



## *QSI International School of Novosibirsk*

QSI International School of Novosibirsk, a non-profit institution which opened in August 2008, offers high quality education in the English language for pre-school, elementary and secondary students. An enrollment of approximately 10 students is expected for the 2010-2011 school year.

### ❖ *Facility* ❖

Gornostay Gymnasium is the host facility for QSI International School of Novosibirsk. Gornostay Gymnasium is a leading institution of education in the center of Akademgorodok known for numerous awards and recognitions from state and local government. This multistory facility provides QSI International School of Novosibirsk with a well-ordered and well-run facility with a variety of talented paraprofessionals assisting the QSI staff with sports, music, and art.

### ❖ *Academic Program* ❖

The academic program uses a Performance-Based / Mastery Learning approach to education. The model insures 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 (basic skills up to university preparation), Cultural Studies (history, geography, economics and political science), Science (physical, life, and earth, biology, chemistry and physics), 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. Additional language acquisition is offered in Russian. The school seeks to provide students with an appreciation for the rich culture and history of Russia and the Siberian Region. Materials and equipment are up-to-date and of high quality. Class sizes are small. A four year secondary program is offered that includes the basic subjects and a limited selection of electives and Advanced Placement (AP) courses. QSI Novosibirsk faculty is staffed with well-qualified educators from America and the UK, as well as paraprofessionals from Novosibirsk.

### ❖ *Quality Schools International* ❖

QSI is a non-profit organization operating international schools in Europe, Central Asia, the Far East, South America, and the Middle East. QSI International School of Novosibirsk benefits from the unique opportunities afforded by this organized network of schools with three decades of proven performance.

# *Philosophy & Objectives*

The schools of QUALITY SCHOOLS INTERNATIONAL (QSI) have been founded in order to provide a quality education in the English language for expatriates living in the international community. Local citizens who want their children to be educated in English are also accepted. The schools recognize that most of the students are enrolled for only two or three years and have diverse educational backgrounds. The philosophy and objectives of QSI include the following:

## ■ *Attitudes Toward Learning* ■

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

### ✿ Functions of the 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 life style 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, writing and mathematics upon initial enrollment to assure 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 teaching staff

- ◆ To continually assess the student in all areas of learning to assure 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* ■

Mastery of basic skills is considered a vital part of education, essential for success in studies of other subjects as well as in most situations in life. A broad and varied program of physical education, fine arts, and other activities is also considered important to enhance the interest and education of the students. Area objectives include:

- ◆ 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 (geography, history, economics, etc.) 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 (American, British, Dutch, etc.) 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 computer literacy 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* ■

For a useful and meaningful life we encourage the development of personal qualities leading to acceptable values and harmonious relationships. Area objectives include:

- ◆ 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* ■

An understanding and acceptance of the different cultures represented in the school are considered important. We believe emphasis should be placed on gaining an appreciation and knowledge of the region and the local country in particular. Area objectives include:

- ◆ 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* ■

We believe it is essential to have an awareness of the value of protecting and improving our environment. Area objectives include:

- ◆ 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.



# *School Information*

Quality Schools International is an independent, non-profit organization operating international schools around the world committed to providing a quality education.

## ■ *Curriculum* ■

QSI offers a performance-based curriculum from Pre-school (3 years old) through Secondary School (17 years old). The school meets the needs of all its students through a mastery-based system of instruction. QSI believes that students can master essential skills and information when given sufficient time and support.

## ■ *Approach to Learning* ■

QSI believes the school has the responsibility to provide the conditions for success, including:

- ◆ Clear statements of what the student will do to show mastery of material.
- ◆ Time and resources needed for each student to attain mastery.
- ◆ Assurance that students learn at a challenging level and each has the skills necessary for success.

## ■ *Admission* ■

Admission requires submission of an application form, a copy of passport or birth certificate, previous school records (if applicable), and payment of the one-time, non-refundable US \$300 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.

## ■ *Progress Reports* ■

Student "Status Reports" are sent home five (5) times a year. Student progress or mastery of the curriculum is reported as either "A" or "B". Individual narrative reports are sent home three (3) times, once each term. Parent-teacher conferences are scheduled three (3) times, once each term.

## ■ *Transportation* ■

Parents are responsible for transportation, however outside contractors provide bus transportation to and from school.

## ■ *Governance* ■

Quality School International, a non-profit private educational organization, manages the school. A Director administers QSI International School of Novosibirsk on site, and an appointed Advisory Board provides advice and support in the community.

## ■ *Parent Involvement* ■

Parents are encouraged to actively participate in all school functions.

## ■ *Staffing* ■

Experienced, native English-speaking teachers are currently employed. Russian nationals provide instruction in special areas. The families and teaching staff are supported by a full-time administrative assistant.

## ■ *Accreditation* ■

Most QSI schools are accredited in the United States by the Middle States Association of Colleges and Schools. QSI International School of Novosibirsk is expected to begin the process of achieving this official accreditation by 2013-14 school year.

# *QSI International School of Novosibirsk School Calendar 2010-2011*

## ■ *First Term* ■

- ⊗ First Day: 26 August (Thursday) – Half day
- ⊗ Last Day: 17 December (Friday)
- ⊗ Holidays: 22 October (Friday) Professional Development Day  
25-29 October (Monday – Friday) Fall Break  
4 November (Thursday) Unity Day  
18 December – 9 January 2011 (Winter Break)
  
- Quintile 1: 26 August – 14 October  
Quintile 2: 15 October – 14 December
  
- ◆ Number of school days: 75

## ■ *Second Term* ■

- ⊗ First Day: 10 January (Monday)
- ⊗ Last Day: 25 March (Friday)
- ⊗ Holidays: 4 February (Friday) Professional Development Day  
23 February (Wednesday) Fatherland Defender's Day  
8 March (Tuesday) International Women's Day  
28 March – 1 April (Monday-Friday) Spring Break
  
- Quintile 3: 15 December – 25 February
  
- ◆ Number of school days: 52

## ■ *Third Term* ■

- ⊗ First Day: 4 April (Monday)
- ⊗ Last Day: 16 June (Thursday)
- ⊗ Holidays: 2 May (Monday) Professional Development Day
  
- Quintile 4: 28 February – 26 April  
Quintile 5: 27 April – 16 June
  
- ◆ Number of School Days: 53
  
- ◆ Total Number of School Days – 180
- ◆ The school week is Monday through Friday.



# *School Schedule & Other Information*

## ■ *School Hours* ■

- 8:30 a.m. - 12:30 p.m. - 3 to 5 year-old class, part day.
- 8:30 a.m. – 3:15 p.m. - 5 year-old full-day, 6 to 11 year-olds.
- 8:30 a.m. – 4:05 p.m. - 12 year-olds and above.

## ■ *Snack* ■

Children are encouraged to bring a healthy snack, juice, and water for their daily snack time.

## ■ *Books and Supplies* ■

Textbooks are loaned to the students. Students are responsible for the care of the books and are not to write in them, unless they are consumable, keeping in mind that they will be used by other students in the future. A charge equal to twice the cost of the book plus one dollar will be assessed for lost books. Students are expected to bring their own pencils and erasers.

## ■ *School Week* ■

The school week is Monday through Friday.

## ■ *Other Expenses* ■

In addition to the Annual Fee, Capital Fund Fee, and Registration Fee, there are a few other items for you to consider. Purchasing lunch from the school is optional. Transportation to and from the school is a parent responsibility that the school can facilitate.



# *Educational Program*

## ❖ *3 and 4 Year-Old Program* ❖

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

## ❖ *Age Levels 6 through 11 Years* ❖

Elementary school students take a full program of mathematics, reading and language arts, science, culture studies, art, music, physical education, and library. Computer usage is integrated within the curriculum at all levels. Russian language is taught as a foreign language.

## ❖ *Age Levels 12 through 13* ❖

This program meets the special 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 library/research skills. Qualified students may enroll in some secondary classes for credit towards high school graduation.

## ❖ *Secondary Levels I-IV* ❖

The Secondary program prepares students for colleges and universities in the United States and other countries. The rigorous academic program consists of the disciplines of Mathematics, Laboratory Science (Biology, Physics, and Chemistry), World Cultural Studies and History, World Literature, English Grammar, Art, Music, Physical Education, and Computer Literacy. Three Diplomas are offered – Academic with Honors, Academic, and Practical.

## ❖ *Entry Ages* ❖

To enter the 5 year-old class a child will have completed 5 years of age no later than 31 October 2010. This pattern is applied to the other classes in the school. Any exceptions require a meeting leading to the approval of both the parents and the Director.



# Summary of the Educational Model

## ■ Success Oriented Learning ■

The school's educational structure is based upon student performance or 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, test 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 ■

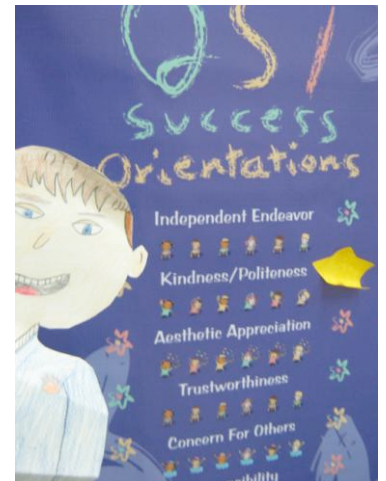
In this research-validated model each Essential Unit is taught with a view to excellence. When students demonstrate mastery of the essential unit, they move on to the next essential unit. If the student does not achieve mastery, the teacher re-teaches and the student revises as necessary. Additional conferencing and extended practice may be given to demonstrate proficiency at the appropriate level before testing again. When the students demonstrate mastery they are rewarded with an "A" or "B". Thus a student never "fails" in the traditional sense. Instead, he/she proceeds logically through the curriculum at a pace determined by his/her mastery of the material.

## ■ Success Orientations ■

"Success for All" is the motto of QSI Schools. Personal habits and the ability to interact successfully with others are deemed as valuable as the knowledge and competencies students learn. Success orientations are actively encouraged in virtually all areas of the school curriculum with the view of making them a vital part of one's life pattern. Evaluations of the success orientations are limited to situations within the jurisdiction of the school and are made by a consensus of the professional staff members. They are grouped under the headings of:



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



# *Student Evaluation*

The Evaluation System is designed to support the school's educational philosophy and success-oriented model of education. Thus, all students are expected to achieve mastery grades of "A" or "B". The school does not accept mediocre work. Student evaluations, called "status reports", are issued five times each year at the end of each "Quintile". However, data is entered in the computer daily and a parent may request a status report at any time.

## ■ *Evaluations written on "Status Reports"* ■

### ✿ "A"

All essential parts of the unit 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 unit 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 unit. (Normal)

### ✿ "H"

The unit is "on hold" for a legitimate reason. The student has begun the unit but is currently not pursuing it.

### ✿ "D"

The student has not made reasonable effort and is therefore "deficient" in attaining mastery of the unit.

### ✿ "E"

'Exposure'. The student made a reasonable effort in the unit and attained a level of mastery consistent with his/her capabilities. (Elementary classes only, but not in the areas of mathematics, reading, or language arts.)

### ✿ "W"

The student has withdrawn from this unit.

## ■ *"Carnegie Unit"* ■

In the Secondary School Program students are granted one credit for each Unit mastered. Ten credits correspond to one "Carnegie Unit" used by many American secondary schools.



# *Special Programs and Facilities*

## ❖ *School Website* ❖

[www.qsi.org](http://www.qsi.org)

## ❖ *School Newsletter* ❖

The school newsletter is distributed in print form and sent to parents with e-mail addresses.

## ❖ *Library* ❖

Each QSI school has an automated library. Books can be checked out via computer. There are workstations with internet access to allow teachers and students to conduct online research.

## ❖ *Science Laboratory* ❖

Each QSI school has the necessary equipment to conduct experiments in all science courses.

## ❖ *Computer Laboratory* ❖

Classrooms are equipped with computers capable of accessing the internet, printers, and advanced music technology. There are software programs to support educational outcomes.

## ❖ *Language Programs* ❖

Russian language is offered to all students and is offered as a foreign language for secondary students.

## ❖ *Playground* ❖

The Elementary School is working with our host school to develop a playground specifically designed for pre-school and elementary students. Older students may enjoy sports classes and facilities within our host school as well as outdoor facilities such as skiing tracks, local swimming halls, and exercise facilities.



# *A Brief History of Sanaa International School and 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, and interested in their culture and history as well as the development of the young republic, had a desire to return.

In 1971 after discussions with key people in Sanaa, it became apparent that there was a need for an international school. Therefore, Mr. Gilson accepted a 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 the 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 established 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 non-profit organization and formed a Board of Directors. Accurate accounting records have been kept throughout the school's existence. As a non-profit entity, the school has been able to receive grants, loans, and land.

As early as 1972 it was foreseen that a purpose-built school 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 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.

The building program and site development included the school buildings, two water wells, one residential home, a workshop, and playground development. In the fall of 1992 a new domed carpeted auditorium/sports area was put into use.

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. SIS continues with a dedicated and caring staff, the most important key to the school's success.

## ■ *Quality Schools International* ■

Quality Schools International has a more 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. Duane Root and Mr. Gilson co-founded Quality Schools International as a non-profit educational organization with a view to opportunities in education 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 Int'l School. This expansion has resulted today in an organization offering excellence in education in 25 different countries.

**QSI Headquarters** is in Ljubljana, Slovenia. The President, Director of Operations, Executive Secretary, Public Relations Coordinator, and Personnel Coordinator live in Slovenia. This is also the location for the Finance and Technology departments of QSI with a total of fifteen employees.

**QSI Regional Supervisors** are located in regional locations. Regional supervisors provide guidance and support to designated QSI schools. Specific regions are divided as follows:

- Central Asia
- Caucasus & Turkmenistan
- China/East Asia
- Northern Europe
- Southern Europe
- Venezuela
- Yemen

**QSI United States Business Office** is located in Homedale, Idaho, USA. This office expedites financial transactions for QSI.

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

**QSI Resource** is located in Sanaa, Yemen. Offices include Curriculum Coordinator, Assistant Curriculum Coordinator, and QSI Accountants. The resource office monitors QSI materials and supply orders, coordinates curriculum development, coordinates standardized testing of QSI students, and monitors the Online High School program.

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.

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