QSI

2026-2027 Information Packet

SUCCESS FOR ALL







QSI INTERNATIONAL SCHOOL OF ATYRAU







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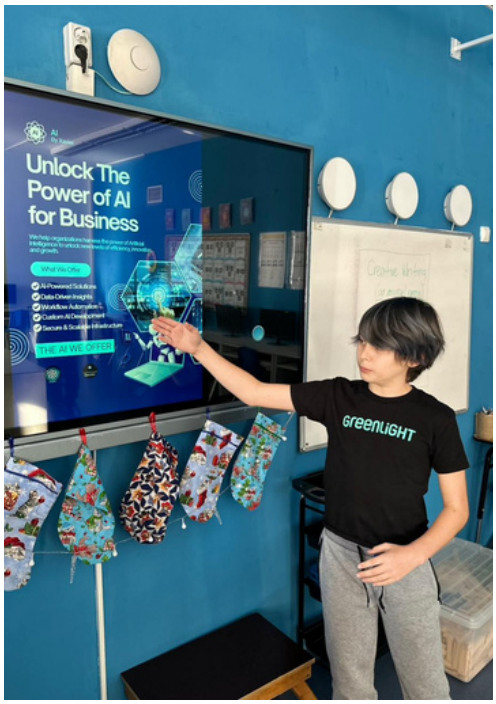
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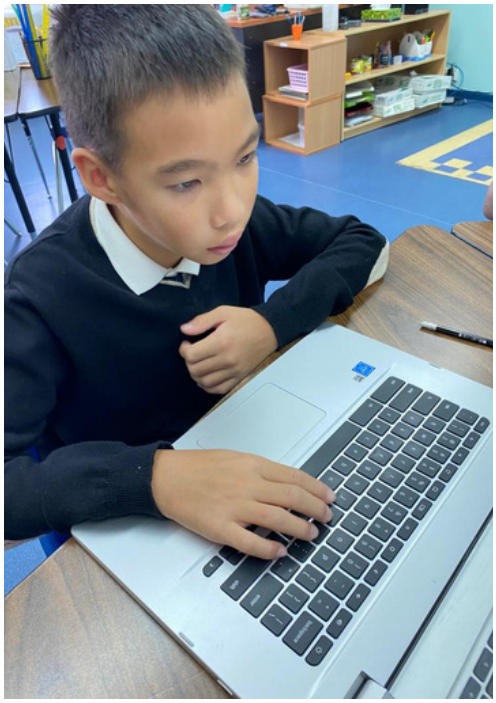
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SUCCESS FOR ALL











QSI International School of Atyrau

QSI International School of Atyrau is a nonprofit institution that opened September 2007. It offers high-quality education in the English language for Preschool students through Secondary IV students. Current enrollment is about 60 students. The primary purpose of the school is to meet the needs of children of expatriate families living in Atyrau who require this type of education with a view to continuing their education in their home countries with a minimum of adjustment. The school is also available to Kazakh parents who want this type of education for their children.

Facility

QSI International School of Atyrau maintains purpose-built facility which was occupied in August 2014. The building sits on over 17 acres of land located on the outskirts of Atyrau and contains over 6,000 square meters of usable space. The site includes a full-sized artificial grass soccer field, a 400-meter all-weather track, two playground areas, and a multi-sport enclosed court.

Academic Program

The academic program uses a Performance-Based/Mastery Learning approach to education. The 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 (reading ,grammar, composition, and spelling), mathematics, cultural studies (history and geography), science, art, music, and physical education. Intensive English classes are offered to students who need additional help with English. Computer use is integrated across the curriculum. Two native language programs are offered: Kazakh and Russian. Russian and Kazakh are offered to non-native speakers. The school seeks to provide students with an appreciation for the rich culture and history of Kazakhstan. Materials and equipment are up to date and of high quality. The faculty members are highly qualified educators coming mostly from America or Canada.

Quality Schools International

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





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.

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), even though secondary students may be engaged in some elementary units. Progress through the secondary levels is determined at the beginning of each schoolyear by the number of credits attained.

Preschool (3-4-Year-Old) Program
This preschool program provides participation in a variety of play-related and hands-on experiences designed to develop learning readiness, physical coordination and development, and the social skills necessary to be successful in a classroom setting. Emphasis is placed on the development of self-confidence, self-esteem, and natural excitement to learn. A full spectrum of activities is provided including music, computers, art, library, and play.

5-Year-Old Program
This academically-oriented program develops skills and attitude children need for future academic disciplines. A variety of experiences develop eye-hand-body coordination and reading readiness. The program introduces reading, mathematics, oral and written language, science, and cultural studies. There is a continued emphasis on personal development through varied classes of music, computers, art, library, and physical education.











Elementary (6-10-Year-Old) Classes
Elementary school students take a full program of mathematics, reading and writing, science, cultural studies, art, music, physical education, and library. Computer usage is integrated within the curriculum at all levels. An additional language is offered.

Middle School (11-13-Year-Old Classes)
This program meets the special needs of students in the 11-13-year-old age group. Students take a rigorous academic program of mathematics, literature and writing, science, cultural studies, art, music, physical education, and library/research skills. Qualified students may enroll in some secondary classes for credit towards high school graduation based on approval by the school's administration.

Secondary I-IV
A full secondary program is offered, and additional classes are available online through QSI Virtual Schools (QVS). The secondary program prepares students for colleges and universities in the United States and other countries. The rigorous academic program consists of Mathematics, Laboratory Science (Biology, Physics, and Chemistry), World Cultural Studies and History, World Literature, Writing, Art, Music, Physical Education, and Computer Literacy. Elective courses are available, and Advanced Placement Courses are offered. Three Diplomas are offered: Academic with Honors, Academic, and General.

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 important part of QSI, providing high-quality online courses designed for secondary school students. It offers a wide range of courses that may not be available on physical campuses due to factors such as school size, class availability, scheduling conflicts, or specific student interests. This allows QSI students to access courses that meet their individual educational needs and support their personalized graduation plans.

QVS offers an extensive course catalog tailored to meet the diverse needs and academic goals of its students. This includes over 30 Advanced Placement (AP) courses, among them the prestigious AP Capstone courses: AP Research and AP Seminar. The school operates year-round, including a full summer program for students who want to get ahead. Students can choose paced courses that follow regular school terms or flexible courses with rolling admissions, ideal for credit recovery or completing full courses anytime during the year. Additional information about QVS and its course offerings can be found at 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

Language Programs
QSI International School of Atyrau currently has Russian language programs for non-native speakers; Kazakh and Russian language programs for native speakers.

After School and Extracurricular Activities
An extensive extracurricular activities program is offered to meet the needs of the children five years of age and older. Activities offered are dependent on student interest and faculty capacity. Extracurricular activities can include dance, arts and crafts, soccer, volleyball, cross-country, track, basketball, yearbook, and Student Council.

Counseling Program
At QSI Atyrau, our K–12 Counseling Program supports the whole child by promoting well-being, growth, and achievement. We believe students thrive when they feel safe and supported within their learning community. In our international school environment, where students represent diverse cultures and experiences, counseling plays an important role in creating a strong sense of belonging.

Our counselor provides comprehensive social and emotional support to help students build confidence, develop resilience, and maintain healthy relationships. We also offer academic counseling focused on goal-setting and supporting their learning progress, along with university and post-secondary planning. In partnership with families and teachers, our counselor is dedicated to fostering each student's academic, social, and personal development.

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.

Week 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

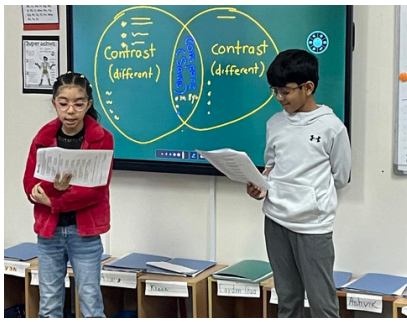
QSI International School of Atyrau has a vibrant and exciting campus life which is focused on providing students with the opportunity to get involved and be active.

- Expansive soccer field, turfed for year-round play.
- Two different playground spaces for students of all ages.
- Indoor sports gym with a climbing wall.
- Library with access to tens of 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.
- Outdoor track and an outdoor volleyball/basketball court.
- Indoor theater space for performing arts and whole school gatherings.
- Gazebos for outdoor classroom use, student gatherings, etc.
- Two computer laboratories.
- Classroom equipment includes LCD projectors; interactive whiteboards; ELMOs Robotics and a 3-D printer.
- The school building has a fully functioning cafeteria with a full complete lunch program available for those who wish to purchase these lunches.













Getting Started

Admission
Admission requires submission of an application form, a copy of passport or birth certificate, previous school records (if applicable), medical history, and payment of the one-time, non- refundable US $600 registration fee. Registration materials are available in the school office.

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
Parents are responsible for transportation to and from school.

Cafeteria Services
The school cafeteria offers a healthy lunch for students. Children may eat at the cafeteria or bring their lunch from home. Microwaves are available to reheat food.
All students may bring a snack from home.

Staffing and Governance

Governance
Quality Schools International manages the school. A Director administers the school on site, and a Director of Instruction monitors the educational program of QSI International School of Atyrau. An Advisory Board supports the school in the community.

Parent Support Group (PSG)
Parents are encouraged to actively participate in all school functions with a view toward supporting 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

School Hours

- Preschool (3-4-Year-Old) Classes
    - o Full-Day: 8:15 a.m. –3:00 p.m.
    - o Part-Day: 8:15 a.m. – 12:00 p.m.
- Elementary (5-11-Year-Old) Classes 8:15 a.m. – 3:00 p.m.
    - o After-School Activities Period (Optional): 3:00 p.m. – 3:45 p.m.
- 12-Year-Old through Secondary IV 8:15 a.m. – 3:45 p.m.
    - o After-School Activities Period (Optional): 4:00 p.m. – 5:00 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 two times per year, in Term 1 and Term 3. Parents may schedule additional conferences with teachers at times acceptable to the parents and teachers.

Narrative Reports

Narrative reports are sent home for students in the 5-Year-Old Class through Secondary IV at the end of the first term and at the end of the school year.

Affiliations

Membership

Membership

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

MSA Systems Accreditation

In April 2022, Quality Schools International and all existing QSI schools achieved accreditation as a school system through the Middle States Association of 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 2026-27

1 First Term

Number of school days: 73

First Day: 27 August (Thursday)
Last Day: 15 December (Tuesday)

Holidays
19 - 23 October - Fall Break
26 October - Republic Day
16 December - 8 January - Winter Break

1st Quintile: 27 August – 15 October
2nd Quintile: 16 October – 14 December

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2 Second Term

Number of school days: 53

First Day: 11 January (Monday)
Last Day: 02 April (Friday)

Holidays
08 March - International Woman's Day
15 March - Constitution Day
22 - 26 March - Nauryz / Spring Break

3rd Quintile: 15 December – 26 February
4th Quintile: 01 March – 28 April

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3 Third Term

Number of school days: 54

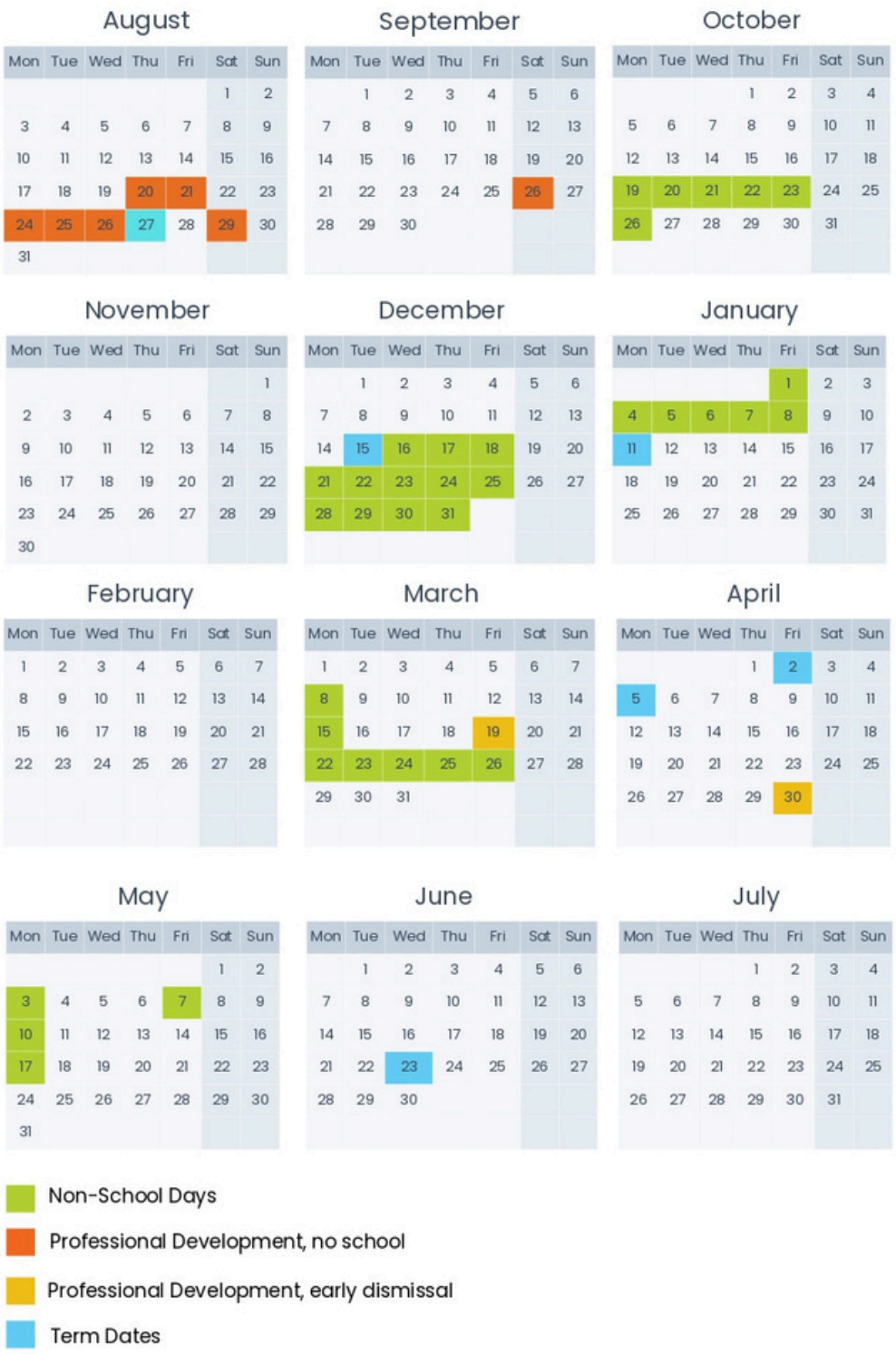
First Day: 05 April (Monday)
Last Day: 23 June (Wednesday)

Holidays
03 May - Unity Day
07 - 10 May - Defender's Day / Victory Day
17 May - Kurban Ait

5th Quintile: 29 April - 23 June

The school week is Monday through Friday.

School Calendar 2026-27



Events & Non-School Days

8/20-8/26	Before School All Staff PD
8/27	Term I Begins
10/19-10/23	Fall Break
10/26	Republic Day
12/15	Term I Ends; early dismissal
12/16-1/8	Winter Break
1/11	Term II Begins
3/8	International Women's Day
3/15	Constitution Day
3/19	Early Dismissal
3/22-3/26	Spring Break
4/2	Term II Ends
4/5	Term III Begins
4/30	Early Dismissal
5/3	Unity Day
5/7	Defender's Day
5/10	Victory Day
5/17	Kurban Ait
6/23	Term III Ends; early dismissal

Tuition Fees 2026-2027

Registration Fee
This is a non-refundable fee of US $600 for all students.

Mid-Year Enrollment Fee
This is a non-refundable Mid-Year Enrollment Fee of US $900 after Oct 1st for all students.

5-Year-Old Class and Above

1 Term	2 Term	3 Term	Annual
US $17,900	**US $13,500**	**US $13,500**	**US $44,900**
22 Aug 2026 Due date	**12 Dec 2026** Due date	**20 Mar 2027** Due date	

Capital Fun Fee (for 5 year old and older students)

1 Term	2 Term	3 Term	Annual
US $600	**US $500**	**US $500**	**US $1,600**
22 Aug 2026 Due date	**12 Dec 2026** Due date	**20 Mar 2027** Due date	

3 and 4 Year-Old Class

1 Term	2 Term	3 Term	Annual
US $6,700 Full Day	**US $5,200** Full Day	**US $5,200** Full Day	**US $17,100** Full Day
US $5,500 Half Day	**US $4,300** Half Day	**US $4,300** Half Day	**US $14,100** Half Day
22 Aug 2026 Due date	**12 Dec 2026** Due date	**20 Mar 2027** Due date	

School Fee Policy

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

Partial Term
In the event any student enters after October 1st the the fees will be calculated based on the date of antry plus registration fee and a mid-year enrollment fee.

If a student enrolls in Term 2 or 3, they will be charged the Registration Fee/$600 and a Mid-Year Enrollment Fee/$900 as stated in the fee policy.
***Mid-Year Enrollment invoices are calculated according to the following: Tuition and Capital Fund Fees are calculated based on the date of entry for that Term plus the remaining full Term/s.
Daily Rate = Number of days left in the term * Total Year Fees/180

The $600 Registration Fee is none-refundable, payable upon enrollment. Any QSI student transferring to another QSI School does not pay the Registration Fee if continuously enrolled.
***If a student withdraws for one or more completer term/s and returns, then the Registration Fee is paid again.

Mid-Year Enrollment Fee is $900 for all students including scholarship and Pre-School students.

Full Tuition Fee, Capital Fund Fee, and Mid-Year Enrollment Fee will be refunded if a student withdraws within the first 5 days of their current term. There is no refund after 5 days of enrollment in a term. However, refund will be available for remaining terms if they have been paid for.

Examples

A ten-year-old student enrolls after October 1st. The fees are charged as follows:

- 1st Term: Reg Fee plus calculated Term 1 Tuition and Capital Fund Fees based on date of entry plus Mid-Year Enrollment Fee.
- 2nd Term: 2nd term Tuition and Capital Fund Fees.
- 3rd Term: 3rd term Tuition and Capital Fund Fees.

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

- 2nd Term: Reg Fee plus 2nd term Tuition and Capital Fund Fees plus Mid-Year Enrollment Fee.
- 3rd Term: 3rd term Tuition and Capital Fund Fees.

Examples

A nine-year-old student enrolls in January and withdraws within 5 days of enrollment.

- 2nd Term: Full refund for Tuition and Capital Fund fees. Reg Fee and Mid-Year Enrollment Fees are nonrefundable.
- 3rd Term: Refund for 3rd term Tuition and Capital Fund Fees if previously paid.

A nine-year-old student enrolls in January and leaves in April.

- 2nd Term: No refund.
- 3rd Term: Refund for 3rd. term Tuition and Capital Fund Fees if previously paid.

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 invoicedlike a new student.

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 discountof $400 will be given if the full annualpayment is receivedon 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 entireyear 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 studentswho withdraw beforethe 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.

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 ATYRAU