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QSI INTERNATIONAL SCHOOL OF SHENZHEN

ADMISSION APPLICATION

Review the following to make sure your application is complete. Understand that incomplete applications will not be accepted and will delay the admissions process.

1. Website: <http://shenzhen.qsi.org> or <http://shenzhen.qsi.org/admissions/admissions-process>
2. Click on "Click Here to Apply to QSI Shenzhen!", and you will be directed to the Application Portal.
3. Begin your application by registering as a new user. When you have completed your application, you will be directed to contact the Admissions Office to schedule your Admissions appointment.

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.



PROGRESS REPORTS

Student "Status Reports" are sent home five times a year (once each quintile). Student progress or mastery of the curriculum is reported as either "A" or "B". Individual narrative reports are sent home two times, usually at the end of the 2nd and 5th quintiles. Parent-teacher conferences are scheduled two times a year, however, parents or teachers may ask for a conference or status report at any time.

GOVERNANCE

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

PARENT SUPPORT GROUP

The Parent Support Group (PSG) is a group of parents that desire to support the school through activities and projects with a view to improving the school. All parents are encouraged to become actively involved with the school through this program. Visit the school office for more information.

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 Shenzhen is fully accredited by the Middle States Association of Colleges and Schools (MSA), based in Philadelphia, Pennsylvania, U.S.A.

MSA Systems Accreditation

In April 2022, Quality 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 <http://www.qsi.org/why-qsi/accreditation>.



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 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 ACAMIS 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.

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.

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

School Fee Policy 2023-2024 (SZN)

RMB

Registration Fee

This is a one-time, non-refundable fee of **RMB 2,025** for all students.

Placement Fee

Tuition Fee Advance: This is a non-refundable tuition fee of **RMB 16,200** for all students, payable within 10 days after receiving the School Fee Invoice. It is applied to the school fees but forfeited if the student does not enroll.

Capital Fund Fee

5 YR CLASS & ABOVE:

DATE DUE

◆ Annual Fee	RMB 10,800	18 Aug 2023
◆ Payment Schedule:		
1 st Term	RMB 4,050	18 Aug 2023
2 nd Term	RMB 3,375	15 Dec 2023
3 rd Term	RMB 3,375	22 Mar 2024

School Tuition Fees

5 YR CLASS and ABOVE:

Fees for a full day are the same as the 6-year class & above.

	<u>FULL DAY</u>	<u>DATE DUE</u>
◆ Annual Fee	RMB 189,000	18 Aug 2023
◆ Payment Schedule:		
1 st Term	RMB 75,600	18 Aug 2023
2 nd Term	RMB 56,700	15 Dec 2023
3 rd Term	RMB 56,700	22 Mar 2024

2-3-4 YEAR OLD CLASSES:

No Capital Fund Fee is required for these classes. Also, there is no discount available.

	<u>FULL DAY</u>	<u>DATE DUE</u>
◆ Annual Fee	RMB 116,775	18 Aug 2023
◆ Payment Schedule:		
1 st Term	RMB 46,575	18 Aug 2023
2 nd Term	RMB 35,100	15 Dec 2023
3 rd Term	RMB 35,100	22 Mar 2024

Account Name (账户名称): 蛇口科爱赛国际学校

Account Name: QSI International School of Shekou

Address: Bitao Centre, 8 Tai Zi Road, Shekou, Shenzhen, China 518067

Account Number (账户号码): 44201502800050008973

Bank Name (开户银行): 中国建设银行深圳市蛇口支行

Bank Name: China Construction Bank Shenzhen Shekou Sub-branch

Bank Address (开户行地址): 深圳市蛇口太子路海景广场一楼

Bank Address: 1/F, Seaview Square, Tai Zi Road, Shekou, Shenzhen, China 518067

SWIFT Code: PCBCCNBJSZX

*****Please pay all bank charges / wire fees.

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:

<i>Two weeks enrollment or less</i>	<i>= 20% of the term fee</i>
<i>More than two weeks, up to four weeks</i>	<i>= 40% of the term fee</i>
<i>More than four weeks, up to six weeks</i>	<i>= 60% of the term fee</i>
<i>More than six weeks</i>	<i>= 100% of the term fee</i>

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.

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 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.

CAPITAL FUND DEPOSIT

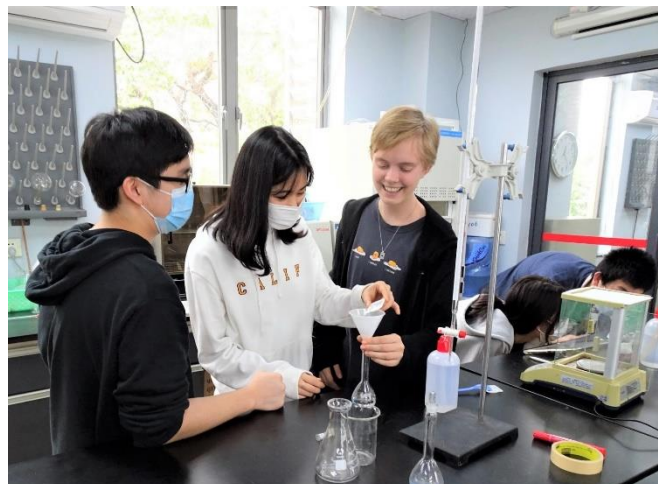
Students that have Capital Fund Deposits with the school made before 1 July 2004 are exempt from the Capital Fund Fee. No new Capital Fund Deposits are accepted.

DISCOUNT POLICY

Discounts are given for full-term payments received on or before the due dates and full annual payments completed on or before 1st October 2023. These discounts may be combined for students enrolled in the 5-year-old class and above. There is no discount available for preschool programs or scholarship students. Organizations and parents must complete a discount form to receive the discount. Discounts will be reversed for students who withdraw before the end of the year and are given a tuition refund.

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 bank transfer to the school's local bank account in local currency.

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

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



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.



QSI International School of Shenzhen

2023-2024 School Calendar

Term 1

First Day: 17 August 2023
(THURSDAY)
Last Day: 15 December 2023
(FRIDAY)
Number of School Days: 80

Quintile 1

First Day: 17 August
Last Day: 13 October
Holidays: Professional Development 09 Sep
Mid-Autumn Festival 29 Sep
Chinese National Holiday 02 Oct 06 Oct

Term 2

First Day: 08 January 2024
(MONDAY)
Last Day: 22 March 2024
(FRIDAY)
Number of School Days: 47

Quintile 2

First Day: 16 October
Last Day: 05 December
Holidays: Regional Professional Development 17 Nov 18 Nov

Term 3

First Day: 25 March 2024
(MONDAY)
Last Day: 14 June 2024
(FRIDAY)
Number of School Days: 53

Quintile 3

First Day: 06 December
Last Day: 26 February
Holidays: Winter Break 18 Dec 05 Jan
Chinese New Year 07 Feb 16 Feb

General Information

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

Quintile 4

First Day: 27 February
Last Day: 23 April
Holidays: Qing Ming Festival- Spring Break 01 Apr 05 Apr

Quintile 5

First Day: 24 April
Last Day: 14 June
Holidays: Labor Day 01 May
Dragon Boat 10 Jun

School Schedule

The school week is Monday through Friday.



Shekou Preschool / Lower Elementary Campus (PLE) 2-7-year-old students

- 8:30 a.m. – 4:00 p.m.



Shekou Main Campus /8-13-year-old students

- 8:30 a.m. – 4:00 p.m.



Shekou Secondary Campus /Secondary I-IV

- 8:30 a.m. – 4:00 p.m.

ADDITIONAL EXPENSES FOR STUDENTS

EXTRA-CURRICULAR ACTIVITIES

After school activities are available, some require additional costs when outside coaches are provided, two or three times per week. These activities are not formally evaluated and are provided for students to enjoy and experience a broader curriculum. A small number of activities involve additional resources, support, or materials (such as craft making, dance, and sport lessons) that will require additional expense - costs that are not part of the tuition. These will be announced before and during the sign-up period.

AGES 11-SECONDARY IV

School membership in ACAMIS, the PRDA and the SISAC provides opportunities for students to earn places with various QSI cultural, academic, and athletic groups chosen to be part of a respective gathering or competition. Certain sports and clubs may compete in regional, national, or international competitions that will involve extra travel, accommodation, registration, and meal expense. Students may travel to a variety of cities by plane or train with faculty supervision. Students are generally housed by host families. Costs for travel and related expenses will be announced with group or team selection approximately four weeks before the event.

Association of China and Mongolia International Schools (ACAMIS), Pearl River Delta Association (PRDA) Sports and Shenzhen International Schools' Athletics Conference (SISAC).

COMMUNITY SERVICE

QSI International School of Shenzhen students are engaged in a broad variety of community service projects in the local and rural communities. At various times, students will be engaged in programs designed to raise funds or awareness. Additionally, school representatives deliver supplies and goodwill. A cost for travel and related expenses will be announced in advance of any trip. International Baccalaureate (IB) Diploma Program students are required to be community action and service participants as part of their rigorous 1B Diploma Program requirements.

SOCIAL PROGRAMS

Age level leaders and/or Student Government frequently present a variety of programs offered on Friday and/or Saturday. These events can be social in nature or community service-based projects. These are optional programs with faculty supervision and may require additional expense.

ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) TESTS

Secondary students that choose the AP or IB track of study will be assessed test fees. These tests are traditionally administered during the month of May. The IB program may include program entry fees, and parents are responsible for these costs.

LUNCH & TRANSPORTATION INFORMATION

LUNCH

Students may bring their own lunch or purchase lunch at school. Please see the insert for more information on payment and lunch program details. Parents and students can view upcoming menus on the school website.



SCHOOL BUSES

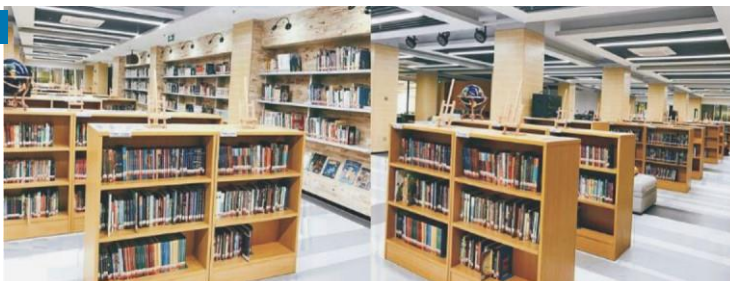
School buses are available for students from many locations at an additional cost. Riding the bus is a privilege, and rules are strictly enforced for the safety of children.



SPECIAL SERVICES, PROGRAMS & FACILITIES

LIBRARY

Library is an integral part of QSI International School of Shenzhen's curriculum. Approximately 43,000 volumes are available for student use. Computers are available to do online research under guidance in the library. The library is automated and managed by a trained, experienced, and certified librarian. Extensive online resources include, but are not limited to, EBSCO AP Plus, Encyclopedia Britannica, and others available in school and at home for all QSI International School of Shenzhen students and families.



LEARNING UNION

QSI Shenzhen Secondary Campus



THE SCIENCES

QSI Shenzhen Secondary Campus



SCIENCE LABORATORIES

Several new, well-equipped science laboratories are available for students in the Secondary program. Secondary teachers have access to the laboratories and science materials for their science lessons.

COMPUTER LABORATORIES AND MOBILE DEVICES

- A minimum of 20 computers are available for students during their computer classes.
- Modern computer laboratories with PC computers are available to all students starting from 2 years old.
- LCD projectors are available for classroom use.
- Smart Boards are available in many classrooms.
- Software programs to support educational outcomes are utilized extensively.
- Students ages 11 - 18 are encouraged to learn how to use mobile devices such as laptops and e-tablets under the guidance of their teachers.
- QSI International School of Shenzhen has Wi-Fi connectivity for students and staff in the middle school and secondary campuses.



BRING YOUR OWN DEVICE

Students may use personal electronic devices provided they are used in accordance with the QSI Acceptable Use Policy (AUP). Devices must be used for school related purposes.

PLAY AREAS

Two large, indoor gymnasiums are used during recess and physical education. In addition, playgrounds with swings, jungle gym, sand play, and running areas are also available to the students during recess and physical education. A large soccer sports field is available for a great variety of games and activities.

BOOKS AND SUPPLIES

Books are used without charge with the expectation that they will be returned in a condition that reflects reasonable use. A good practice is to cover books to minimize incidental wear. If a book is lost or damaged, the student will be required to pay the cost of replacing the book and its shipment to Shenzhen. Students, ages 9 years and older, are expected to provide their own writing paper, pens, pencils, colored pencils, felt tip markers, and erasers. Many students also like to have their own geometry sets and calculators.

EDUCATIONAL PROGRAM

PRESCHOOL (2-4-YEAR-OLD) PROGRAM

The Early Childhood Program (Preschool) 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, PE, Art, and play.



5-YEAR-OLD ELEMENTARY CLASS

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. Mandarin is taught as both a foreign and native language. There is a continued emphasis on personal development through varied classes of Music, Technology, Art, and Physical Education.



ELEMENTARY (6-11-YEAR-OLD) CLASSES

Elementary school students take a full program of Mathematics, Literacy, Science, Culture Studies, Art, Music, Technology, and Physical Education. Technology is also integrated within the curriculum at all levels. Mandarin is taught both as a foreign and native language. Effective use of the library is also taught.



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, Literacy (Reading and Writing), Science, Cultural Studies, Art, Computers, Music, and Physical Education. Mandarin is taught as a foreign language. Qualified students may enroll in secondary classes for graduation credit if appropriate. Effective use of the Library is also taught.

SECONDARY I-IV CLASSES

QSI International School of Shenzhen offers a full Secondary program. The Secondary program prepares students for colleges and universities in the United States, Canada, and worldwide. The rigorous academic program consists of the traditional disciplines of Mathematics, Laboratory Science (Biology, Physics, and Chemistry), World Cultural Studies and History, World Literature, Writing, Art, Music, Physical Education, World Languages, and Technology.



All Secondary students at OSI International School of Shenzhen may earn the standard Academic Diploma (240 credit minimum) or the General Diploma (220 credit minimum), both of which are accepted at most universities around the world. There are two higher-level diplomas that students can earn if they successfully complete specially identified college level courses. The Academic Diploma with Honors and the International Baccalaureate (IB) Diploma are not required for graduation, but they are diplomas available to the student by choice. The Academic Diploma with Honors carries the same number of required course credits (240) as the Academic Diploma, but indicates that the student has successfully completed at least two Advanced Placement (AP) college level courses or at least two International Baccalaureate (IB) courses sometime during their secondary experience.

INTENSIVE ENGLISH (IE) PROGRAM

The Intensive English (IE) program is for students at QSI International School of Shenzhen that need special attention in verbal and written English. This program is designed to assist those for whom English is not a first language. The principal goal of Intensive English is to bring students to a level of academic English, including oral competency, which allows them to transfer to regular classes as rapidly as possible. There is no extra Intensive English support for students in the Secondary school.



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:

Trustworthiness

Responsibility

Aesthetic Appreciation

Concern for Others

Kindness and Politeness

Independent Endeavor

Group Interaction



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.

Quality Schools International does not accept mediocre (grade of "C") or poor (grade of "D" or "F") work. The grades of "A" and "B" are mastery grades and indicate that a student has successfully mastered the learning objective and is ready to build on that learning.

In view of the above comments, the evaluations issued in the written status reports are defined as follows:

A = All essential parts of the outcome were mastered at an appropriately high level. The student consistently demonstrated noteworthy achievement of a high quality, particularly in the higher order thinking or performance skills.

B = All essential parts of the outcome were mastered at an appropriately high level in which the student successfully engaged in higher order thinking or performance skills.

P = The student is "In progress" in the outcome (normal status).

H = This outcome is "on hold" for a legitimate reason. (The student has begun the outcome but is not currently pursuing it.)

D = The student has not made a reasonable effort and is therefore "deficient" in attaining mastery of the outcome.

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

W = The student has withdrawn from this outcome.

In Secondary school, students are granted one credit for mastery of each unit outcome which is credentialed "A" or "B". Thus, ten credits correspond to one "Carnegie Unit" as used by many American secondary schools. Because Quality Schools International encourages continued learning, if students receive an evaluation of "B" on a unit outcome, they may continue to work independently in that outcome and request another opportunity to demonstrate a higher level of mastery. If demonstrated, the evaluation may be changed from a "B" to an "A" within the same school year.

Evaluations, called status reports, are issued to all students five times each year (at the end of each "quintile"). However, parents may request a status report for their child at any time.

QSI PHILOSOPHY AND OBJECTIVES

THE PHILOSOPHY OF QSI INCLUDES THE FOLLOWING:

ATTITUDES TOWARD LEARNING

We believe that more learning will occur if the student has a desire to learn, has positive feelings concerning his school environment, and succeeds in his work. A comfortable atmosphere of caring and acceptance established by the school is considered important, so that each student is encouraged to strive for excellence and to be creative. This is enhanced by an aesthetically pleasing environment with a view to appreciation of beauty and order. Each student's possibility of success increases when the student works at the appropriate level of difficulty and senses positive expectations from his teachers.

FUNCTIONS OF THE ADMINISTRATION:

- a) To recruit teachers who have a love for children, who have positive expectations of children, and who are willing to give the time and energy necessary to meet the needs of individual students.
- b) To employ teachers who have acceptable values and who believe that their life style should be a positive influence on their students.
- c) To employ teachers directly from outside of the country, if necessary, to provide experienced and successful teachers for specific positions.
- d) To employ enough teachers to maintain reasonably small class sizes.
- e) To help teachers meet the individual needs of students by employing selected paraprofessionals.
- f) To provide spacious buildings and classrooms which are functional yet include local architectural designs with a view to blending into the local environment.
- g) To test each student in reading and mathematics upon initial enrollment to ensure a proper entry level in these classes.
- h) To encourage parental support of the school with a view to enhancing the learning and the development of positive attitudes of the students

FUNCTIONS OF TEACHING STAFF:

- a) To continually assess the student in all areas of learning to ensure appropriate learning tasks leading to challenging work, but work in which he is capable of experiencing success.
- b) To ensure that the student knows what learning tasks are expected.
- c) To provide appropriate learning experiences and allow each student sufficient time on a task to be able to experience success.
- d) To provide additional learning experiences, if mastery is the goal and if the task is not mastered after the initial teaching/learning experience.

- e) To reward students equally for mastering learning tasks regardless of the path taken to mastery. Not to give a higher reward to one who required a greater input of energy nor to one who easily and quickly attained mastery.
- f) To evaluate students in a way in which a student competes against himself rather than against a fellow student.
- g) To inspire students to help them see what they can be and what they can accomplish with a view to excellence and creativity.
- h) To provide a positive school atmosphere by working with a cooperative spirit, giving support to one another, and encouraging a high morale and efficiency within the staff.

AREAS OF LEARNING:

- a) To provide learning situations leading to mastery of appropriate topics in English and mathematics for all students.
- b) To provide quality instruction in science and cultural studies for all students.
- c) To offer quality programs of instruction in physical education, music, and art to all students.
- d) To provide classes in Intensive English as appropriate.
- e) To offer local and foreign languages as appropriate.
- f) To offer selected courses in national studies including non-English languages as appropriate, with a view to the needs of particular nationalities and to academic adjustment upon repatriation.
- g) To offer courses in technology to all students.
- h) To offer varied activities and elective classes which are not part of the regular academic program.
- i) To involve students in field trips and activities related to their classes, but away from school.
- j) To provide the appropriate



materials, resources, and equipment for all areas.

SOCIAL BEHAVIOR:

- a) To encourage an understanding of one's self with a view to developing acceptable values such as patience, kindness, unselfishness, honesty, and consideration for others.
- b) To provide a positive and secure atmosphere, treating the students honestly and fairly.
- c) To encourage each student to feel good about himself and to help him promote similar feelings in fellow students.

- d) To provide guidance in problem solving and decision-making situations.
- e) To develop a sense of responsibility and to encourage leadership.

CULTURAL AWARENESS

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

ENVIRONMENTAL AWARENESS

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



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.

ADDRESSES OF ALL CAMPUSES

Quality Schools International (QSI) Website: www.qsi.org

QSI International School of Shenzhen Website: <http://shenzhen.qsi.org>

Phone: 86-755-2667-6031

Main Campus 主校区

**Bitao Center, No.8-5, Taizi Road, Shekou
Nanshan District, Shenzhen**

Tel/电话: 26677640

深圳市南山区蛇口太子路8-5号 碧涛中心

Secondary Campus 高中部

**Building B, Fenghua Theatre, No.49 Gongyuan
Road, Shekou
Nanshan District, Shenzhen**

Tel/电话: 26806386

深圳市南山区蛇口公园路 49 号风华大剧场 B 楼

Early Childhood Center (ECC) 幼儿部

**Bitao Club, No.2, Taizi Road, Shekou
Nanshan District, Shenzhen**

Tel/电话: 26882272

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