



ALMATY INTERNATIONAL SCHOOL

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Almaty International School

Almaty International School (AIS), a nonprofit institution founded by Quality Schools International (QSI) in 1993, offers high quality education in the English language for preschool, elementary, and secondary students. The student body represents over 35 different nationalities, including students from the diplomatic community, international business, and the local Kazakhstani community. The school prepares students to attend colleges and universities in North America, Europe, Asia, and other areas around the world.

Facility

The school occupies a purpose-built facility with building additions completed in the winter of 2017. The multiple-building campus includes a library, three computer laboratories, several portable laptop laboratories and iPad carts, three science laboratories, two gymnasiums, several art rooms, music rooms for choir and band, soccer field with track, two tennis courts, cafeteria, and over 65 classrooms. The school is located on over seven hectares of land in Kalkaman Micro-District, with additional land purchased for future expansion.

Academic Program

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

- All students can succeed.
- Success leads to further success.
- The school provides the conditions for success.

Curriculum

The curriculum includes English (reading, grammar, composition and spelling), mathematics (through university preparation), cultural studies (history, geography, economics, and political science), science (physical, life, earth, environmental, chemistry, and physics), art, music, physical education, and technology.

The school offers an Academic, Academic with Honors, and General Diploma. In addition, the school offers the Advanced Placement (AP) Capstone Diploma, which includes AP Seminar and Research in addition to Advanced Placement courses in mathematics, biology, chemistry, physics, English, French, Spanish, English Literature, art, economics, and history.

Additional language courses offered at AIS include Intensive English, French, Spanish, Kazakh, and Russian. Additionally, Kazakh Language, Literature, History, and Geography courses are offered to Kazakhstani students. AIS provides all students with opportunities to enrich their understanding of the culture, history, and geography of Kazakhstan.

Quality Schools International (QSI)

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

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

To enroll a student in Almaty International School, a fully completed **application form** is required along with a one-time, non-refundable fee of US \$300. Additionally, the following documents are required for registration. The student will not be enrolled and able to attend class until all of these documents are submitted and approved.

For All Students
Passport size picture
Copy of Passport or resident permit and visa of parent and student *
Copy of School Records (from the last school enrolled)
Copy of Secondary transcript(s) for students 14 years old and older
Copy of Birth Certificate (unless passport is provided)
Form #026y
Form #063y
Health passport

*The student's visa and legal presence within the borders of the Republic of Kazakhstan must be secured by the parents. Almaty International School does not offer student visa support under any circumstances. According to local legislation, regarding children of parents who have resident permits, children who are 16 years or older must have their own student visa, and student visas are not offered by the school. If a (resident status) student's sixteenth birthday occurs during the school year, they will only be allowed to attend with the proper documentation secured by the parents. There are no exceptions to this policy.

Russian Translation of paragraph above:

Виза ученика и его легальное присутствие на территории Республики Казахстан должно быть обеспечено родителями. АМШ ни при каких условиях не оказывает визовую поддержку. В соответствии с действующим законом РК, дети, чьи родители имеют вид на жительство, а также дети 16 лет и старше должны иметь студенческую визу. Студенческие визы не предоставляются АМШ. Если ученику (чьи родители имеют статус резидента) исполняется 16 лет в течение учебного года, ему будет разрешено посещение школы только при наличии соответствующей документации, которая предоставляется родителями. Данная политика не предполагает исключений.

Medical Requirements: New students to Almaty International School

The following Kazakh medical documents must be submitted to the AIS medical office before enrollment to AIS is accepted.

- Form 026
 - A medical examination is required to receive this form
- Forms provided by the doctor's office
- Form 063 (vaccination card)
- Health passport

Students who were born between the years of 2002-2013 are required to have medical authorization from the doctors listed below that they are ready for school.

- Pediatrician (or family doctor)
- Surgeon
- ENT
- Neuropathologist
- Dentist
- Optometrist
- Endocrinologist

While seeing your doctors, the following medical tests are also required:

- Urine test
- Stool sample test
- Blood Test
- Blood sugar
- Mantoux Test Result

For medical questions, please contact with the school nurse, Tatyana Sidorko, at tatyana-sidorko@kaz.qsi.org or by calling +7 727-381-87-10/11/20/04/05

All parents of prospective students must schedule an admission interview with a school administrator.

Student Placement

Following official admission procedures, a placement examination is given to each student aged six years old and older to determine the appropriate level of instruction in reading, writing, and mathematics. Students will not be placed until the results of the tests are determined.

Progress Reports

Student Status Reports are sent home five times a year (once each Quintile). Individual narrative reports are sent home at the end of the second and fifth quintiles. Parent-teacher conferences are scheduled in October, at the end of the second term, and are offered optionally at the end of the third term. However, a parent may request a Status Report or conference at any time.

Transportation and Bus Fees

Almaty International School (AIS) partners with a transportation company to provide transportation for students. Please contact the AIS office to receive information about the fees for this service. Transportation is provided for most field trips and occasional co-curricular events.

Governance

Quality Schools International, a nonprofit private educational organization, manages the school. A Director administers Almaty International School on site, while the day-to-day educational program is directed by full-time Directors of Instruction. An appointed Advisory Board supports the school in the community. The Advisory Board members are recommended by the Director of Almaty International School and appointed by the President of Quality Schools International.

Staffing

Fully certified and experienced teachers from the United States, Canada, and other nations are employed as educators and administrators, most having extensive experience and advanced graduate degrees in education or related fields.

Membership

Quality Schools International is a member of the Central and Eastern European Schools Association (CEESA) and the Association for the Advancement of International Education (AAIE). The school receives support from the United States Office of Overseas Schools (AOS). It has been selected as an official test site for the PSAT, ACT, and SAT exams for college and university entrance. Almaty International School has also been selected as an Advanced Placement (AP) Capstone school.

Accreditation

Almaty International School is fully accredited by the Middle States Association of Colleges and Schools (MSA), an accrediting organization based in the United States and fully recognized by the Republic of Kazakhstan.

School Calendar 2019-2020

First Term

- First Day: 22 August (Thursday)
- Last Day: 13 December (Friday)

- Holidays: 30 August (Friday) Constitution Day
28 October - 01 November (Monday - Friday) Fall Break
15-16 November (Friday – Saturday) Professional Development
02 December (Monday) Day of the 1st President of Kazakhstan
16 December - 07 January Winter Break

- Quintile 1: 22 August - 11 October
- Quintile 2: 14 October - 11 December
- Quintile 3: 12 December - 24 February

Number of School Days: 74

Second Term

- First Day: 08 January (Wednesday)
- Last Day: 20 March (Friday)

- Holidays: 09 March (Monday) International Women's Day
23 - 27 March (Monday - Friday) Spring Break

- Professional Development: 08 February (Saturday)

- Quintile 4: 25 February - 22 April

Number of School Days: 52

Third Term

- First Day: 30 March (Monday)
- Last Day: 17 June (Wednesday)

- Holidays: 01 May (Friday) Unity Day
07-08 May (Thursday - Friday) Defender of the Father Land
11 May (Monday) Victory Day

- Quintile 5: 23 April - 17 June

Number of School Days: 54

Total Number of School Days: 180
The school week is Monday through Friday.

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, bank transfer, or cash. 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 Hours

3-4-Year-Old Classes:	8:00 a.m. – 3:16 p.m. 8:00 a.m. – 12:05 p.m. (Half-day program)
5-11-Year-Old Classes:	8:00 a.m. – 3:16 p.m. (Buses depart at 3:25 p.m.)
12-Year-Old – Secondary IV:	8:00 a.m. – 3:16 p.m. (Buses depart at 3:25 p.m.) 4:45 p.m. - Athletic/Activity period (Optional – late bus)

The secondary schedule will be a modified block schedule two days per week.

Lunch

Children may choose to participate in the hot lunch program, provided by a licensed catering company, or carry sack lunches from home. Information regarding the hot lunch program will be provided by request through the school office.

Drinking Water

The water at the school is tested monthly and is drinkable. In addition, the school provides bottled water in dispensers located throughout the school and in the cafeteria. It is suggested children bring a water bottle or cup for drinking.

Books and Supplies

Textbooks are loaned to students. The cost of replacement for lost or damaged textbooks will be charged to parents. Parents and students are responsible for acquiring consumable items such as paper, notebooks, pencils, pens, and erasers.

Special Services, Programs, and Facilities

School Website

www.qsi.org or almaty.qsi.org

Library

- Students access more than 20,000 volumes with computer automated circulation services.
- Fully networked computer stations are available for online research.

Technology Access

Students access three modern, fully equipped computer laboratories for information and two portable laptop laboratory. Each grade level in elementary has access to classroom sets of iPads. For secondary I-IV, students are encouraged to bring their own devices with Wi-Fi capabilities. The school is fully set-up for wireless internet access. The majority of classrooms are equipped with interactive whiteboards, scanners, and document cameras.

Science Laboratory

All science laboratories (Chemistry, Physics, and Biology) are equipped for hands-on experiments and projects, and all students and staff are trained in laboratory safety.

Music Programs

The purpose-built music room includes three practice rooms. The music program has been expanded to include elementary and secondary bands, orchestra, and choral programs. The school offers music classes from preschool through Advanced Placement (AP) Music Theory and numerous concerts, an annual musical, and special conferences with visiting musicians.

Gymnasium and Playing Field

The school contains a full-size gymnasium with adjacent stage area for presentations and productions of drama and music. There is an exterior soccer field and oval running track. There are two outdoor tennis courts and multi-sport facilities. The school also has an elementary-size gymnasium for physical education for elementary students.

Extra-Curricular Activities

Secondary students have the opportunity to participate in soccer, cross country, volleyball, basketball, track, swimming, table tennis, badminton, chess, debate, Model United Nations (MUN), Russian and Kazakh Olympiads, Spelling Bee, Math Olympiad, etc. There are also elementary soccer, basketball, swimming, and Math Olympiad programs for skill and character development. Competition includes local league and international tournament play. Students also can participate in drama, art, and music (including music festivals). Leadership opportunities exist in the National Honor Society (NHS), Student Council, Music Honor Society, and various service clubs supporting local charities. Journalism is also encouraged through our media and Publications class and Yearbook Club.

Service Learning Trips

Our classroom is the world. Secondary students can participate in teacher-led, curriculum-based trips that are located nearby or to destinations all over the world. These week-long

excursions take place in the spring of each year. Students not choosing to travel abroad will select teacher-led, smaller excursions to local museums, mountain camping, and other trips within Kazakhstan.

Playground Equipment

The school maintains three age-appropriate playgrounds: one for preschool and two for elementary students with durable roofs to protect from inclement weather and sun.

Cafeteria Services

The cafeteria service offers healthy, nutritional options at a variety of prices.

Advanced Placement Program

Advanced Placement (AP) courses are offered for Research, Seminar, Human Geography, US History, World History, Comparative Government and Politics, Economics, Chemistry, Biology, Statistics, Calculus, Physics, French, Spanish, Art, Music Theory, Computer Science, Environmental Science, and English Language and Composition. AP offerings continue to grow as part of the AP Capstone program.

World Language Programs

Russian (from age 5), French (from age 7), Spanish (from age 7), and Kazakh (from age 7) are offered as world languages from beginning levels through Advanced Placement levels, according to student interest.

Parent Support Group (PSG)

The goal of the Parent Support Group at the Almaty International School is to make the school the best possible place for children. To achieve that goal, the PSG will:

- Attempt to enhance communication among parents and between parents and the school.
- Organize educational and social events for Almaty International School students.
- Assist classroom teachers in order to allow them time for creative lesson-planning, and to enrich the regular curriculum.
- Organize fundraising events in order to purchase items or services the school would not otherwise be able to obtain.
- Organize events to allow the students to find out about and help the local community.

Intensive English Department

Almaty International School has a well-developed Intensive English Department. When a student is accepted to AIS, the student is required to go through testing as part of the admissions process. If the English language test results are below the student's age level, the student may be enrolled in the Intensive English program. Students ages 6 through 13 are pulled out from regular Literacy (Reading and Writing) to be taught in a small group at their current level 10 periods per week.

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 school year by the number of credits attained.

Preschool (3-4-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 preserving the natural excitement to learn. A full spectrum of academic activities is provided including music, technology, art, and physical education.

5-Year-Old Class

This academically-oriented program develops skills and attitudes children need for the future study of academics in the school. Students are welcomed into the AIS learning culture. A variety of experiences develop eye/hand/body coordination, reading readiness, number concepts, and oral and written language skills. There is a continued emphasis on personal development through exposure to varied activities including technology, music, art, and physical education. Continuation of the development of character through Success Orientations is strongly encouraged as well.

Elementary (6-11-Year-Old) Classes

Elementary-age students take a full program of mathematics, literacy (reading and writing), science, cultural studies, art, music, physical education, and world languages. Technology usage, including classroom sets of iPads, is integrated within the curriculum at all levels. Russian and Kazakh are offered to students that are native or non-native speakers as a part of the regular program, as well as Spanish and French. Kazakh language is introduced, and instruction begins at this age level; a requirement for all children that are Kazakh. Extra-Curricular Activities are available for students two afternoons per week. All incoming students are tested for English proficiency and may be required to enroll in the school's Intensive English (IE) program. Students continue in Intensive English until they demonstrate proficiency.

Secondary School

12-13-Year-Old Classes

This program meets the specific needs of students in the 12-13-year-old age group. Students take a rigorous academic program of mathematics, reading and writing, science, cultural studies, technology, art, music, and physical education. Spanish, Russian, French, and Kazakh are offered as foreign languages. Kazakh Language, Literature, History and Geography of Kazakhstan are offered to all Kazakh passport holders. Qualified students may enroll in secondary school classes for graduation credit when appropriate, but this must include a formal agreement between students, staff and parents. Programming at this level is aimed at preparation for the rigors of the secondary program, including the Advanced Placement (AP) Capstone program.

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 mathematics (algebra through calculus), the sciences (physical science, biology, environmental science, physics, and chemistry), world cultural studies (geography, U.S. and world history), world literature, English grammar, art, music, physical education, Russian, Kazakh, French, Spanish, Kazakh Language, Literature, History and Geography of Kazakhstan, journalism (including yearbook), drama, and technology. In conjunction with AP Capstone, Advanced Placement courses will be offered for college credit in virtually all areas listed above – including world languages and performing arts. Three diplomas are offered – Academic with Honors, Academic, and General Diplomas. In addition, Almaty International School offers the AP Capstone Diploma.

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:

- φResponsibility φTrustworthiness φGroup Interaction
- φAesthetic Appreciation φKindness and Politeness
- φIndependent Endeavor φConcern 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 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

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 lifestyle 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.

Child Protection Policy Statement

Almaty International School is fully aware of its responsibility to provide a nurturing environment where students feel safe, emotionally and physically. AIS prioritizes child protection and safety by adhering to both CEESA guidelines and the AIS Child Safeguarding and Protection Handbook. AIS offers a child protection curriculum that is taught at each level.

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 different countries.

QSI Headquarters is managed by the Director of Operations and located in Ljubljana, Slovenia. QSI Headquarter 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 and Europe

Balkans and Caucasus

Central Asia

Central and South America

East Asia

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

QSS (Quality Schools Services) is located in Wilder, Idaho, and 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.