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About the School
QSI International School of Tbilisi, a private nonprofit institution that opened in September of 1995, offers high-quality English language education for students from two years through eighteen years of age. The school's educational philosophy of mastery learning includes a personalized approach to instruction. QSI believes in success for all students. We seek to create a positive learning environment and believe a child learns more if the child enjoys the experience of learning.

The primary purpose of the school is to meet the needs of children of foreign and local residents in Tbilisi who require this type of education with a view to continuing their education in their home countries with a minimum of adjustment challenges. In addition to its scholastic goals, the school endeavors to provide its students with knowledge of the country and culture of Georgia.

Quality Schools International (QSI)
QSI is a nonprofit organization operating schools in Europe, Asia, Africa, and Central and South America. QSI International School of Tbilisi benefits from the unique opportunities afforded by this organized network of schools with nearly three decades of proven performance.
Academic Program
The academic program uses a Performance-Based/Mastery Learning approach to learning. This 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, Science, Cultural Studies, Art, Music, and Physical Education. Intensive English classes are offered to students that need additional help with English. Technology is integrated across the curriculum. Materials and equipment are up-to-date and of high quality. Class sizes are small. Additional language acquisition is offered in Russian, French, Spanish, Turkish, Georgian, and German.

Advanced Placement Program

In September 2017, the school launched AP Capstone - a new and innovative diploma program that allows students to develop the skills that matter most for college success: research, collaboration, and communication. The program consists of two courses taken in sequence: AP Seminar and AP Research, as well as four additional AP courses.

University Counseling
University counseling is provided to all secondary students. Students are encouraged to meet with the university counselor early and often in order to formulate a plan for post-graduation higher education. The University Counselor, through general seminars, email communication, and individual meetings with students and parents, helps to facilitate the university application process for the most successful outcome for each student.
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 all QSI schools.

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:

a) Developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning;

b) Providing the time and resources needed for each student to attain mastery;

c) 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.
School Information

Admission
Admission requires submission of an application form, a copy of passport or birth certificate, two years of previous school records (if applicable), and payment of a one-time, non-refundable US $300 registration fee. An Admissions Test involves reading, writing, and mathematics.

Staffing
Native English-speaking, experienced teachers from Western countries are generally employed in core subjects. Other nationalities are hired for instruction in certain areas.

Student Placement
Following official admission procedures, a placement examination is given to each student to determine the appropriate level of instruction.

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). The QSI International School of Tbilisi benefits from these affiliations. The school also receives support from the United States government Office of Overseas Schools (AOS).

Progress Reports
Student "Status Reports" are sent home five (5) times a year (once each Quintile). Student progress or mastery of the curriculum is reported as either "A" or "B". Regularly scheduled parent-teacher conferences are held three (3) times during the school year. However, a parent may request a status report or conference at any time.

Accreditation
The school is fully accredited in the United States by the Middle States Association of Colleges and Schools.

Governance
Quality Schools International, a nonprofit, private, educational organization, manages the school. A Director administers the QSI International School of Tbilisi on site. A Director of Instruction manages the educational program. An appointed Advisory Board supports the school in the community.

Parent Support Group (PSG)
This is a parent-selected support group involved in activities and projects with a view toward improving the school. All parents are encouraged to become involved through this program.
School Calendar 2020-2021

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Quintile 1</th>
<th>Quintile 2</th>
<th>Quintile 3</th>
<th>Quintile 4</th>
<th>Quintile 5</th>
</tr>
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<tbody>
<tr>
<td><strong>First Day:</strong> 27 August 2020 (THURSDAY)</td>
<td>First Day: 27 August</td>
<td>First Day: 16 October</td>
<td>First Day: 18 December</td>
<td>First Day: 01 March</td>
<td>First Day: 28 April</td>
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<tr>
<td><strong>Last Day:</strong> 18 December 2020 (FRIDAY)</td>
<td>Last Day: 15 October</td>
<td>Last Day: 17 December</td>
<td>Last Day: 26 February</td>
<td>Last Day: 27 April</td>
<td>Last Day: 18 June</td>
</tr>
<tr>
<td><strong>Number of School Days:</strong> 73</td>
<td><strong>Holidays:</strong> Fall Break 19 Oct 23 Oct</td>
<td><strong>Holidays:</strong> Professional Development 05 Nov 06 Nov</td>
<td><strong>Holidays:</strong> Winter Break 21 Dec 08 Jan</td>
<td><strong>Holidays:</strong> International Holiday 08 Mar</td>
<td><strong>Holidays:</strong> Easter Holiday 30 Apr 03 May</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Holidays:</strong> St. George’s day 23 Nov</td>
<td><strong>Holidays:</strong> National Holiday 26 Nov</td>
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<tr>
<td></td>
<td></td>
<td><strong>Professional Development:</strong></td>
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General Information

The school week is MONDAY-FRIDAY

**Total Number of School Days:** 180
# School Fees 2020-2021

## Registration Fee
This is a one-time, non-refundable fee of US $300 for all students.

## Capital Fund Fee
### 5-Year-Old Class and Above

<table>
<thead>
<tr>
<th>Payment Schedule:</th>
<th>Annual Fee: $3,200</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td>$1,200</td>
<td>28 Aug 20</td>
</tr>
<tr>
<td>2nd Term</td>
<td>$1,000</td>
<td>18 Dec 20</td>
</tr>
<tr>
<td>3rd Term</td>
<td>$1,000</td>
<td>02 Apr 21</td>
</tr>
</tbody>
</table>

## School Tuition Fees
### 5-Year-Old Class and Above

<table>
<thead>
<tr>
<th>Payment Schedule:</th>
<th>Annual Fee: $22,400</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td>$8,800</td>
<td>28 Aug 20</td>
</tr>
<tr>
<td>2nd Term</td>
<td>$6,800</td>
<td>18 Dec 20</td>
</tr>
<tr>
<td>3rd Term</td>
<td>$6,800</td>
<td>02 Apr 21</td>
</tr>
</tbody>
</table>

### 2-4-Year-Old Class

<table>
<thead>
<tr>
<th>Payment Schedule:</th>
<th>Part-Day</th>
<th>Full-Day</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td>$1,300</td>
<td>$2,100</td>
<td>28 Aug 20</td>
</tr>
<tr>
<td>2nd Term</td>
<td>$1,100</td>
<td>$1,700</td>
<td>18 Dec 20</td>
</tr>
<tr>
<td>3rd Term</td>
<td>$1,100</td>
<td>$1,700</td>
<td>02 Apr 21</td>
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</tbody>
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School Fee Policy

Partial Term
In the event a student enters after the beginning of a term or leaves before the end of a term, the partial term fee is as follows:

- Two weeks enrollment or less = 20% of the term fee
- More than two weeks, up to four weeks = 40% of the term fee
- More than four weeks, up to six weeks = 60% of the term fee
- More than six weeks = 100% of the term fee

A week is defined as five school days.

Every student must pay the higher 1st term fee for the first complete term in school. Thus, if the student is in school for less than six weeks of the first term, the fee for the first term will be the appropriate percentage (see table above) of the lower second term fee. Then, the second term fee will be the higher first term fee. This pattern also applies to the capital fund fee.

If a student is in school less than six weeks during the year, the fee will be the appropriate percentage of the higher 1st term fee.

The registration fee is a one-time, non-refundable fee and is not charged again in subsequent years or upon the re-entry of a student.

EXAMPLE: A ten-year-old student enrolls in November. There are 23 school days remaining in the first term, which constitutes more than four weeks but less than six weeks. The first complete term will be the second school term. The fees are charged as follows:
* 1st Term: 60% of 2nd lower term fee and capital fund fee
* 2nd Term: higher 1st term fee and capital fund fee
* 3rd Term: 3rd term fee and capital fund fee

EXAMPLE: A nine-year-old student enrolls in January. There are more than 30 school days (6 weeks) remaining in the second term. The school fee will be the higher 1st term fee and capital fund fee and the 3rd term fee and capital fund fee.

School Absences
There is no reduction of school fees for absenteeism for any reason, including home leave holidays, unless a student officially withdraws. If a student withdraws, the student may re-enroll at any time and be invoiced like a new student. The registration fee is not required upon re-entry.

Please note: If there is a short time difference between withdrawal and re-enrollment, enrollment should be reinstated as if the student had never withdrawn.
Capital Fund Fee
The purpose of the Capital Fund Fee is to provide financial support for the school’s facilities and development program, present or future. This may include the purchase of fixed assets such as computers, furniture, vehicles, and other items.

Capital Fund Deposit
Students that have $4000 Capital Fund Deposits with the school made before 1 July 2004 are exempt from the Capital Fund Fee. No new Capital Fund Deposits are accepted.

Discount Policy
Discounts of $100 each will be given for full term payments received on or before the due dates. An additional discount of $200 will be given if the full annual payment is completed on or before the first of October. Thus, a total discount of $500 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 $400. There is no discount available for preschool programs or scholarship students. Organizations and parents must complete a discount form to receive the discount. Discounts will be reversed for students who withdraw before the end of the year and are given a tuition refund.

Organizations or parents are encouraged to donate the timely payment discounts. The school’s Advisory Board, with recommendations from the Director, will decide how these funds will be utilized.

Note: If the full payment is made by the required date, and the discount is not taken, the discount will automatically be allocated for activities chosen by the Advisory Board with recommendations from the Director.

Payments
Payments may be made by check or bank transfer. For US Dollar checks drawn on banks other than banks in the USA, there is a US $100 charge to compensate for collection delays and bank charges.

Payment, or arrangement for payment, must be made 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.
School Schedule

School Week
The school week is Monday through Friday.

First Day of School
The first day of school will be from 8:45 a.m. - 12:00 p.m. All early dismissals throughout the year will also be from 8:45 a.m. – 12:00 p.m.

School Hours
2-4-year-old classes
8:45 a.m. – 4:00 p.m.
(Half-day option for 2-3-year-olds)

5-10-year-old classes
8:45 a.m. - 3:05 p.m.
After-school activities are provided daily from
3:15 p.m. - 4:00 p.m.

11-year-old class - Secondary IV classes
8:45 a.m. - 4:00 p.m.
Activities such as MUN and Student Council are held during activity period on Monday through Friday. After-school sports are provided on a flexible schedule from 7:00 – 8:15 a.m and 4:15 – 5:30 p.m.

Activities

After School Activities (ASA) for 5-10-year-old classes take place daily from 3:15 - 4:00 p.m. Elementary students can choose from a variety of activity offerings, such as:

- Chess Club
- Cooking
- Arts & Crafts
- Georgian Folk Dance
- Taekwondo
- Hiking
- Ballet
- Sport
- Gymnastics
- Singing Club
- Math Games Club
Extra-Curricular Activities

Middle School and Secondary students may participate in many activities.

- Model United Nations (MUN)
- Speech & Debate
- Week Without Walls (extra-curricular travel program)
- Yearbook
- Student Council
- National Honor Society
- Community Service Club
- Drama Productions

Physical Education Programs

- Basketball
- Soccer
- Volleyball
- Track & Field
- Cross Country
Educational Program

Entry Ages and Placement
To enter the 5-year-old class, a child must turn 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), or in the grade determined by their completion of courses from other schools. Progress through the secondary year by the number of credits attained each year.

Preschool (2-4-Year-Old Classes)
This 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, and play.

5-Year-Old Class
This academically-oriented program develops skills and attitudes children need for future 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, and Physical Education.
Elementary (6-10-Year-Old Classes)
Elementary school students take a full program of Mathematics, English Literacy (Reading and Writing), Science, Cultural Studies, Art, Music, Physical Education, and Drama. Technology is integrated within the curriculum at all levels. Russian, German, French, Spanish, Turkish, and Georgian are taught as foreign languages.

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 Language Arts, Science, Cultural Studies, Art, Music, Physical Education and Technology. Russian, German, French, Spanish, Turkish and Georgian are offered as foreign languages. Qualified students may enroll in secondary classes for high school graduation credit if appropriate.

Secondary I-IV Classes
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, Science, Cultural Studies and History, World Literature, English, Art, Music, Physical Education, Technology, and Languages (Russian, German, French, Spanish, Turkish and Georgian).
Special Services, Programs, and Facilities

School Website
- www.qsi.org or tbilisi.qsi.org

Parent Newsletter
- Distributed weekly via email

Library
- Access to over 12,000 volumes

Technology
- Modern computer laboratory with 20 computers
- Computers in every classroom
- LCD projectors and screens throughout the building
- Wireless network software programs to support educational outcomes
- Middle School and Secondary students are required to bring their own computer to school

Language Programs
- Russian
- German
- French
- Spanish
- Georgian
- Turkish

Books and Supplies
Textbooks are loaned to the students. Students are expected to bring their own pencils, erasers, and notebooks. Middle School and Secondary students should bring a laptop computer (not a phone) to school for daily use in class. Graphing calculators are required for secondary math courses.

Lunch & Snack
Lunch & Snacks are available daily for purchase through the Cafeteria, or parents may supply them from home.

Bus Service
A door-to-door Bus Service is available for locations in and around Tbilisi. Each bus has a safety monitor on board. Several afternoon routes are offered daily.
Educational Model Summary

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. They 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.

The three basic premises of performance-based education are:

a) All Students can succeed;
b) Success breeds success;
c) 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.

In view of the above comments, 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 English capabilities. (Only for those students enrolled in “Intensive English”)

“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.

Secondary Students who are unable to complete all units in a course will be required to attend “Unit Recovery” during activity period until the units are completed. All sports and activities will be on hold until units are completed.
QSI Philosophy and Objectives

The philosophy of QSI includes 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. 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:

a) 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.
b) To employ teachers who have acceptable values and who believe that their life style should be a positive influence on their students.
c) To employ teachers directly from outside of the country, if necessary, to provide experienced and successful teachers for specific positions.
d) To employ enough teachers to maintain reasonably small class sizes.
e) To help teachers meet the individual needs of students by employing selected paraprofessionals.
f) To provide spacious buildings and classrooms which are functional yet include local architectural designs with a view to blending into the local environment.
g) To test each student in reading and mathematics upon initial enrollment to ensure a proper entry level in these classes.
h) 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:

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

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

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

Cultural Awareness

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

Environmental Awareness

a) To develop an awareness of environmental concerns such as overpopulation, pollution, waste of natural resources, destruction of wildlife and natural areas, and personal health.
b) To promote a concern for the protection of the environment.
c) To provide activities and projects for students which involve them in improving the environment.
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.
A Brief History of Quality Schools International

Quality Schools International (QSI) is a nonprofit organization operating international schools around the world. Mr. H. Duane Root, current Vice President of QSI, and Mr. James E. Gilson, current President of QSI, co-founded Quality Schools International to address the need for international schools in new locations.

In May of 1991, Mr. Gilson traveled to Albania to have a look at a country just emerging from over 45 years of dictatorial rule. During his time there, he met some key people in the Tirana community and made a decision to begin Tirana International School. Continuing expansion has resulted in an organization that today offers excellence in education in 31 countries.

QSI Headquarters is managed by the Director of Operations and located in Malta. QSI Headquarters departments include: Personnel; Legal; Finance; Technology; Development; Resource & Curriculum; Accreditation & Information; Marketing & Conferences; and Insurance. The QSI President resides in the United States.

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

- Africa
- Balkans and Caucasus
- Central Asia
- Central and South America
- East Asia
- Europe

QSI United States Business Office is located in Wilder, 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: 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.