:31pm (2:30pm Wednesdays), and 5:00pm at an extra cost.

Snack

Children are expected to bring a snack to eat before morning recess.

Lunch

Children who stay later than 12:00pm are to bring or purchase a lunch to eat during the lunch period.

First Day of School

On this day, school hours will be from 8:00am to 11:30am for *all* students.

Books and Supplies

Textbooks are loaned to the students. Students are responsible for the care of the books and are not to write in them, (other than consumable workbooks) keeping in mind that they will be used by other students in the future. Students are expected to bring their own pencils, erasers, personal water bottle, notebooks/folders, and indoor shoes/slippers. Teachers may also provide a class supply list to families prior to the beginning of the school year.

School Week

The school week is Monday through Friday.



QSI Child Safeguarding and Protection Statement

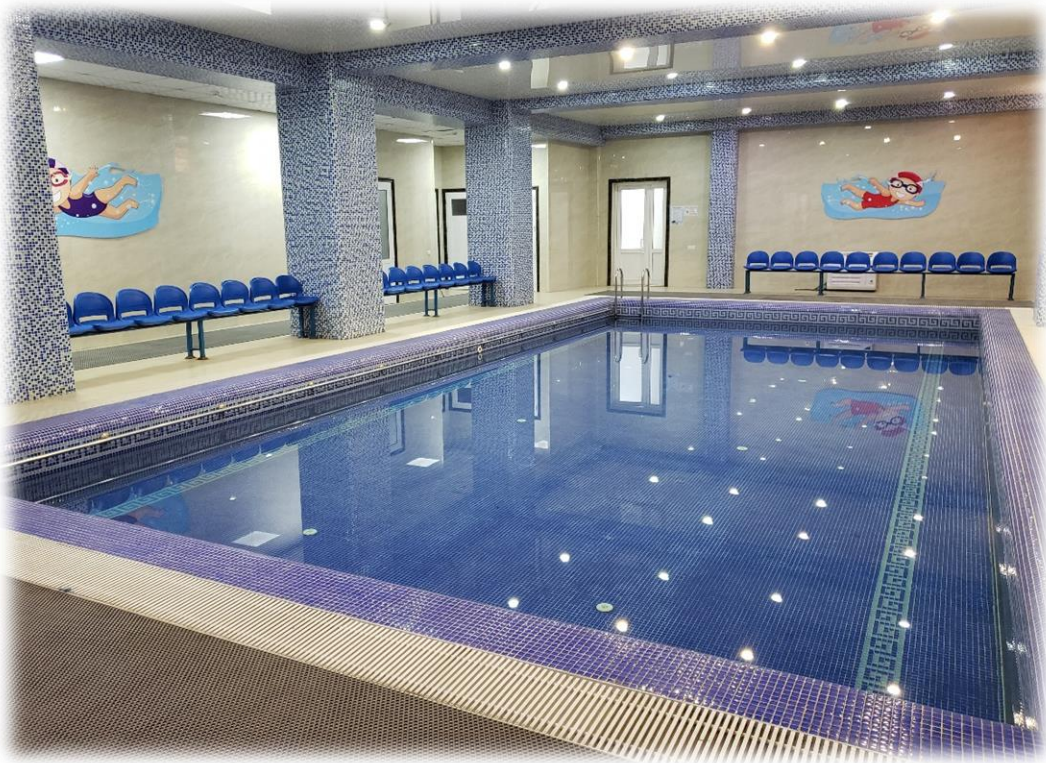
QSI Schools adhere to the CEESA Safeguarding and Child Protection Statement and Commitments as written below.

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.



Services, Programs, and Facilities

School Website

www.qsi.org or <https://dushanbe.qsi.org/>

Library

Students have access to a library of 11,000 volumes in English.

Science Classes/Secondary Science Laboratory

Science classes are supplied with materials to support curriculum, including elementary and secondary science laboratory equipment.

Technology

All students above preschool age have access to devices in their classrooms. Primary students (ages 5 to 8 years old) have individual iPads to use at school, while students ages 9 to 13 have access to either desktops or laptops. Students in Secondary are expected to bring a personal device to school daily, although some extra devices will be available in the classrooms for use in an emergency.

Play Area

The school has an attractive outdoor playground with play structures appropriate for preschool and elementary. In addition, there is an out green area in the center of the campus, and recess can be in the gymnasium when weather or air quality prohibit outdoor activities.

Physical Education

Physical education classes use both indoor and outdoor spaces as well as community resources, including track, bowling alley, and tennis facilities. There is a pool located on campus which can be used for PE or afterschool activities.

After School Tutoring/Homework Assistance

After-school tutoring is provided from 3:40-5:00pm by school staff as needed. Private tutoring is also available at an extra cost from local staff.

Activity Programs During and After School

Health and safety permitting, afterschool activities are announced at the beginning of each quintile. Some activities provided may require an extra cost to parents. Offerings may include art, music, dance, drama, soccer, track and field, and chess. Activities are offered based upon the availability of qualified instructors.

World Languages

A selection of World Languages is offered to students who do not require Intensive English support. The school guarantees to offer classes in Russian, German and Tajik. Other languages may be offered if qualified staff are available.



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.

3-4-Year-Old Program

This program is designed to engage the child in his/her first formal school experience. The student will participate in a variety of learning experiences fostering his/her interest in aspects of Oral Language and Literacy, Mathematics, and Science. This program is designed to be a two-year program and will be an integrated approach during the entire 3-4-year-old session.

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, Science, and Cultural Studies. There is a continued emphasis on personal development through varied classes in Music, Technology, Art, and Physical Education.

6-11-Year-Old Classes

Elementary school students take a full program of Mathematics, Literacy, Science, Cultural Studies, Art, Music, and Physical Education. Technology usage is integrated throughout the curriculum at all levels.

12-13-Year-Old Classes

This program is designed to meet 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, and Physical Education.

Secondary I-IV

This program is designed to meet the graduation requirements of Quality Schools International and to prepare students for entry into university. Some classes are taught online through QSI Virtual School (QVS), but other requirements are met through instruction by qualified teachers on campus. Three Diplomas are offered by the school: Academic with Honors, Academic, and General.



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 lifestyle 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.



Snow White and the Seven Students performed by the Drama Club



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 his/her own nationality in a positive way.
- b) To provide an atmosphere of cultural acceptance and understanding with a view to building healthy international relationships.
- c) To integrate 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.



Snow White and the Seven Students performed by the Drama Club

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 ByLaws. 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.

Success Breeds Success

