QSI INTERNATIONAL SCHOOL OF DONGGUAN

2025-26



# INFORMATION PACKET







# QSI INTERNATIONAL SCHOOL OF DONGGUAN


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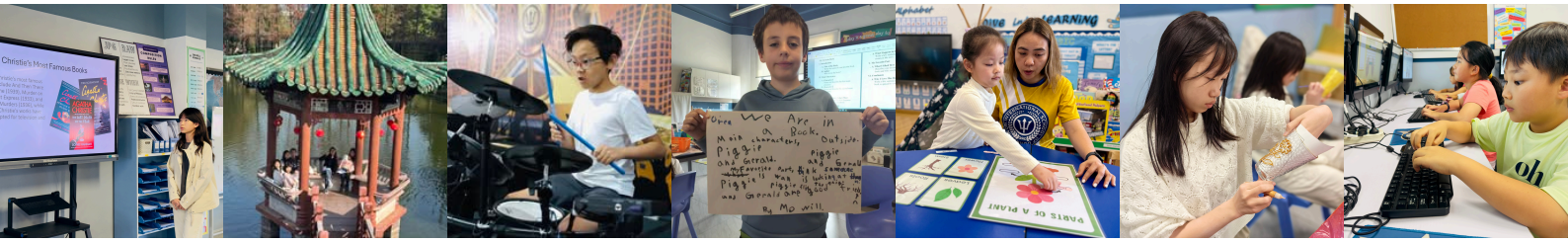
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SUCCESS FOR ALL









# QSI International School of Dongguan

## 🏫 Welcome to QSI International School of Dongguan

**Founded in 2004, QSI Dongguan is a nonprofit, international school offering a U.S.-accredited, English-language education for students ages 3 through Secondary graduation. With a caring community of around 250 students, we serve expatriate, diplomatic, and globally mobile families who value personalized, mastery-based education.**

### 📍 A Purpose-Built Campus for Future-Ready Learners

*Our campus in Dongcheng, right across from Liuhua Park and close to the metro, is designed to support growth, exploration, and achievement.*

It features:

- 🧮 48 bright, well-equipped classrooms
- 👶 Dedicated Early Childhood buildings
- 🔬 Science & 💻 computer labs
- 📚 A modern library & creative Maker Space
- 🎨 Art, 🎼 music, and 🎭 drama rooms
- 🏋️ Indoor gym & student fitness center
- ⚽ Outdoor sports fields & age-appropriate playgrounds
- 🍽️ A full-service canteen with international cuisine

*Our facilities reflect our commitment to 21st-century learning, creativity, and student wellness.*

### 🤸 Designed for Active Learning & Wellness

*Physical activity is essential to our whole-child philosophy. Our athletic and outdoor facilities support team sports, movement, and well-being:*

- 🏀 Full-size, climate-controlled gym (basketball + 2 volleyball courts), and weight room
- 🤸 Outdoor basketball court
- ⚽ Artificial turf football pitch with running track
- 🎾 Tennis court
- 👶 Multi-age outdoor playgrounds

*These spaces foster health, teamwork, and confidence through daily physical education and after-school activities.*



# QSI International School of Dongguan

## 🎯 Empowering Students Through Mastery Learning

**At QSI Dongguan, we follow QSI's trusted Performance-Based/Mastery Learning model, which ensures that students master essential skills before advancing.**

*We believe:*

- ✅ All students can succeed
- 💡 Success builds confidence
- 🏫 It's the school's role to provide conditions for success

*This student-centered approach allows for flexible pacing, ongoing assessment, and deep understanding—helping every learner thrive.*

### 📘 World-Class Curriculum

*QSI's internationally benchmarked curriculum is updated every seven years and reflects global best practices.*

*Subjects include:*

- 📝 English (reading, writing, grammar)
- ➗ Mathematics
- 🔬 Science (life, earth, and physical)
- 🌍 Cultural Studies (history & geography)
- Specials Classes: 🎨 Art, 🎼 Music, 🎭 Drama, 💻 Technology & PE
- 🈶 Mandarin Chinese as a heritage or foreign language

### 🌐 Language Support for English Learners

*Our Intensive English (IE) program is designed for students who are developing English fluency. With a focus on:*

- 🎧 Listening & speaking skills
- 📖 Academic reading & writing
- 🗣️ Confidence in verbal communication

*Our goal is to transition students into mainstream classes as quickly and successfully as possible.*

### 🎓 Secondary Program: Pathways to University

*Our Secondary program prepares students for success at top universities worldwide through:*

- 📚 A range of Advanced Placement (AP) courses
- 📝 On-site AP, SAT, and ACT exam offerings
- 👩‍🏫 Personalized college counseling
- 👥 Small class sizes & certified native English-speaking educators in all core classes

*Our graduates are confident, capable, and ready to thrive in higher education and beyond.*



# 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 QSI schools.**

Our schools are established to provide in the English language a quality education 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 developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning, providing the time and resources needed for each student to attain mastery, and 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.

# Educational Program

**Entry Ages and Placement**
To enter the 5-year-old class, a child will have completed 5 years of age no later than the 31st of October. This pattern is applied to the other classes in the school. If an exception is requested, documentation that supports the student's academic need is required, and the Director will make the final decision after consultation with parents and teachers. If an exception to the policy is made, it will be documented and signed by the parents and school administrator, and placed in the student's permanent file.

Secondary-age students are placed into Secondary I by age (14 years old by the end of October). Progress through the secondary levels is determined at the beginning of each school year by the number of credits attained.

**Preschool (2-4-Year-Old) Program**
The 2-4-year-old preschool program offers participation in a variety of play-related and hands-on experiences designed to develop learning readiness, physical coordination, 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 discovery-play.

**5-Year-Old Program**
This academically-oriented program develops skills and attitudes children need for future academic disciplines. A variety of experiences develop eye/hand/body coordination, and reading readiness. This 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, physical education, and an introduction to foreign language studies.













**Elementary (6-10-Year-Old) Classes**
Elementary school students take a full program of mathematics, reading and language arts, science, cultural studies, foreign language studies, art, music, and physical education. Computer usage is integrated within the curriculum at all levels. In-school activities are available to students 90 minutes per week including clubs, special topics, sports, and music.

**Middle School (11-13-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, reading and language arts, science, cultural studies, art, music, physical education, and foreign language studies. Computer usage is integrated within the curriculum at all levels. Qualified students may enroll in secondary mathematics and foreign language classes for graduation credit if appropriate. After-school activities are available to students including clubs, special topics, sports, and music.

**Secondary I-IV School**
The secondary program prepares students for colleges and universities in the United States and other countries. The rigorous academic program, including (AP) courses offered on-site and via distance learning, consists of the disciplines of mathematics, laboratory science (biology, physics, and chemistry), world cultural studies, and history, world literature, English grammar & literature, art, theater, music, physical education, foreign languages, and computer literacy. After-school activities are available to students including clubs, special topics, sports, and music.

*For more information about each age level instructional program, visit the QSI website under the Academics menu or click on the links provided below:*

Elementary  Middle School  Secondary

**QSI Virtual School**
QSI Virtual School (QVS) is an integral part of QSI, dedicated to providing high-quality online courses for Secondary students. QVS expands opportunities for students across the QSI community, offering a rich variety of courses not always available on physical campuses. Whether due to limitations in school size, class sizes, scheduling conflicts, or unique student interests, QVS bridges the gap, ensuring that every student has access to the courses they need. QVS has an extensive course catalog designed to meet the diverse needs and aspirations of our students.

The cost of QVS courses may be covered by the local QSI school or by the student's parents, depending on the circumstances. QSI schools cover the costs of required courses not offered locally or when scheduling conflicts occur. Parents cover the costs of special online courses when local options are not available.

To learn more about how QVS operates within QSI and what courses are offered by QVS, please visit: https://qvs.qsi.org/.

# Educational Model Summary

## Keys to Success

### 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.

**Success Orientations are grouped under the headings of:**

**T**rustworthiness **R**esponsibility

**A**esthetic Appreciation **C**oncern for Others

**K**indness and Politeness **IN**dependent Endeavor

**G**roup Interaction

# Student Evaluation

Evaluations and rewards for student progress should take place as soon as possible after mastery is demonstrated for each unit outcome.

- ☑ All Students can succeed
- ☑ Success breeds success
- ☑ 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. 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

## ADMINISTRATION

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

## TEACHING STAFF

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.
To ensure that the student knows what learning tasks are expected.
To provide appropriate learning experiences and allow each student sufficient time on a task to be able to experience success.
To provide additional learning experiences, if mastery is the goal and if the task is not mastered after the initial teaching/learning experience.
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.
To evaluate students in a way in which a student competes against himself rather than against a fellow student.
To inspire students to help them see what they can be and what they can accomplish with a view to excellence and creativity.
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.

# Digital Literacy

At QSI, we believe in harnessing the power of digital technologies to create learning opportunities that were previously unimaginable. We are committed to providing a safe learning environment that promotes ethical and responsible use of these tools, ensuring they align with our core educational mission. Digital technologies students may use in our classrooms include items such as personal computers, tablets, cameras, calculators, robots, 3D printers, systems such as software and web applications or augmented and virtual reality. By integrating these technologies into our classrooms, we aim to enhance the learning experience and prepare our students for a dynamic, technology-driven world.

# Special Services

**Learning Support Program**

- The Learning Support Program at QSID supports students in need of academic assistance. We provide additional instructional support to help the students educationally, emotionally, socially, and behaviorally.

**Extra-Curricular Activities**

- Middle and Secondary Student Councils, Model United Nations, National Honor Society, debate, chess club, dance, art, choir, drama, sports, and a wide variety of other activities.
- Dongguan International School is a full member of the Association of China and Mongolia International Schools (ACAMIS). This allows Middle and Secondary students the opportunity to be involved in international sports and academic competitions.

**Language Programs for 5-year-olds through Secondary IV**

- Chinese as a foreign language.
- Heritage Chinese

# Programs

**Advanced Placement Courses**
Advanced Placement (AP) courses are offered in English, science, history, mathematics, computer science, Chinese, Literature, and art.

**NATIONAL HONOR SOCIETY**
The National Honor Society (NHS) elevates a school's commitment to the values of scholarship, service, leadership, and character. These four pillars have been associated with membership in the organization since its inception in 1921.

**Week Without Walls**
Week Without Walls is an adventure based, experiential education offered to Elementary - Secondary School students. These trips take place in the Spring.

**EMPOWER: Skills for Safety, Success and Global Citizenship**
Empower is 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 SOs, along with related social-emotional skills, and child protections 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, SEL, and Child Protection.

# Facilities

## 🌟 Campus Life at QSI Dongguan

**QSI Dongguan offers a dynamic, student-centered experience where learners are encouraged to explore, stay active, and grow beyond the classroom. Our facilities support academic excellence, creative expression, and student wellness.**

### 🏃 Active Play & Athletics

⚽ Turfed soccer field for year-round use
🏀 Professional outdoor court
👶 Two playgrounds designed for different age groups
🏃 Outdoor track and 🎾 tennis court
🏋️ Indoor fitness center with cardio and strength machines
🏟️ Climate-controlled gym and performance space

### 📚 Academic & Learning Spaces

🧪 Modern science labs for hands-on learning
💻 Computer labs and tech-integrated classrooms
🧠 Maker Space with 3D printers
📖 Library with automated checkout and diverse books
🧸 Preschool classrooms with play, dining, and learning zones
📽️ Classrooms with LCD projectors and interactive boards
🌤️ Outdoor courtyards for flexible learning and student use

### 🎭 Creativity & the Arts

🎭 Indoor theater for performances and assemblies
📸 Media/photography studio for creative studies

***QSI Dongguan's campus is built for engaged, active learners—fostering confidence, creativity, and global citizenship every day.***








# Getting Started

**Admission**
Admission to Dongguan International School requires submission of an application form, a copy of passport or birth certificate, previous school records (if applicable), and payment of a non-refundable RMB 2200 registration fee.

**Student Placement**
Following official admission procedures, a placement assessment and interview is given to each student to determine the appropriate level of instruction. The assessment involves reading, writing, and mathematics.

**Transportation**
The school offers round-trip bus service for a fee. The routing locations can be obtained from the school's bus coordinator.

**Cafeteria Services**
The school cafeteria offers a healthy lunch (meal with three hot items, drink, soup or salad, and dessert) for students. This includes take-out lunches for day excursions. Children may eat at the cafeteria or bring their lunch from home.

A variety of snacks are available at the school's cafeteria and/or Snack Cafe. The Snack Cafe is only open for students 5 years old through Secondary IV during breaks. All students may bring a snack from home.

# Staffing and Governance

**Governance**
Quality Schools International, a nonprofit, private educational organization, manages the school. A Director administers Dongguan International School on site. An Academic Coordinator/Director of Instruction leads the educational programs. An appointed Advisory Board supports the school in the community.

**Parent Support Group (PSG)**
The PSG is a parent group involved in activities and projects with a view toward school improvement. All parents are encouraged to become actively involved with the school.

**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.

# Daily School Schedule

**A 2-4-Year-Old:**
8:15 a.m. - 3:45 p.m.

**5-Year-Old through Secondary:**
8:15 a.m. - 3:45 p.m.

# Reporting

**Progress Reports**
"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 reported as "P".
Parent-teacher conferences are scheduled three times per year, once each term.

**Narrative Reports**
Narrative reports are sent home twice a year for students in the Preschool Class through Secondary IV at the end of the first term and at the end of the school year.

# Affiliations

**Membership**
Quality Schools International is a member of the Association of China and Mongolia International Schools (ACAMIS).

**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.

# School Calendar 2025-26

## 1 First Term

Number of School Days: 75
First Day: 21 August (Thursday)
Last Day: 12 December (Friday)
**Holidays**:
• 29 September – 6 October – National Holiday (Fall Break)
• 21 November – No School (PD for Staff)
• 15 December – 5 January – Winter Break
**Quintiles**:
• 1st Quintile: 21 August – 11 October
• 2nd Quintile: 14 October – 12 December

## 2 Second Term

Number of School Days: 52
First Day: 6 January (Tuesday)
Last Day: 27 March (Friday)
**Holidays**:
• 16 February – 20 February – Chinese New Year
• 30 March – 6 April – Spring Break
**Quintiles**:
• 3rd Quintile: 6 January – 21 February
• 4th Quintile: 24 February – 11 April

## 3 Third Term

Number of School Days: 51
First Day: 7 April (Tuesday)
Last Day: 17 June (Wednesday)
**Holidays**:
• 1 May – Labor Day
**Quintile**:
• 5th Quintile: 7 April – 17 June
The school week is Monday through Friday.

# School Calendar 2025-2026

**August**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

**September**

| S | M | T | W | T | F | S |
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| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

**October**

| S | M | T | W | T | F | S |
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| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

**November**

| S | M | T | W | T | F | S |
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| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

**December**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

**January**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**February**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |

**March**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

**April**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

**May**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

**June**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

**July**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

## Events & Non-School Days

| | |
|---|---|
| 14/8-15/8 | Before School All Staff PD |
| 18/8-20/8 | Before School All Staff PD |
| 21/8 | Term 1 Begins |
| 20/9 | Professional Development |
| 29/9-6/10 | National Holiday |
| 21/11 | Professional Development |
| 12/12 | Term 1 Ends |
| 15/12-5/1 | Winter Break |
| 6/1 | Term 2 Begins |
| 16/2-20/2 | Chinese New Year |
| 27/3 | Term 2 Ends |
| 30/3-6/4 | Spring Break |
| 7/4 | Term 3 Begins |
| 1/5 | Labor Day |
| 17/6 | Term 3 Ends |

- Non School Days
- Professional Development
- Term Dates

# Tuition Fees 2024-25

**Registration Fee**
All new applicants are required to submit a one-time non-refundable fee of RMB 2200.

## 5-Year-Old Class and Above

| 1 Term | 2 Term | 3 Term | Annual |
|---|---|---|---|
| **RMB 76,000** | **RMB 57,400** | **RMB 57,400** | **RMB 190,800** |

**Late enrollment fee ¥18,600 if applicable.**

## 2, 3 and 4 Year-Old Class

| 1 Term | 2 Term | 3 Term | Annual |
|---|---|---|---|
| **RMB 26,600** | **RMB 20,900** | **RMB 20,900** | **RMB 68,400** |

**Late enrollment fee ¥5,700 if applicable.**

## Transportation (optional)

| Annual |
|---|
| **RMB 11,980** |

## Lunch (optional)

| Annual |
|---|
| **RMB 5, 220** |

# School Fee Policy

**School Fee Policy**
Fees and Scholarships apply only to this school and do not apply to other QSI schools. The school fee policy is available with the school accountant.

**Partial Term**
If a child enrolls in term 2 or 3, they will pay for the normal term 2 and 3 fees as well as a late enrollment fee. the late enrollment fee is the difference between term 1 and term 2 fee which is roughly 10%. The late enrollment fee should be added to the fee policy.

**Refunds**
Fees for a term are fully refundable if the student withdraws within 10 days. After 10 days the term fee is not refundable.

**Examples**
If a student withdraws in term 1 after being in school for 11 days, they pay for all of term 1 but not tern 2 or 3.

If a student withdraws after attending all of term 1 and 8 days of term 2, they can be refunded for all of term 2 and 3.

If a student is in school for half of a term 1 and half of term 2, they pay for all of term 1 and 2 but can be refunded for term 3.

**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 not re-enroll at any time and be invoiced like a new student. The registration fee is not required upon re-entry. Please note: if there is a short time difference between withdrawal and re-enrollment, enrollment should be reinstated as if the student had never withdrawn.

**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 $4000 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.

# School Fee Policy

## 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 $1000 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.

Discounts should be requested in writing. Organizations and parents are encouraged to donate the timely payment discounts to the school. If the full payment is made by the required date, and the discount has not been requested, the discount will automatically be allocated to use as decided by the Advisory Board with recommendations from the Director.
Flexibility is given with reference to the discount when a fee payment is made by wire to QSI's bank in the United States. A wire payment can be up to one month late and still receive the timely payment discount. No flexibility is given for other forms of payment.

## Payments

Payment information will be provided by the school. Payment, or arrangement for payment, must be received on or before the due dates. Students will not be allowed in class if the financial matters have not been completed. In cases in which fees, or any other funds owed to the school, are delinquent, and the parent has not made arrangements for payment, student evaluations will be withheld until the fees are paid. Also, no official school communications or records will be issued to the student or parent, nor sent to other schools, when fee payments are not current.

## Force Majeure

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

## 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.

# 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 Child Safeguarding and Protection Statement

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

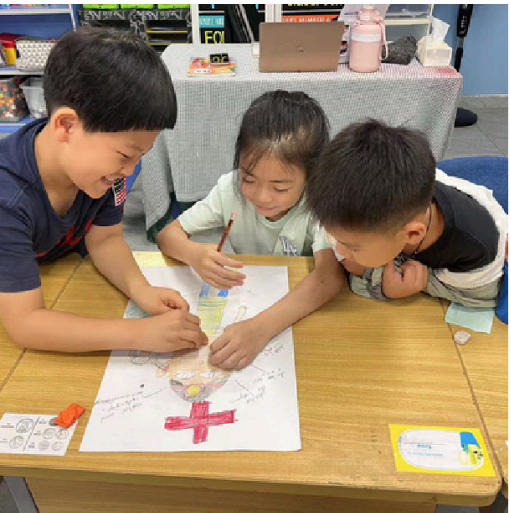
**QSI Safeguarding and Child Protection Statement**

*Safeguarding and Child Protection is a priority for every QSI School.*

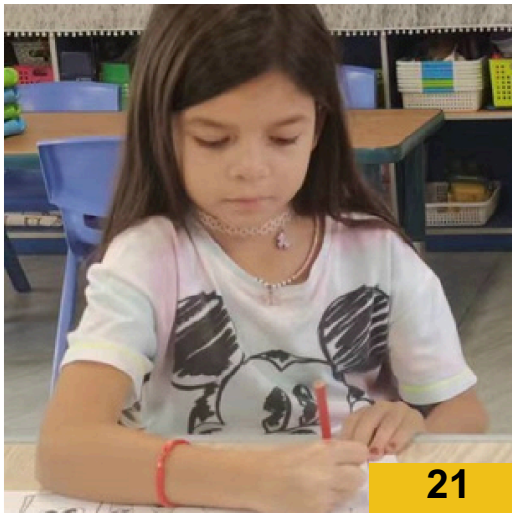
- QSI commits to supporting school environments that safeguard children through both prevention and intervention.
- QSI works in cooperation with international agencies to ensure standards associated with best practices are regularly reviewed, revised, and applied in all operations, activities, and events.
- 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.







# 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 (QSI) 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 travelled 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**

QSI Headquarters is in Malta. The current QSI President, Dr. Karen Hall, 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-Presidents, Mr. Matt Lake and Mr. Tim Kruger, also live in Malta.

**QSI Regional Supervisors** are located in regional locations. These five Regional Supervisors provide guidance and support to designated QSI schools.

QSI United States Business Office is located in Centreville, Michigan, USA. This office expedites financial transactions for QSI.

**QSS (Quality Schools Services)** is located in Wilder, Idaho, USA. The following offices are housed there: Vice President, Shipping Manager, and Shipping Assistants. QSS provides services for ordering, collection, and shipping of school materials to most QSI schools.

It is an exciting time to be in the world and to be involved in education! QSI looks forward to providing excellence in education for international children living in many countries and to providing career opportunities for caring and competent educators.



QSI INTERNATIONAL SCHOOL OF DONGGUAN