



QSI
INTERNATIONAL
SCHOOL
OF DILI

INFORMATION PACKET 2023-2024

WELCOME LETTER

A Message from the Director



Dear Parents and Students,

We extend a warm welcome to QSI International School of Dili and our vibrant community of learners. Our goal is to create a supportive and inclusive environment where every student can thrive and reach their full potential.

Our school celebrates diversity, recognizing that differences in culture, age, and experience provide unique opportunities for learning and growth. Our mastery teaching model and curriculum encourage students to explore beyond the textbook and follow their interests. At QSID, character development is paramount, and our students are held to high standards outlined in the QSI success orientations. We firmly believe that every student can succeed with hard work, high expectations, and the support of a caring community.

Our professional and highly trained staff are always available to assist and support our students and their families. This information packet provides an overview of our school and its operations, and we encourage you to reach out to us with any questions or concerns you may have. We value open communication and collaboration and believe that they are essential for building a thriving school and global community.

We are excited to partner with you in your child's education and growth throughout their time at QSID.

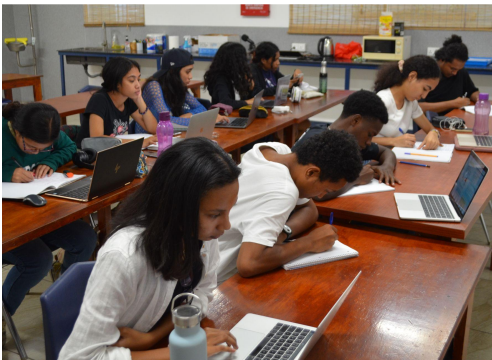
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SUCCESS FOR ALL



QSI INTERNATIONAL SCHOOL of DILI

QSI International School of Dili offers a high-quality education in the English language for children in the three-year-old class through graduation. It is a private, nonprofit day school for boys and girls of all nationalities. The school opened in September 2005 with four students. The school is growing and currently has 125 students.

QSI International School of Dili follows curriculum based on mastery learning that incorporates Timorese culture and traditional values into modern, research-based trends in education. QSI hires experienced teachers and administrators from the USA, Canada, and other countries from around the world to work with students representing many different nationalities. In a mixed international community such as Dili, students leave to continue their education on all continents. QSI International School of Dili equips students with the skills and knowledge they will need for higher education in most educational systems.

QSI International School of Dili welcomes students of all nationalities. The aim is for all the students to experience different cultures, and the school encourages all students to strive for academic excellence.

FACILITY

The school is housed on a secure property that includes fully air-conditioned buildings. Besides the classroom buildings for all grade levels, there is ample outdoor space that includes a shaded playground, a field for sports, and a covered court for basketball, volleyball, and other sports. The school is located behind the Australian Embassy.

ACADEMIC PROGRAM

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

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

Health and Safety

A safe and healthy learning environment is crucial for the well-being and success of students, teachers, and staff. It promotes student engagement, motivation, and academic achievement while ensuring staff job satisfaction and retention. Legal compliance, emergency preparedness, accident prevention, health promotion, and inclusivity are all vital aspects of maintaining a safe and healthy school environment. QSI Dili prioritizes health and safety to protect the physical, emotional, and mental well-being of all stakeholders, and create an environment that fosters learning, growth, and inclusivity.

CURRICULUM

The curriculum used at QSI International School of Dili is developed and revised through the QSI organization on a seven-year rotational basis per subject area. The curriculum includes English (reading, grammar, creative writing, handwriting, and spelling), Mathematics, Cultural Studies (history and geography), Science (physical, life, and earth), Art, Music, Technology, Physical Education, Library, French, Tetun and Portuguese for students in the 5-year-old through Secondary IV classes.

Intensive English classes are offered to students that need additional help with the English language. Materials and equipment are current, relevant, and of high quality. Class sizes are small. The teaching faculty and director are experienced, caring educators.

QUALITY SCHOOLS INTERNATIONAL (QSI)

QSI is a nonprofit organization operating schools in Europe, Asia, Africa, and Central and South America. QSI International School of Dili 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.



QSI CHILD SAFEGUARDING and PROTECTION STATEMENT

QSI Schools adhere to the CEESA (Central and Eastern European Schools Association) Safeguarding and Child Protection Statement and Commitments as written below.

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

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.

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.



SCHOOL INFORMATION

ADMISSION

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

STUDENT PLACEMENT

Following official admission procedures, a placement examination will be given to students, either by the teacher or counselor, to determine the appropriate level of instruction. The test involves reading, writing, and mathematics.

PROGRESS REPORTS

Student "Status Reports" are sent home five times a year (once each Quintile). Student mastery of the curriculum is reported as either A or B, and units in progress are marked P. Parent-teacher conferences are scheduled two times, during the second and fourth quintiles. However, a parent can request a status report or conference at any time.

GOVERNANCE

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

PARENT SUPPORT GROUP (PSG)

The PSG is a parent support group that organizes activities and projects to improve the school. All parents are encouraged to become actively involved with the school through this program.

TRANSPORTATION

Transportation service is available to and from the school at the parent's request.

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.

MEMBERSHIP

QSI is a member of the Central & Eastern European Schools Association (CEESA), and QSI is a member of the Association for the Advancement of International Education (AAIE).

MSA SYSTEMS ACCREDITATION

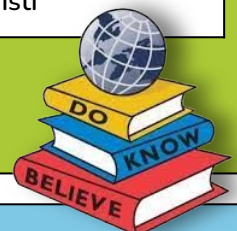
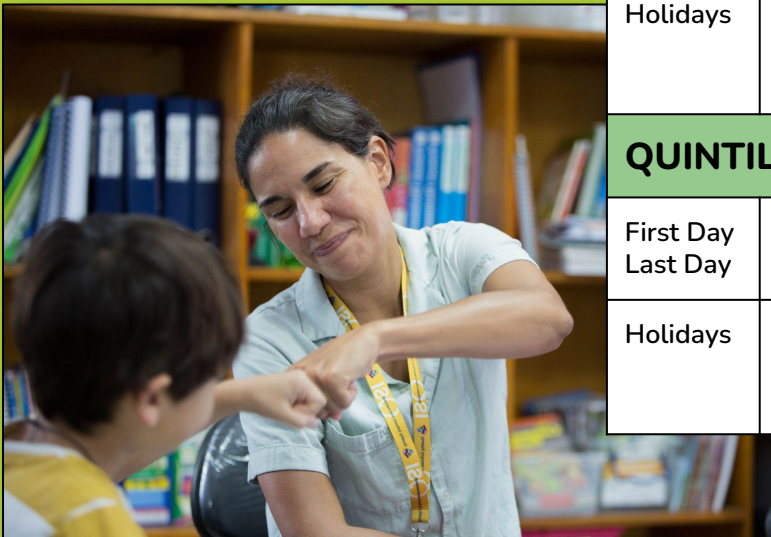
In April 2022, Quality Schools International and all existing QSI schools achieved accreditation as a school system through the Middle States Association of Schools (MSA)! Working toward the Achieving Excellence System-Wide accreditation encouraged QSI to reflect on where we are now and where we want 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>.



SCHOOL CALENDAR

TERM 1	
First Day	17 August
Last Day	08 December
Number of School Days: 72	
TERM 2	
First Day	08 January
Last Day	22 March
Number of School Days: 54	
TERM 3	
First Day	01 April
Last Day	19 June
Number of School Days: 54	
GENERAL INFORMATION	
The school week is: Monday-Friday	
Total Number of School Days: 180	

QUINTILE 1		
First Day	17 August	
Last Day	06 October	
Holidays	30 Aug 07 Oct	Popular Consultation Day School Holiday
QUINTILE 2		
First Day	09 October	
Last Day	08 December	
Holidays	27 Oct - 03 Nov 01 Nov - 02 Nov 13 Nov 17 Nov - 18 Nov 28 Nov 11 Dec - 05 Jan	Spring Break All Saints' and Souls' Day Youth National Day Professional Development Proc. of Independence Day Summer Break
QUINTILE 3		
First Day	08 January	
Last Day	26 February	
Holidays	17 February	Professional Development
QUINTILE 4		
First Day	27 February	
Last Day	25 April	
Holidays	04 Mar 25 Mar - 29 Mar 10 Apr	Veteran's Day Fall Break Eid Al-Fitr
QUINTILE 5		
First Day	26 Apr	
Last Day	19 Jun	
Holidays	01 May 20 May 30 May	Labor Day Restoration of Ind. Day Corpus Christi



SCHOOL FEES 2023-2024 (ETM)

REGISTRATION FEE

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



CAPITAL FUND

Annual Fee:	<i>Non-Sponsored</i> \$1,600	<i>Sponsored</i> \$6,400	DATE DUE 18 Aug 2023 08 Dec 2023 22 Mar 2024
Payment Schedule:			
1st Term	\$600	\$2,400	
2nd Term	\$500	\$2,400	
3rd Term	\$500	\$2,400	

SCHOOL FEES 5yo Class & Above

Annual Tuition:	<i>Non-Sponsored</i> \$18,000	<i>Sponsored</i> \$19,200	DATE DUE *See Discount Policy 18 Aug 2023 08 Dec 2023 22 Mar 2024
Payment Schedule:			
1st Term	\$7,200	\$7,600	
2nd Term	\$5,400	\$5,800	
3rd Term	\$5,400	\$5,800	

3yo - HALF DAY 08:15 - 11:15

	<i>No Capital Fund Fee</i>		DATE DUE *See Discount Policy 18 Aug 2023 08 Dec 2023 22 Mar 2024
Annual Tuition:	\$6,800		
Payment Schedule:			
1st Term	\$2,600		
2nd Term	\$2,100		
3rd Term	\$2,100		

3&4yo - FULL DAY 08:15 - 15:30

	<i>No Capital Fund Fee</i>		DATE DUE No Discount Available 18 Aug 2023 08 Dec 2023 22 Mar 2024
Annual Tuition:	\$8,300		
Payment Schedule:			
1st Term	\$3,300		
2nd Term	\$2,500		
3rd Term	\$2,500		

SUCCESS FOR ALL

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. They will again pay the higher term fees for their first full term after returning. The registration fee is not required upon re-entry. Please note: if there is a short time difference between withdrawal and re-enrollment, enrollment should be reinstated as if the student had never withdrawn.

CAPITAL FUND FEE

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

DISCOUNT POLICY

Discounts of \$200 each will be given for full-term payments received on or before the due dates. An additional discount of \$400 will be given if the full annual payment is received on or before the first of October. Thus, a total discount of \$1,000 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 \$800. Discounts should be claimed within 30 days from the payment date. There is no discount available for preschool classes or scholarship students. Discounts will be reversed for students who withdraw before the end of the year and are given a tuition refund. If a parent is paying for more than one student on the same invoice, when calculating the discount, payment should be applied to each term in full in the order of the terms. The discount is only given when payment is made for all students on the invoice.

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

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

PAYMENTS

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

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

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

FORCE MAJEURE

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

DISTANCE LEARNING

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

SCHOOL SCHEDULE



SCHOOL HOURS	
First Bell	08:10
School Begins	08:15
School Week	Monday through Friday
3yo Class	
Morning Part-Day	08:15 - 11:30
Full-Day	08:15 - 15:30
4yo Class	
Full Day	08:15 - 15:30
5yo Class & Above	
After School Activities	08:15 - 15:30 15:30 - 16:30

SNACK and LUNCH

Children are expected to bring a nutritious snack and a healthy sack lunch. A microwave is available to heat up food. Lunches may also be ordered each week from the school cafeteria.

Filtered water is available for drinking at school, but students should bring additional liquids such as juices and fruits to insure they stay hydrated in this tropical climate. The school appreciates a full bottle of water provided from home daily to reduce interrupted educational time.

BOOKS and SUPPLIES

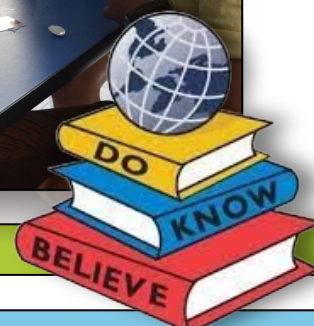
Textbooks are loaned to the students. Students are responsible for the care of these books and are not to write in them, keeping in mind that they will be used by future students. Students are expected to bring their own notebooks, pencils, paper, erasers, and pencil cases.

HATS and CAPS

The sun is very intense. Students need a hat or cap at school for outdoor playtime.

MOSQUITO REPELLENT & SUNSCREEN

Students may bring mosquito repellent and sunscreen to be applied at school.



SUCCESS FOR ALL

AFTER-SCHOOL ACTIVITIES

After-School Activities are provided by teachers and community members. These activities encourage social growth as well as learning new skills or developing new interests. Activities change every six to eight weeks. Sign up by the families is required for students to participate. The activities are optional.

ABSENCES

Many learning experiences occur in the classroom setting which cannot be duplicated through make-up assignments. School attendance is extremely important for successful learning.

In the event of a lengthy illness, teachers will do everything possible to help the student make up missed work with home intervention. In the event of extended absences for anything other than illness, parents will be expected to guide and instruct their child to master missed work at home, either through parent help or through a tutor hired by the parents. The child will be assessed at school to verify mastery of the material.

ATTENDANCE

School begins at 08:15. The attendance policy of QSI International School of Dili is based on the concept that good attendance is a prerequisite to high academic achievement. Being on time is expected. Late students will be marked tardy.

SAFE ARRIVAL and DEPARTURE PROGRAM

The Safe Arrival and Departure program is a partnership with the home and the school. It is intended to ensure that your children arrive and depart safely to and from the school each day, and it serves as an attendance verification system.

- Parents should phone the school before 08:10 if their child will be absent. A note in advance for a planned absence is recommended.
- Parents need to notify the school if their child is leaving the school with someone other than their designated driver or parent.

CAMPUS VISITORS and GUESTS

All guests and visitors are welcome to visit the school. They should first report to the school office and follow the visitor sign-in procedure. As a courtesy to the teacher, parent visits for extended periods of time should be arranged with the office and the teacher. Parents are encouraged to visit classrooms and become volunteers.

COMPUTER FACILITIES

Students of QSI International School of Dili benefit from access to a variety of computer hardware and accessories that include full-time internet access via high speed connection line and various learning software programs.



SPECIAL SERVICES, PROGRAMS, and **FACILITIES**

SCHOOL WEBSITE

www.qsi.org or dili.qsi.org

LIBRARY

The school library with over 30,000 titles in many languages is available for student and parent use.

INTENSIVE ENGLISH PROGRAM

The Intensive English (IE) program serves students School, who's English or literacy skills limit their full access to mainstream classroom instruction.

PLAYGROUND

There is a climbing apparatus, a climbing wall, swings, slide, basketball court, large playing field, and a court for basketball, volleyball, and tennis.

AFTER-SCHOOL ACTIVITIES (ASAs)

After-School Activities (ASAs) run from 15:30-16:30 for students in the 5-year-old through Secondary IV classes. Elementary students have different choices of activities than students in the 12-year-old and above classes.

After-School Activities are scheduled every six to eight weeks and vary with the season.

FIELD TRIPS

Field trips that take place throughout the year will be of educational value and will be linked to the curriculum. Any student participating in school trips will have to return a permission slip signed by their parent or guardian. Parents are welcome to assist with field trips.

NEWSLETTER

The school newsletter contains announcements, reminders, and information of interest to the parent community. A list of upcoming events, in which students will participate, as well as projects and special dates, will also be in the newsletter. Each class and specialist submit articles and pictures to the newsletter.

STATUS REPORTS

The school year is divided into five reporting sessions (Quintiles). Each quintile is 36 days. The yearly calendar lists when quintile status reports should be expected to come home. However, parents may request a status report at any time. Several times throughout the year, students receive narrative comments from teachers included with the reports.

PARENT-TEACHER CONFERENCES

Conferences provide an opportunity for parents and teachers to discuss individual student growth and needs. Parent conferences will be scheduled during the second and fourth quintiles. However, parents may request a conference at any time.



EDUCATIONAL PROGRAM

Entry Ages and Placement

To enter the 5-year-old class, a child will have reached 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 end of each school year by the number of credits attained.

Preschool (3-4yo) Program

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. The students learn pre-reading and mathematics skills to get them ready for academics. Emphasis is placed on the development of self-confidence, self-esteem, and the natural excitement to learn. A full spectrum of activities is provided including Music, Art, Physical Education, and Library.

5yo Class

This academically oriented program develops skills, attitude, and concentration children need for future academic disciplines. A variety of experiences develop eye/hand/body coordination and reading readiness. The program introduces Reading, Mathematics, Oral and Written Language skills, Science, and Cultural Studies. There is a continued emphasis on personal development through varied classes of Music, Technology, Art, Physical Education, and Library. Intensive English classes are provided for those students that do not speak English as a first language.

Elementary (6-11-year-old) Classes

Elementary School students take a full program of Mathematics, Literacy (Reading and Writing), Science, Culture Studies, Art, Music, Physical Education, and Foreign Language. Technology usage is integrated with the curriculum at all levels. Intensive English classes are provided for those students that do not speak English as a first language.

Middle School (12-13-year-old) Classes

This program meets the needs of students in the 12-13-year-old age group. Students take a rigorous academic program of Mathematics, Literature and Writing, Science, Cultural Studies, Art, Music, Technology, Foreign Language, and Physical Education. Intensive English classes are provided for those students that do not speak English as a first language.

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 Literature, Writing, Mathematics, Laboratory Science (Physical Science, Biology, Physics, and Chemistry), World Cultural Studies, Foreign Language, Physical Education, Art, and Technology. Three diplomas are offered: Academic with Honors, Academic, and a General Diploma.



SUCCESS FOR ALL



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

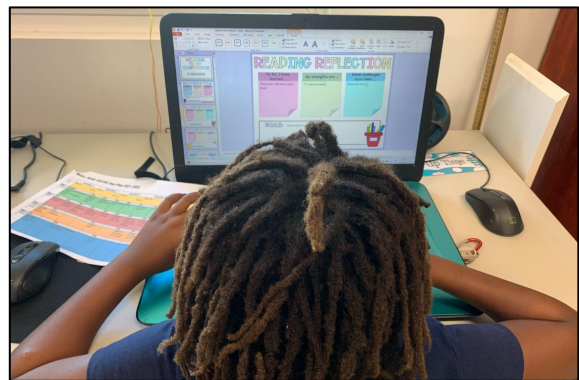
In this research-validated model each Essential Unit is taught with a view to excellence. When students demonstrate mastery of the essential unit, they move on to the next essential unit. If the student does not achieve mastery, the teacher re-teaches, and the student

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:

1. Responsibility
2. Trustworthiness
3. Group Interaction
4. Aesthetic Appreciation
5. Kindness and Politeness
6. Independent Endeavor
7. 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:

- 1) All Students can succeed.
- 2) Success breeds success.
- 3) 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.

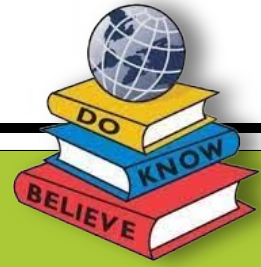
E = "Exposure". The student made a reasonable effort in the outcome and attained a level of mastery consistent with his/her capabilities. (Elementary classes only, but not in mathematics, reading, or writing.)

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



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 the 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.

...and OBJECTIVES

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 oneself with a view to developing acceptable values such as patience, kindness, unselfishness, honesty, and consideration for others.
- B. To provide a positive and secure atmosphere, treating the students honestly and fairly.
- C. To encourage each student to feel good about himself and to help him promote similar feelings in fellow students.
- D. To provide guidance in problem solving and decision-making situations.
- E. To develop a sense of responsibility and to encourage leadership.

CULTURAL AWARENESS:

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

ENVIRONMENTAL AWARENESS:

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

A BRIEF HISTORY of QUALITY SCHOOLS INTERNATIONAL

SANAA INTERNATIONAL SCHOOL

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

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

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

As early as 1972, it was foreseen that a purpose-built facility should be constructed. After three years of discussions and meetings at many levels, the Yemen Government granted the school its present 35 acres (about 14 hectares) gratis for a period of fifty years. Many individuals of the Yemen Government, the American Government, the United Nations, and the German Government gave considerable assistance in time and influence to obtain this land that was occupied on December 22th, 1976.

Construction began on January 1st, 1977. A formal agreement with the Yemeni Government was signed on May 7th, 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.

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 April 24th, 1987.

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

It is sad to report that on December 29th, 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 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.



