

QSI MISSION STATEMENT

Virtually every five year old comes to school eager to learn. The mission of Quality Schools International (QSI) is to keep this urge to learn alive in every child in QSI schools. Our schools are established to provide in the English language a quality education for students in the cities we serve. These students are the children of parents of many nationalities who have come to a foreign country, usually for a limited stay of a year or more. Some students are permanent residents, citizens of the host country.

Our schools follow a logical model of education which measures success by the accomplishments and attitudes of our students. We believe that all of our students can succeed, that their successes encourage them to continue in a pattern of success, and that it is the schools' responsibility to provide the conditions for success. These conditions include i) developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning, ii) providing the time and resources needed for each student to attain mastery, and iii) ensuring that students engage in learning at a level which is challenging and yet a level for which each student has the prerequisite skills necessary for success.

We believe in providing an aesthetically pleasing physical surrounding under the charge of a caring staff who believe their students will be successful, and who use time with the students as a resource for learning rather than as a boundary condition to determine when a unit of learning begins and ends. We believe in providing resources such as books, learning materials, and educational technology. In the world today children need to become proficient in the use of computers and related technology as tools to accomplish a myriad of tasks.

Finally we believe in working with parents to encourage our students to adopt qualities of living which lead to success long after formal schooling has ended. These include universally accepted "success orientations" of trustworthiness, kindness/politeness, responsibility, independent endeavor, concern for others, group interaction, and aesthetic appreciation.

QSI YEREVAN MISSION SUMMARY

The International School of Yerevan believes in nurturing each student's desire to learn, by providing the time, resources, instruction and character education necessary to master the skills and concepts, required for a lifetime of learning and good citizenship.

Fact Sheet

School Year 2009-2010

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The QSI International School of Yerevan (QSIY) is an independent, coeducational day school which offers an educational program to children of all nationalities ages 3 to 17. The school year is comprised of 3 trimesters, extending from 27 August through 18 June.

Academic Program: The academic program uses a Performance-Based/Mastery Learning approach to learning. This model ensures mastery of specific skills and knowledge involving both individual and group instruction. The educational philosophy is founded upon the premises that: 1) All students can succeed, 2) Success breeds success, and 3) It is the responsibility of the School to provide the conditions for success.

Curriculum: The School offers an outcome-based educational program with a curriculum similar to that of U.S. public and private schools. Instruction, leading to individual mastery, takes advantage of small class sizes and the diverse educational backgrounds of the students. Instruction is in English. Middle States Association of Colleges and Schools accredits the elementary grades.

Faculty: There are 26 full-time and 4 part-time faculty members in the 2009-2010 school year, 11 of whom are U.S. citizens, 1 is third-country nationals, and the balance Armenian. In addition, the School has part-time teachers for foreign languages, some physical education activities, art and music. A variety of activities are offered for the children after normal school hours.

Enrollment: At the beginning of the 2008-2009 school year, the student enrollment was 74. Of these, 50% were U.S. citizens. Projected enrollment for the 2009-2010 school year is 75.

Facilities: The School moved to a new location in August 1999. It is located adjacent to the Caritas furniture factory. Each year since 1999, we have expanded the number of classrooms available to our students. At present, we have 12 standard classrooms, and many additional smaller rooms used for language instruction. We have six toilets available. Separate classrooms are also available for music and art, and a large playing field and playground with play equipment is available. A wall surrounds the school, and we have 24 hour security.

Quality Schools International: QSI is a non-profit organization operating international schools in Northern and Southern Europe, Central and Eastern Asia, South America, and the Middle East. QSI International School of Yerevan benefits from the unique



opportunities afforded by this organized network of schools with three decades of proven performance.

Admission: Admission requires the submission of an application form, a copy of passport or birth certificate, previous school records (if applicable), and payment of the \$300 registration fee.

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. In the morning core subjects, students are placed according to ability; in the afternoon subjects, students are placed according to age.

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

Transportation: The school collects fees for a bus service at a rate of 2,500 AMD per day. Small mini-vans provide door-to-door pick-up and delivery. This fee may change, depending upon circumstances.

Governance: Quality Schools International, a non-profit private educational organization, manages the school. A Director administers the QSI International School of Yerevan and the educational program. An appointed Advisory Board supports the school in the community.

QSI Parent Association: The Parent Association is a support group involved in activities and projects with a view to improve the school. All parents and teachers are encouraged to become actively involved with the school through this program.

Membership: QSI is a member of CEESA (Central & Eastern European Schools Association), and QSI is a member of the Association for the Advancement of International Education (AAIE). The school also receives support from the United States Government, Office of Overseas Schools.

Accreditation: The School is fully accredited in the United States by the Middle States Association of Colleges and Schools (MSA). The school is also registered and accredited with the government of Armenia.

The 2009-2010 school year is our 15th year of operation.

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. 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 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. 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 lifestyle should be a positive influence on their students.
- ❖ To employ teachers directly from outside of the country, if necessary, to provide experienced and successful teachers for specific positions
- ❖ To employ enough teachers to maintain reasonably small class sizes
- ❖ To help teachers meet the individual needs of students by employing selected paraprofessionals
- ❖ To provide spacious buildings and classrooms which are functional yet include local architectural designs with a view to blending into the local environment
- ❖ To test each student in reading and mathematics upon initial enrollment to 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 situation 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

QSI YEREVAN 2009-2010 CALENDAR

First term	Number of school days: 72
❖ First Day: 27 August (Thursday) - Half Day	❖ Last Day: 17 December (Thursday) - Half Day

Parent Teacher Conferences

- ❖ 15 October - (Thursday) - Half Day

Holidays

- | | |
|---|--|
| <ul style="list-style-type: none"> ❖ 21 September (Monday) - Armenian Independence Day ❖ 16 October (Friday) - Teacher Professional Development | <ul style="list-style-type: none"> ❖ 24 October - November 3 (Saturday - Tuesday) Fall Break ❖ 18 December - 10 January (Friday - Sunday) Winter Break |
|---|--|

Teacher In Service

- | | |
|--|--------------------------------------|
| ❖ 19 - 21 August - New Teacher Orientation | ❖ 24 - 26 August - Teacher Work Days |
|--|--------------------------------------|

Second term	Number of school days: 59
❖ First Day: 11 January (Monday)	❖ Last Day: 2 April (Friday)

Parent Teacher Conferences

- ❖ 25 February - (Thursday) - Half Day

Holidays

- ❖ 3 April - 12 April (Saturday - Monday) - Spring Break

Teacher In Service

- ❖ 26 February (Friday) - Professional Development

Third term	Number of school days: 49
❖ First Day: 13 April (Tuesday)	❖ Last Day: 18 June (Friday) - Half Day

Parent Teacher Conferences

- ❖ 30 April - (Friday) - Half Day

Teacher In Service

- | | |
|--|------------------------------|
| ❖ 17 April (Saturday) - Professional Development | ❖ 19 June - Teacher Work Day |
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- ❖ 1st Quintile: 27 August 2009 - 19 October 2009 (36 Days)
- ❖ 2nd Quintile: 20 October 2009 - 17 December 2009 (36 Days)
- ❖ 3rd Quintile: 11 January 2010 - 2 March 2010 (36 Days)
- ❖ 4th Quintile: 3 March 2010 - 29 April 2010 (36 Days)
- ❖ 5th Quintile: 30 April 2010 - 18 June 2010 (36 Days)

Total number of school days - 180

There may be holidays added which are not known at this time. In any case, the school ensures at least 175 school days.

School Schedule / School Hours

First Day of School

On the first day, school hours will be from 8:15 a.m. to 11:56 p.m. for all students. There will be no bus or lunch service on this or the following day.

4 & 5 Year Old – Half Day Schedule

8:15 a.m. - 12:33 p.m. Monday through Friday

Elementary & Secondary – Full Day Schedule

8:15 a.m. - 3:45 p.m. Monday through Friday

K – II Year Old - Extra Curricular Activities

2:57 p.m.-3:45 p.m. Monday through Friday

Snack

Children are expected to bring a snack to eat during break time. It is recommended that students bring a water bottle to school. It is very important that students stay hydrated. There are three water coolers in the building for refills.

Lunch

Children are expected to bring a lunch to eat during the lunch period. Students may choose to sign up for the hot lunch program. Hot, nutritious lunches are prepared on site, and are available for advance purchase.

Books and Supplies

Textbooks are loaned to the students. Students are responsible for the care of these books and are not to write in them unless they are consumable. Please keep in mind that other students will later use these books. Students are expected to bring their own book bags, pencils and erasers.

School Week

The school week is Monday through Friday.

Visitors to Campus

Parents are always welcome on campus. If you intend to visit your child's classroom, please make arrangements in advance with the teacher, and don't forget to check in at the office when you arrive.

Educational Program

3 and 4 Year Old Program

Students participate 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 Program

This academically oriented program develops skills and attitudes children need in the study of the academic disciplines. A variety of experiences develop eye/hand/body coordination, reading readiness, simple number concepts, and oral and written language skills. There is a continued emphasis on personal development through exposure to varied activities, including music, computers, art, 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, and Physical Education. Computer usage is integrated with the curriculum at all levels. Students may select a foreign language. Intensive English classes are provided for those students who do not speak English as a first language. Activities are available to students four afternoons per week.

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, Computer Applications, and Physical Education. French, Armenian, German or Russian is offered as a Foreign Language. Activities are available to students four afternoons per week.

Secondary Levels I- IV

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

Entry Ages

To enter the five year old class a child must be five years of age no later than October 31, 2009. 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 school administration.

Summary of 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
Independent Endeavor	Concern for Others
Kindness and Politeness	

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".

Understanding the 'Status Report'

Grade Definition

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)
H	The outcome is "on hold" for a legitimate reason. The student has begun the outcome but is currently not pursuing it.
D	The student has not made 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 the areas of mathematics, reading, or language arts.)
W	The student has withdrawn from this outcome.

Carnegie Unit

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

Special Programs and Facilities

School Website

- ❖ <http://www.qsi.org>

The “QSIY News BEARer”

- ❖ The News BEARer is sent home every other week.
- ❖ Parent letters are sent home as needed.

School Buses

- ❖ Mini-vans provide door-to-door pickup and delivery.

Library

- ❖ Library books, over 5,500 volumes, are checked out through an automated process.

Science Laboratory

- ❖ Equipped with sink and water
- ❖ Supplied with experiment materials

Computer Laboratory

- ❖ Computer lab is available with weekly classes
- ❖ Software programs to support educational outcomes

Language Programs

- ❖ French, Russian, German, and Armenian

Independent Study

- ❖ Courses offered as needed in core subject areas through the Florida Virtual High School

Playground

- ❖ Climbing apparatus, soccer field, cement area, and shaded area are available.

Outdoor Stage

- ❖ For use when the weather is warm.

Clubs/ ECAs / Organized Sports

- ❖ **After school:** rescheduled each quintile and vary with the season
- ❖ Gym available locally as required
- ❖ Boys and Girls Cross Country Teams, Soccer Teams, and Basketball Teams

Field Trips and Tours

- ❖ In-country and Out-of-Country (when feasible) as an extension of the curriculum

Yearbook

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 proper building should be constructed for the school. 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. Sanaa International School 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. James 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 suppression. 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 25 different countries.

QSI Headquarters is located in Ljubljana, Slovenia. The following offices are housed there: President, Director of Operations, Director of Development, Personnel Coordinator, Executive Secretary, Public Relations Coordinator, Finance Manager, Technology Coordinator, Accountants, and Reception. There are a total of fourteen employees in Ljubljana.

QSI United States Business Office is located in Carson, City, Nevada, 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 all QSI schools.

QSI Resource is located in Sanaa, Yemen. Offices include Curriculum Coordinator, Assistant Curriculum Coordinator, and QSI Accountants. The resource department monitors QSI materials and supply orders, coordinates curriculum development, coordinates standardized testing of QSI students, and monitors the University of Miami 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.

QSI-FEB 08