QSI INTERNATIONAL SCHOOL OF BELIZE

2025-26



INFORMATION PACKET







QSI INTERNATIONAL SCHOOL OF BELIZE

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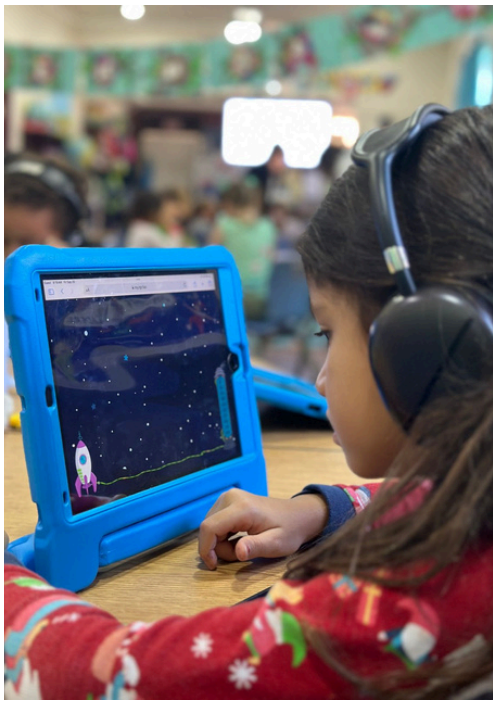
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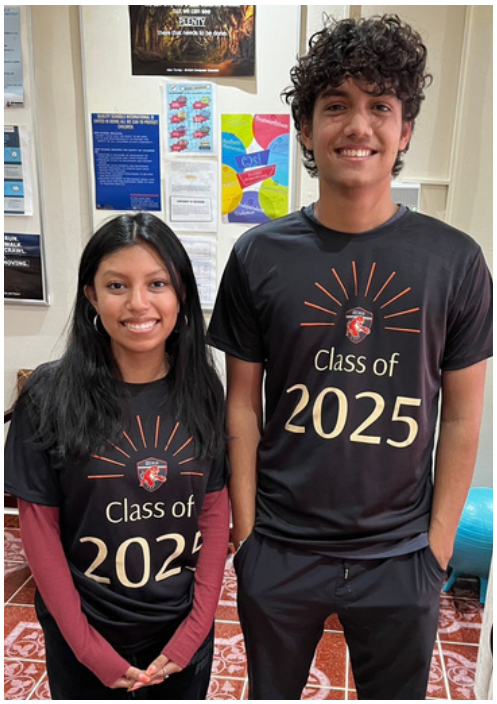
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SUCCESS FOR ALL









QSI International School of Belize

Educational Program
QSI International School of Belize provides high-quality English-language education for students from Pre-Kindergarten through Secondary IV graduation. Advanced Placement (AP) courses are available through QSI Virtual School (QVS), the online secondary course provider for QSI. Students enrolled in virtual classes receive onsite support from QSI Belize educators to ensure academic success.

Facilities
Located in the University Heights area off the South Ring Road in Belmopan, the school features modern, well-equipped facilities designed to enhance learning. The campus includes spacious, air-conditioned classrooms with tiled floors, a versatile multi-use space, a well-stocked library, and a fully equipped computer lab. Campus-wide Wi-Fi is available to support both students and educators. Security is a priority, with a dedicated security guard on duty at all times, as well as perimeter fencing, security lighting, and surveillance cameras ensuring a safe environment for students and staff.

Academic Approach
QSI International School of Belize follows a Performance-Based/Mastery Learning approach to education, ensuring that students achieve a high level of competence in all subjects. The philosophy is based on three core beliefs: all students can succeed, success breeds success, and it is the school's responsibility to create conditions for success. This model combines individual and group instruction, allowing students to progress at their own pace while receiving the support they need.

Curriculum
The school offers a well-rounded curriculum that includes English, which covers literacy, reading, writing, and literature; Mathematics; Cultural Studies, which encompasses history and geography; and Science, which includes physical, life, and earth sciences, as well as chemistry, physics, and environmental science. Additionally, students engage in Art, Music, and Physical Education. Spanish is the foreign language program offered at the school, and technology integration is embedded throughout the curriculum. For students requiring additional English language support, Intensive English (IE) classes are available. QSI Belize places a strong emphasis on cultural appreciation, particularly the rich history and traditions of Belize. Learning materials and equipment are modern and of high quality, fostering an engaging and enriching educational environment where education is authentic, relevant, and enjoyable.

About QSI
Quality Schools International (QSI) is a nonprofit organization operating schools across Europe, Asia, Africa, and Central and South America. With over three decades of proven success, QSI provides a globally recognized educational model that benefits students through an extensive network of international schools. QSI International School of Belize upholds these high standards, offering a world-class education in a dynamic and supportive environment.



QSI Mission Statement

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:

- 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;
- 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 INTERNATIONAL SCHOOL OF BELIZE
QSI | BELIZE
Belmopan, Belize

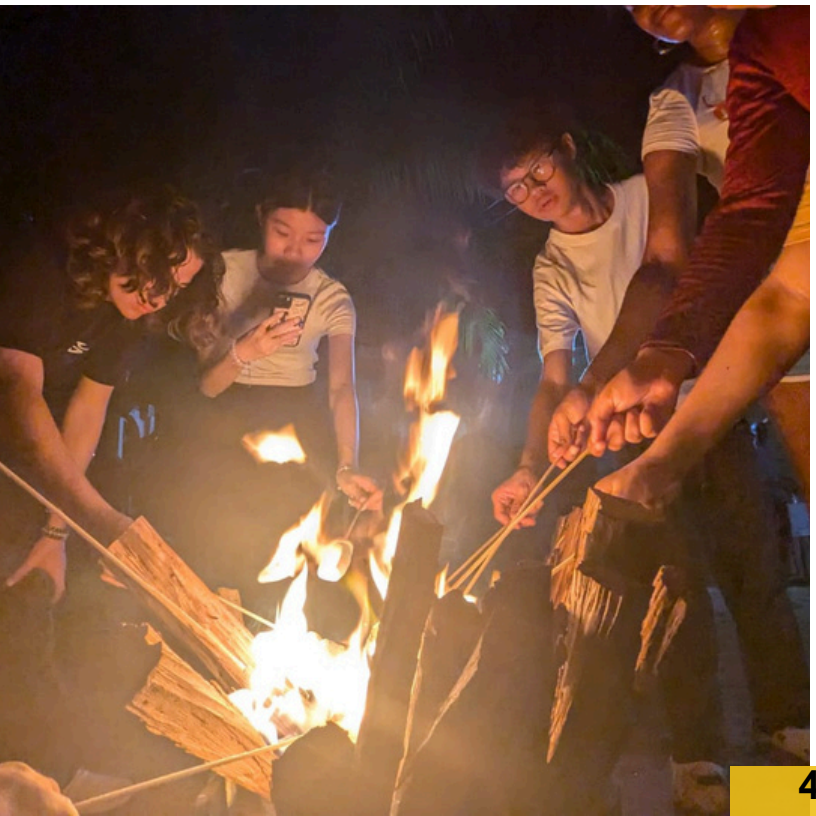
Educational Program

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. After-school activities are available to students four afternoons 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 International Baccalaureate Diploma Program (IB) and Advanced Placement (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:

- Responsibility
- Trustworthiness
- Group Interaction
- Aesthetic Appreciation
- Kindness and Politeness
- Independent Endeavor
- Concern for Others

Student Evaluation

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

- ☑ 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

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:

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.

Functions of the teaching staff:

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.

Areas of Learning

- To provide learning situations leading to mastery of appropriate topics in English and mathematics for all students.
- To provide quality instruction in science and cultural studies for all students.
- To offer quality programs of instruction in physical education, music, and art to all students.
- To provide classes in Intensive English as appropriate.
- To offer local and foreign languages as appropriate.
- 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.
- To offer courses in technology to all students.
- To offer varied activities and elective classes which are not part of the regular academic program.
- To involve students in field trips and activities related to their classes, but away from school.
- To provide the appropriate materials, resources, and equipment for all areas.

Social Behavior

- 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.
- To provide a positive and secure atmosphere, treating the students honestly and fairly.
- To encourage each student to feel good about himself and to help him promote similar feelings in fellow students.
- To provide guidance in problem solving and decision making situations.
- To develop a sense of responsibility and to encourage leadership.

Cultural Awareness

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

Environmental Awareness

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

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 Center
The Learning Support Center at QSIB supports students in need of academic assistance. We provide additional instructional support to help the students educationally, emotionally, socially, and behaviourally.

Extra-Curricular Activities

- Middle and Secondary Student Councils, Model United Nations, National Honor Society, speech, debate, chess club, dance, art, choir, drama, and a wide variety of other activities.
- 5 year-old through Secondary student participate in afterschool activities 2 days a week. These range from arts and crafts to musical activities and beyond!

Language Programs for 6 year-olds through Secondary IV
Spanish as foreign and native languages.

Programs

Advanced Placement Courses
Advanced Placement (AP) courses are offered in English, science, history, mathematics, computer science, French, 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.

Weekend Without Walls
Week Without Walls is an adventure based, experiential education offered to Middle School and Secondary School students. These trips take place in June.

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 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.

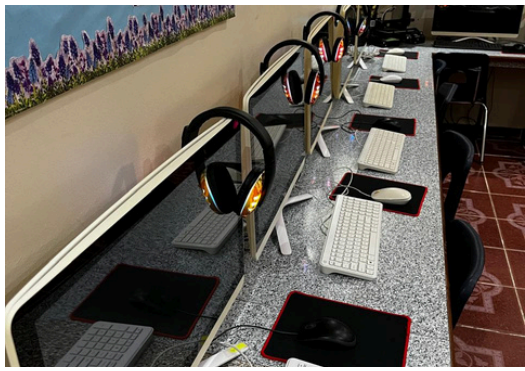
Facilities

QSI International School of Belize has a vibrant and exciting campus life which is focused on providing students with the opportunity to get involved and be active.

- Expansive soccer field, for year-round play
- Two different playground spaces for students of all ages
- Library with access to thousands of volumes with computer-automated circulation services
- Fully equipped science laboratories for experimental science
- Pre-school-specific accommodations for classroom, play, eating, and learning
- Advanced and updated technology in the classrooms
- Indoor multi-use space for performing arts and whole school gatherings
- Numerous outdoor courtyards for outdoor classroom use, student gatherings, etc.
- Computer lab
- Classroom equipment includes HDMI connect TVs; ELMOs, Robotics and 3-D printing laboratory



















Getting Started

Admission
Admission to QSI International School of Belize requires submission of online an application, a copy of passport or birth certificate, previous school records (if applicable), and payment of a non-refundable US $300 registration fee.

Student Placement
Following official admission procedures, each student is given a Computer based placement examination to determine the appropriate level of instruction. The test involves reading, writing, and mathematics.

Transportation
The school does not have a bus program and recommends ride share with other parents in the area.

Cafeteria Services
QSI Belize does not have an on-site kitchen but provide the ability to order lunch through our chosen vendor. Families may also send home lunch.

Staffing and Governance

Governance
Quality Schools International, a nonprofit, private educational organization, manages the school. A Director administers QSI International School of Belize on site. 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.

School Schedule

Pre-K Years through Secondary:
8:00 am to 3:00 pm

Reporting

Preschool Reports
Preschool Reports are given 3 times a year at the end of each Term.

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 for students in the 5-Year-Old Class through Secondary IV at the end of the 2nd Quintile and at the end of the school year.

Affiliations

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: 72

First Day: 21 August (Thursday)
Last Day: 12 December (Friday)

1st Quintile: 21 August – 20 October
2nd Quintile: 21 October – 12 December

Holidays

10 September (Wednesday) St. George Caye Day
22 September (Monday) Belize Independence Day
13 October (Monday) Indigenous People Resistance Day
13-17 October (Monday-Friday) Fall Break/QSI Director's Conference
19 November (Wednesday) Garifuna Settlement Day
21-24 November (Friday-Monday) Staff Professional Development
12 December (Friday) 1/2 Day
15 December – 2 January Winter Break

2 Second Term

Number of school days: 53

First Day: 5 January (Monday)
Last Day: 20 March (Friday)

3rd Quintile: 5 January – 24 February
4th Quintile: 25 February – 23 April

Holidays

15 January (Thursday) George Price Day
27 February Student-Led Conferences/Professional Development 1/2 day
9 March (Monday): National Heroes and Benefactors Day
3 April (Friday) Good Friday
6-10 April (Monday-Friday) Spring Break

3 Third Term

Number of school days: 55

First Day: 25 March (Monday)
Last Day: 16 June (Friday)

5th Quintile: 30 April - 21 June

Holidays

1 May (Friday) Labor Day
22 May Student-Led Conference/Professional Development ½ Day (Friday)
16 June Last day of School ½ Day (Tuesday)

The school week is Monday through Friday.

Calendar Subject to Change

School Calendar 2025-26



Events & Non-School Days

14/8-20/8	Before School All Staff PD
21/8	Term 1 Begins
10/9	St. George Caye Day
22/9	Belize Independence Day
13/10	Indigenous People Resistance Day
14/10-17/10	Fall Break
19/11	Garifuna Settlement Day
21/11	Professional Development Day
24/11	Professional Development Day
12/12	Term 1 Ends
15/12-2/1	Winter Break
5/1	Term 2 Begins
15/1	George Price Day
9/3	National Heroes and Benefactors Day
20/3	Term 2 Ends
23/3	Term 3 Begins
3/4	Good Friday
6/4-10/4	Spring Break
1/5	Labor Day
16/6	Term 3 Ends

- Non School Days
- Professional Development
- Term Dates

Tuition Fees 2024-25

Application Fee
All new applicants are required to submit a one-time non-refundable fee of $300 USD.

Capital Fund Fee-paid yearly
Annual Capital Fund fee of $1,600 Non-Sponsored CFF, $4,800 Partially-Sponsored CFF, $36,800 Fully-Sponsored CFF is paid for the age groups of 5 years old and above. This amount can be paid in full or divided into terms.

5-Year-Old Class and Above

1 Term	2 Term	3 Term	Annual
US $5,100 Regular fee	**US $3,900** Regular fee	**US $3,900** Regular fee	**US $12,900** Regular fee
US $3,100 Local Tuition	**US $2,400** Local Tuition	**US $2,400** Local Tuition	**US $7,900** Local Tuition

3 and 4 Year-Old Class

1 Term	2 Term	3 Term	Annual
US $2, 800	**US $2,100**	**US $2,100**	**US $4,000**

School Fee Policy

Fees and Scholarships apply only to this school and do not apply to other QSI schools.

Partial Term
In the event a student enters after the beginning of a term or leaves before the end of a term, the fees will be calculated as follows:

10 School Days or Less in School Per Term = Full Refund of Term Fee.
Over 10 School Days in School Per Term = 100% of Term Fee Due.

If a student enrolls in term 2 or 3, they will be charged a late enrollment fee as stated in the fee policy.

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.

Examples
A ten-year-old student enrolls in November. The fees are charged as follows:

- 1st Term: higher 1st term fee and capital fund fee
- 2nd Term: 2nd term fee and capital fund fee
- 3rd Term: 3rd term fee and capital fund fee

A nine-year-old student enrolls in January. The fees are chraged as follows:

- 2nd Term: 2nd term fee and capital fund fee plus late enrollment fee
- 3rd Term: 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.

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.

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 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 36 schools in 31 different countries on five continents.

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: 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 BELIZE