



QSI INTERNATIONAL  
SCHOOL OF TBILISI

# QSI



**Information Packet**  
2023-2024

# Table of Contents

1	QSI International School of Tbilisi
3	QSI Mission Statement
4	School Information
5	School Calendar 2023 - 2024
6	School Schedule
7	Extra-Curricular Activities
8	Educational Program
10	Special Services and Programs
11	Facilities
12	Educational Model Summary
13	Student Evaluation
14	QSI Philosophy and Objectives
17	QSI Child Safeguarding and Protection Statement
18	Brief History of Quality Schools International

# QSI International School of Tbilisi

## About the School

QSI International School of Tbilisi, a private nonprofit institution that opened in September of 1995, offers high-quality English language education for students from two years through eighteen years of age. The school's educational philosophy of mastery learning includes a personalized approach to instruction. QSI believes in success for all students. We seek to create a positive learning environment and believe a child learns more if the child enjoys the experience of learning.

The primary purpose of the school is to meet the needs of children of foreign and local residents in Tbilisi who require this type of education with a view to continuing their education in their home countries with a minimum of adjustment challenges. In addition to its scholastic goals, the school endeavors to provide its students with knowledge of the country and culture of Georgia.

## Quality Schools International (QSI)

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

## Academic Program

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

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





## MSA Systems Accreditation

In April 2022, Quality Schools International and all existing QSI schools achieved accreditation as a school system through the Middle States Association of Colleges and Schools (MSA)! Working toward the Achieving Excellence System-Wide accreditation encouraged QSI to reflect on where we are now and where we want to be in 5-7 years. QSI and our schools will maintain our accreditation through a continual process of identifying areas for growth and implementing community-supported action plans to achieve the growth targets. You can find our four primary objectives, action plans, self-study and our Official Notice of Accreditation on the QSI website at <https://www.qsi.org/why-qsi/accreditation>

## Curriculum

The curriculum includes English (reading, grammar, composition, and spelling), Mathematics, Science, Cultural Studies, Art, Music, and Physical Education. Intensive English classes are offered to students that need additional help with English. Technology is integrated across the curriculum. Materials and equipment are up-to-date and of high quality. Class sizes are small. Additional language acquisition is offered in Russian, French, Spanish, and Georgian.



## Advanced Placement Program

QSI International School of Tbilisi is proud to be an AP school, and not just an AP school, but an AP Capstone School. Advanced Placement (AP) courses are college-level courses offered to our students while still in high school. AP courses are a wonderful learning opportunity and provide our students with curriculum rigor that allows them to be competitive for college applications anywhere in the world. Every year, QSI Tbilisi provides 15-20 different Advanced Placement (AP) courses. The great news for parents and students is that successfully completed AP courses may allow students to receive advanced placement credit upon entering a university program of study. In other words, a student has already started university and has the possibility of earning credit before they even arrive on campus.

The Advanced Placement Capstone program is an innovative diploma program that allows students to develop the skills that will help them be successful in college: research, collaboration, and communication. The program consists of two courses taken in sequence: AP Seminar and AP Research, as well as four additional AP courses. The AP Capstone teachers are specially trained and certified in order to instruct our students.

Universities around the world value the AP Capstone Diploma and it is now a criterion of application and acceptance for selective schools.

## University Counseling

University counseling is provided to all secondary students. Students are encouraged to meet with the university counselor early and often in order to formulate a plan for post-graduation higher education. The University Counselor, through general seminars, email communication, and individual meetings with students and parents, helps to facilitate the university application process for the most successful outcome for 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 a QSI school. Our schools are established to provide a quality education for students in the cities we serve in the English language. 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 that 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

- i) developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning,
- ii) providing the time and resources needed for each student to attain mastery, and
- iii) 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 believes 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.

*(February 1996)*

*QSI believes 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.*



# School Information

## Admission

Admission requires submission of an application form, a copy of passport or birth certificate, two years of previous school records (if applicable), and payment of a one-time, non-refundable US \$300 registration fee. An Admissions Test involves reading, writing, and mathematics.

## 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.

## Student Placement

Following official admission procedures, a placement examination is given to each student to determine the appropriate level of instruction.

## Membership

Quality Schools International is a member of the Central and Eastern European Schools Association (CEESA) and a member of the Association for the Advancement of International Education (AAIE). The QSI International School of Tbilisi benefits from these affiliations. The school also receives support from the United States government Office of Overseas Schools (AOS).

## Progress Reports

Student "Status Reports" are sent home five (5) times a year (once each Quintile). Student progress or mastery of the curriculum is reported as either "A" or "B". Regularly scheduled parent-teacher conferences are held three (3) times during the school year. However, a parent may request a status report or conference at any time.

## Accreditation

The school is fully accredited in the United States by the Middle States Association of Colleges and Schools.

## Governance

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

## Parent Support Group (PSG)

This is a parent-selected support group involved in activities and projects with a view toward improving the school. All parents are encouraged to become involved through this program.

# School Calendar 2023-2024

## Term 1

**First Day:** 24 August 2023  
(THURSDAY)  
**Last Day:** 15 December 2023  
(FRIDAY)

Number of School Days: 74

## Term 2

**First Day:** 08 January 2024  
(MONDAY)  
**Last Day:** 22 March 2024  
(FRIDAY)

Number of School Days: 54

## Term 3

**First Day:** 01 April 2024  
(MONDAY)  
**Last Day:** 13 June 2024  
(THURSDAY)

Number of School Days: 52

## General Information

The school week is MONDAY-FRIDAY

Total Number of School Days: 180

## Quintile 1

First Day: 24 August  
Last Day: 12 October

## Quintile 2

First Day: 13 October  
Last Day: 13 December

Holidays:	Fall Break	16 Oct	20 Oct
	Regional PD	16 Nov	18 Nov
	St. George's Day	23 Nov	

## Quintile 3

First Day: 14 December  
Last Day: 22 February

Holidays:	Winter Break	18 Dec	05 Jan
	Staff PD	10 Feb	

## Quintile 4

First Day: 23 February  
Last Day: 22 April

Holidays:	Int'l Women's Day	08 Mar	
	Spring Break	25 Mar	29 Mar
	Easter Holiday	03 May	06 May

## Quintile 5

First Day: 23 April  
Last Day: 13 June



# School Schedule

## School Week

The school week is Monday through Friday.

## Early Dismissal (Half-Day)

Students are dismissed at 12:00 on early dismissal days.



## Extra-Curricular Activities

Throughout the year, the school facilitates a variety of extra-curricular activities. Activities for the ages 5 through 10 are referred to as ASAs or After School Activities. The MS/HS Clubs take place during activity period/school hours, while MS/HS Sports run mainly after school. Please refer to the section for more details.

School Hours		
Preschool Full-Day (2-4-Year-Old Classes)	8:35 a.m.	4:00 p.m.
Preschool Half-Day (2-4-Year-Old Classes)	8:35 a.m.	1:00 p.m.
Elementary (5-10-Year-Old Classes) Grades K-5	8:35 a.m.	3:05 p.m. 4:00 p.m. (ASA)
Middle Schools (11-13-Year-Old Classes) Grades 6-8	8:35 a.m.	4:00 p.m.
High School (Secondary I-IV Classes) Grades 9-12	8:35 a.m.	4:00 p.m.

## Extra-Curricular Activities

### After School Activities (Elementary)

After School Activities (ASA) for 5-10-year-old classes take place daily (excl. Wednesdays) from 3:15 to 4:00 p.m. Elementary students can choose from a variety of activity offerings, such as:



- |              |                 |
|--------------|-----------------|
| • Chess Club | • Arts & Crafts |
| • Soccer     | • Ballet        |
| • Dodgeball  | • Origami       |
| • Hiking     | • Homework Club |
| • Taekwondo  | • Math Club     |
| • Piano      | • Basketball    |

### Activities & Clubs (MS/HS)

Middle School and Secondary students may participate in many activities. MS/HS activities and clubs are held during activity period on Monday through Friday. After-school athletic programs are provided on a flexible schedule from 4:15 – 5:30 p.m.

- |                              |                                   |
|------------------------------|-----------------------------------|
| • Model United Nations (MUN) | • Roots & Shoots                  |
| • Speech & Debate Club       | • Yearbook                        |
| • Leadership Forum           | • Community Service Club          |
| • Math & Science Clubs       | • Drama Productions               |
| • Art Club                   | • Eco-School Green Flag Committee |
| • Student Council            | • Week Without Walls              |
| • National Honor Society     | (extra-curricular travel program) |

### Athletic Programs (MS/HS)

QSI Tbilisi is a member of the Central and Eastern European Schools Association (CEESA) and the Silk Road Athletics Association (SRAA). Our competitive athletic program prepares students for participation in both the High School and Middle School divisions. Each seasonal sport is concluded with a sports competition or a tournament.

- |              |                 |
|--------------|-----------------|
| • Basketball | • Track & Field |
| • Soccer     | • Cross Country |
| • Volleyball | • Tennis        |

# Educational Program

## Entry Ages and Placement

To enter the 5-year-old class, a child must turn 5 years of age no later than the 31<sup>st</sup> 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), or in the grade determined by their completion of courses from other schools. Progress through the secondary year by the number of credits attained each year.

## Preschool (2-4-Year-Old Classes)

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



## 5-Year-Old Class



This academically oriented program develops skills and attitudes children need for future 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 of Music, Computers, Art, and Physical Education.



### Elementary (6-10-Year-Old Classes)

Elementary school students take a full program of Mathematics, English Literacy (Reading and Writing), Science, Cultural Studies, Art, Music, Physical Education, and Drama. Technology is integrated within the curriculum at all levels. Russian, French, Spanish, and Georgian are taught as foreign languages.



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



This program meets the special needs of students in the 11–13-year-old age group. Students take a rigorous academic program of Mathematics, Literature and Language Arts, Science, Cultural Studies, Art, Music, Physical Education and Technology. Russian, French, Spanish, and Georgian are offered as foreign languages. Qualified students may enroll in secondary classes for high school graduation credit if appropriate.

### Secondary I-IV Classes

The secondary program prepares students for colleges and universities in the United States and other countries. The rigorous academic program consists of the disciplines of Mathematics, Science, Cultural Studies and History, World Literature, English, Art, Music, Physical Education, Technology, and Languages (Russian, French, Spanish, and Georgian).



# Special Services & Programs

## School Website

- [www.qsi.org](http://www.qsi.org) or [tbilisi.qsi.org](http://tbilisi.qsi.org)

## Parent Newsletter

- Distributed weekly via email

## Technology

- Computers in every classroom
- LCD projectors and screens
- Wireless network software programs to support educational outcomes
- Middle and High School students are required to bring their own computer to school

## Books and Supplies

Textbooks are loaned to the students. Students are expected to bring their own pencils, erasers, and notebooks. Middle School and Secondary students should bring a laptop computer (not a phone) to school for daily use in class. Graphing calculators are required for secondary math courses.



## Foreign Language Programs

Georgian	Spanish	French	Russian
----------	---------	--------	---------

## Lunch & Snack

Lunch & Snacks are available daily for purchase through the cafeteria, or parents may supply them from home.



## Bus Service

A door-to-door Bus Service is available for locations in and around Tbilisi. Each bus has a safety monitor on board. Several afternoon routes are offered daily.



# Facilities

## Classrooms

Well-resourced and fully equipped classrooms enhance the students' learning experience.

## Library

The school has two libraries, the main library and the ECE library. At QSIT, a love for books and a habit of reading is encouraged from an early age.

## Science Labs

To meet the requirements of the curriculum, fully equipped facilities are provided for the teaching general science, physics, chemistry and biology.

## ICT Lab

- ✓ Workstations
- ✓ Laptops
- ✓ Wi-fi access

## Art, Music, and Fitness Rooms

The “specials” classrooms are fully equipped to offer lifelong enrichment and learning.

## Full-size Indoor Gymnasium

The multi-purpose gym provides an ideal space for school functions.

QSI International School of Tbilisi campus features a number of facilities designed to meet international standards.

## Playgrounds

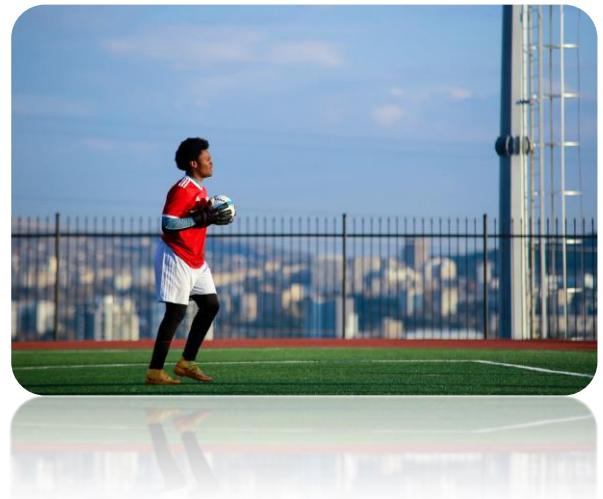
The campus offers separate playgrounds for early childhood and elementary students

## Stage

Full-size stage areas for concerts & drama performances

## Sport Facilities

- ✓ Soccer Field
- ✓ Track
- ✓ Tennis Court
- ✓ Gym



## Cafeteria

La Pantera Café offers a wide range of healthy snacks and food options. all necessary regulations concerning safe food preparation and serving are always maintained.

## Medical Office

QSIT employs a full-time nurse to care for the health of our staff and students.



## 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 English capabilities. (Only for those students enrolled in "Intensive English")
- "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.

Secondary Students who are unable to complete all units in a course will be required to attend "Unit Recovery" during activity period until the units are completed. All sports and activities will be on hold until units are completed.

# 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.



### 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.

## QSI Statement of Inclusion

QSI is open to all students. We respect their diversity regardless of race, ethnicity, gender, cultural background, disability, religion, personal beliefs, and socioeconomic status. QSI employees will be considerate of diverse cultural and family beliefs when teaching in the classroom. In QSI schools, we provide a safe and supportive environment for all students.

## Empower: Skills for Safety, Success, and Global Citizenship:

A comprehensive QSI child development program that helps to prepare students to live successfully and safely in and out of the school environment. The goal of this curriculum is to systematically teach QSI Success Orientations, along with related social-emotional skills, and child protection strategies at developmentally appropriate age levels. Students need to develop the many good habits and skills that lead to being successful by practicing leadership, confidence, creativity, and the capacity to collaborate with others. This program teaches students these habits and skills in three components: Success Orientations, Social-Emotional Learning, and Child Protection

# A Brief History of Quality Schools International

## Sanaa International School

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

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

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

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

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

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

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

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

## Quality Schools International

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

Mr. H. Duane Root, QSI Board of Directors, and Mr. James E. Gilson, President Emeritus 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 37 schools in 31 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 Mechanicsville, Virginia, 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.





 **QSI International School of Tbilisi**  
Village Zurgovani, 0126 Tbilisi, GE

 +995 32 253 7670  
 [tbilisi@qsi.org](mailto:tbilisi@qsi.org)  
 [www.qsi.org/tbilisi](http://www.qsi.org/tbilisi)  
 [www.facebook.com/qsi.tbilisi](https://www.facebook.com/qsi.tbilisi)





[www.QSI.org](http://www.QSI.org)