QSI

2026-2027

Information Packet

SUCCESS FOR ALL







QSI | BAKU INTERNATIONAL SCHOOL







BAKU INTERNATIONAL SCHOOL

+994 12 440 66 16

baku@qsi.org

baku.qsi.org

Darnagul Qasabasi
Ajam Nakhchivani, Block 3097
Baku, Azerbaijan, AZ 1108

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SUCCESS FOR ALL











Baku International School

Baku International School (BIS) is one of 35 schools in the Quality Schools International (QSI) family located in 28 different countries around the world. BIS is a place where we cultivate excellence, inspire minds, create community, and launch futures through a vibrant American Education. Our core teaching staff is predominately from North America, or other English-speaking countries. We embrace mastery learning and provide a rigorous international American education in English, culminating in an American/U.S. diploma, which is fully accredited by the Middle States Association. We also offer a plethora of school activities, sports and events.

Facility

The school is conveniently located near the Ganjlik district of Baku. The building and its grounds underwent extensive renovation to meet up-to-date safety code standards. Each class enjoys the use of the following facilities: 400-seat auditorium, gymnasium, covered soccer pitch, cafeteria, Early Childhood center, two spacious libraries, music room, purpose built science rooms, computer labs, STEAM lab and nurse's medical bay.

The school grounds are fully enclosed by a high wall and screening entryway. Every precaution has been taken to ensure that playground equipment is safe. Most equipment has been purchased from the United States. Students enjoy the use of a playground and covered soccer field with padded artificial turf, large jungle gym, and playground equipment for preschool and elementary children.

Academic Program

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

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

Curriculum

The curriculum includes English, Mathematic, Cultural Studies, Science, Art, Music, STEAM, Computers, and Physical Education. Intensive English classes are offered to students that need additional help with the English language. Second language offerings include French, Russian, German and Azerbaijani. Class sizes are small, and the faculty is made up of qualified and experienced teachers.

Quality Schools International

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







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 i) developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning, ii) providing the time and resources needed for each student to attain mastery, and iii) ensuring that students engage in learning at a level which is challenging and yet a level for which each student has the prerequisite skills necessary for success.

We believe in providing an aesthetically pleasing physical surrounding under the charge of a caring staff who 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.







BIS Vison Statement: Where You Can SOAR!

At Baku International School, we strive to inspire and motivate each student to achieve success, cultivate self-awareness, and become compassionate, independent leaders. By fostering a safe and culturally diverse environment, we empower students to develop a global mindset, engage in critical thinking, and become adept in technology. Our mission is to equip students with the skills and values necessary to excel academically, embrace lifelong learning, and positively impact the world. Together, we create a community where growth, respect, and collaboration flourish, encouraging all to reach their fullest potential.





Educational Program

Entry Ages and Placement.
Placement for all classes is determined by birthdates. 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 where students need to be the age of the class by October 31st of the current school year is applied to the other classes. During the school year starting November 1, all students will start to turn the next age. For example, in the 5 year old class after November 1, all students will start to turn 6 years old.

Secondary-age students are placed into Secondary I based on prior school records, their age (14 years old by October 31st) and results of academic testing. We offer a rigorous education in English, and students must be proficient in English in order to successfully navigate and master the secondary/high-school curriculum. 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
In the American education system formal schooling begins at 5 Years old. The 5-Year-Old-Program is academically-oriented, students receive grades which become part of the student's 13 year academic journey. The 5 year-old program develops skills and attitudes children need for future academic disciplines. This program includes reading, mathematics, oral and written language, science, and cultural studies. There is a continued emphasis on personal development through varied classes of music, computers, art, and physical education.












Elementary (6-10 Year-Old) Classes
Elementary school students take a full program of mathematics, 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. Elementary school activities are built into the daily schedule. Students have school activities during the 8th period twice a week and include clubs, special topics, sports, and music.

Middle School (11-13 Year-Old Classes)
This program meets the needs of students in the 11-13-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 and sports.

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 Advanced Placement (AP) courses offered on-site and via distance learning, consists of the disciplines of mathematics, 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, and sports.

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 within the school's control. Parents cover the costs of special online courses and credit recovery. 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. QSI Curriculum is reviewed regularly for relevance and validity.

Mastery Learning

In this research-validated model each Essential Unit is taught with a view towards 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 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 objectives for a B and has demonstrated above mastery for an A. The evaluations or “grades” issued in the written status reports are defined as follows:

A All essential parts of the outcome were mastered at a high, **A**bove mastery, 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 a high level in which the student successfully engaged in higher order thinking or performance skills.

P The student is "In **P**rogress" in the outcome (normal status).

H This outcome is "on **H**old" 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 "**D**eficient" in attaining mastery of the outcome. No credit is given for a D grade.

E "**E**xposure". The student made a reasonable effort in the outcome and attained a level of mastery consistent with his/her capabilities. (For IE students in elementary classes only, but not in mathematics, reading, or writing.)

W The student has **W**ithdrawn from this outcome.

In Secondary school, students are granted one credit towards graduation 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 within a reasonable amount of time . 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 have access to grades on our online “parent portal” platform at all times.

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 employ teachers who have a love for 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 are leading to mastery of the material.
- 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, or reteaching if the material is not mastered.
- To acknowledge students equally for mastering learning tasks regardless of the path taken to 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.

Services

Learning Support Coordinator
Baku International School employees a dedicated Learning Support Coordinator who works remotely and coordinates learning support meetings with parents, teachers, school counselor and school administration. BIS supports students with **mild** academic or social/emotional or behavioral needs.

Extra-Curricular Activities

- Middle and Secondary Student Councils, Model United Nations, Knowledge Bowl, National Honor Society, Humanitarian Club, chess club, and a wide variety of other activities.
- Baku International School is a member of The Council of Eastern and European Schools Association (CEESA) and The Silk Road Activities Association (SRAA). This allows Middle and Secondary students the opportunity to be involved in international sports competitions and activities.

Language Programs for 6 year-olds through Secondary IV
Russian, French, German and Azeri are offered in the **L**anguage **O**ther than **E**nglish program (LOE).

Programs

Advanced Placement Courses
Baku International School offers the Advanced Placement (AP) through the College Board. This includes a menu of options in AP course work that can be tailored to the students needs and career pathway in all academic areas.

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.

EMPOWER: Skills for Safety, Success and Global Citizenship
A comprehensive QSI curriculum 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 (SO), along with related social-emotional skills, and child protections strategies at developmentally appropriate age levels. Activities are structured to develop good habits and skills that lead to successful "life skills" by practicing leadership, confidence, creativity, and the capacity to collaborate with others. This program teaches students these habits and skills within three components: Success Orientations, Social & Emotional Learning (SEL), and Child Protection.

Facilities

Baku International School has a vibrant and exciting campus life which is focused on providing students with the opportunity to get involved and be active in the school community.

- Two fully-equipped science laboratories for experimental science.
- Indoor theater space with 400+ seating for preforming arts and whole school gatherings.
- Multi-media (green room) room for student projects involving video recording and podcasting.
- All weather soccer field that is covered for year long use.
- Two different playground spaces for students of all ages.
- Sensory Room available for students with mild special needs.
- Indoor gymnasium for physical education lessons, sports, and other events.
- Elementary and Secondary Library with access to thousands of volumes with computer-automated circulation services.
- Computer lab and STEAM lab for classroom use.
- Apple I-Pads for class projects and research.
- Pre-school specific accommodations for classroom, play, eating and learning.
- Indoor studio space for available for dance, yoga, gymnastics, and martial arts.
- Fitness Center that is equipped with a variety of weight/aerobic fitness machines.
- Outdoor seating for outdoor classroom use, student gatherings, etc.
- Classroom instructional equipment utilizes either LCD projectors; SMART boards, flat screen televisions, or touch screen televisions.
- Nurse's medical center is outfitted with modern medical equipment











Getting Started

Admission
Admission to Baku International School requires submission of an online application form, a copy of passport or birth certificate, previous school records (if applicable), and payment of a non-refundable US $600 registration fee. https://baku.qsi.org/admissions/admissions-process

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

Transportation
The school offers round-trip bus service for a fee. It is chaperoned by a paraprofessional, supporting staff member, or teacher. Payments can be by the term or by the year. The bus service is not available on a drop- in basis. Bus transport is for students only. The routing locations and fees can be obtained from the school's bus coordinator. The 11 year-olds through Secondary students who subscribe for transportation are eligible to use the activity bus when they are involved in after school activities that go beyond 4PM. (Bus service is an additional fee and not included in tuition.)

Cafeteria Services
A nutritious lunch service is provided by an outside vendor with professional cooks. All items are cooked at a certified facility with an industrial kitchen. Children may eat at the cafeteria or bring their lunch from home. A menu for the upcoming week is included in the weekly newsletter. Microwaves are available for students to use for home lunches, should students opt to bring snack and lunch in the mornings from home. (Cafeteria services is an additional fee and not included in tuition.)

Staffing and Governance

Governance
Quality Schools International, a nonprofit, private educational organization, manages the school. A Director is the onsite administrator for Baku International School. One full time Director of Instruction guides 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.

School Schedule

2-4 Year-Old:
8:30 a.m. - 4:00 p.m.

5-Year-Old through Secondary:
8:30 a.m. - 4:00 p.m.

Reporting

Progress Reports
"Status Reports" are available five times a year, once each Quintile. Parents have access to grades year round via the QSI Parent Portal. 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 two times per year, once in the first Term and once in Term 2 or 3.

Narrative Reports
Narrative Reports are available twice a year for parents to view in the QSI Parent Portal. The reports are available in December and towards the end-of-year. Narrative Reports are summary reports written by teachers to explain the academic performance for students in the 5-Year-Old Class through Secondary IV.

Affiliations

Membership
Quality Schools International is a member of the Central and Eastern European Schools Association (CEESA), Council of International Schools (CIS) and a member of the Association for the Advancement of International Education (AAIE).

Association
Baku International School provides secondary students the opportunity to take college level courses through Advanced Placement (College Board) and subscribes to NWEA's MAP Growth assessment to measure individual student growth in Reading Comprehension, English Usage and Mathematics.

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). QSI and our schools 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 2026-2027

1 First Term

Number of school days: 73

First Day: 20 August (Thursday)
Last Day: 11 December (Friday)

Non-School Days
12-16 October - Fall Break
09 November - Victory Day
10 November - Flag Day (Observed)
27 November - Professional Development
14 December - 4 January: Winter Break

1st Quintile: 20 August – 9 October
2nd Quintile: 19 October – 10 December

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2 Second Term

Number of school days: 55

First Day: 5 January (Tuesday)
Last Day: 2 April (Friday)

Non-School Days
20 January - Martyr's Day
8 March -Women's Day
9-10 March - Ramadan
22 March - 26 March : Spring Break

3rd Quintile: 11 December – 23 February
4th Quintile: 24 February – 26 April

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3 Third Term

Number of school days: 52

First Day: 5 April (Monday)
Last Day: 22 June (Tuesday)

Non-School Days
10 May - Victory Day
17-18 May - Gurban Bayrami
28 May - Republic Day
15 June - Day of National Salvation

5th Quintile: 27 April - 22 June

The school week is Monday through Friday.

SCHOOL CALENDAR 2026-2027

QSI INTERNATIONAL SCHOOL OF BAKU

August

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	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				

October

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			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	

November

Mon	Tue	Wed	Thu	Fri	Sat	Sun
						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						

December

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
				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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			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	

- Non-School Days
- Professional Development, no school
- Professional Development, early dismissal
- Term Dates
- End of Quintile
- Half Day

Quintile 1 - August 20 to October 9

Quintile 2 - October 19 to December 10

Quintile 3 - December 11 to February 23

Quintile 4 - February 24 to April 26

Quintile 5 - April 27 to June 22

Events & Non-School Days

08/13-08/19	All Staff PD
08/20	School Starts/ Term 1 Begins
10/2	All Staff PD No School
10/12-10/16	October Break
11/9	Victory Day
11/10	Flag Day
11/27	All Staff PD No School
12/11	End of Term 1 / Half Day
12/14-01/2	Winter Break
01/5	Term 2 Begins
01/20	Martyr's Day
02/5	All Staff PD, early dismissal (Students)
03/8	Women's Day
03/9-03/10	Ramadan
03/22-03/26	Spring Break
04/2	End of Term 2
04/5	Term 3 Begins
04/23	All Staff PD, early dismissal (Students)
05/10	Victory Day over Fascism
05/17-05/18	Gurban Bayrami
05/28	Republic Day
06/15	Day of National Salvation
06/22	End of Term 3
06/22	Last Day of School / Half Day

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. The registration fee is not required upon re-entry. Please note: Tuition will continue to be assessed until the day of ***official withdrawal notification form*** is filled out and returned to the school.

Capital Fund Fee

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

Discount Policy

Discounts of $200 each will be given for full-term payments received on or before the due dates. An additional discount of $400 will be given if the full annual payment is received on or before the first of October. Thus, a total discount of $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: 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 BAKU INTERNATIONAL SCHOOL