



BISHKEK, KYRGYZSTAN

QSI INTERNATIONAL SCHOOL OF BISHKEK

**Quality Education and
Success for all!**

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**Not only a school but a family.
Not only learning for today
but education for life.**

QSI INTERNATIONAL SCHOOL OF BISHKEK

QSI International School of Bishkek, a private, nonprofit institution that opened in 1994, offers a high-quality education in the English language for children age two through high school graduation and includes students from the diplomatic, international business, and Kyrgyz communities.

Facility

In the summer of 2020, the main building at QSIB underwent a significant renovation. Nearly the entire school was renovated and modernized to enhance the educational experience. The new school includes two computer laboratories, a library, an art room, a music room, a cafeteria, and sufficient classroom space for the preschool through secondary programs. There is adequate room for the continuing growth of the student population. The site includes a covered outdoor basketball court and a well-equipped playground area. A multi-purpose gymnasium was completed in 2014. The building's alarm and security systems have been updated, and a multi-camera security system has been installed. The new soccer field was completed in August of 2016.

The school's preschool is in an adjacent facility. The preschool also went through major renovation and modernization in the summer of 2020. The improved facility includes four rooms with expansive floor space and a separate dining area.

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:

- 1) All students can succeed.
- 2) Success breeds success.
- 3) It is the responsibility of the school to provide the conditions for success.

Curriculum

The curriculum includes English (reading, grammar, composition, and spelling), Mathematics (basic skills up to university preparation), Cultural Studies (history, geography, economics, political science), Science (physical, life, and earth), Art, Music, Computers, and Physical Education. Intensive English classes are offered to students that need additional help with the English language. Materials and equipment are up to date and of high quality. Class sizes are small, and the faculty is made up of qualified and experienced teachers, the majority from America.

Quality Schools International

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



QSI & QSIB 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 school's 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 that 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, leading 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.



THE ABCD OF QSIB

We Are a global community

We Believe everyone can succeed

We Create a supportive environment

We Demonstrate excellence by attitude and accomplishment

STATEMENT OF PURPOSE

QSIB believes in creating an environment that nurtures 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.

SCHOOL AFFILIATIONS & ACCREDITATION

QSIB is governed by Quality Schools International (QSI), which was founded in 1994. QSI is built on a mastery approach to learning with qualified, experienced, and caring teachers.



QSIB is accredited by the Middle States Association of Elementary and Secondary Schools Commissions (MSA). MSA is located in Philadelphia, Pennsylvania, USA and accredits schools in the USA and around the world. It was established in 1920 to promote the improvement of elementary and secondary education.



QSIB is active in the Central and Eastern European Schools Association (CEESA), which is one of several regional associations of US State Department Office of Overseas Schools. QSIB participates in various sporting and academic-related CEESA events.



NWEA MAP GROWTH

At QSIB, we use the well-known and worldwide assessment tool, the MAP Growth assessment, to help assess our students upon entry and provide benchmarks as to their success during their schooling. This test helps to provide necessary feedback about students' growth and strengths.



QSIB offers a wide range of Advanced Placement courses through College Board, a US institution that allows secondary students to take more advanced classes for university credit.



ADMISSION POLICY

Admission Policy

QSI International School of Bishkek was founded in order to provide a quality education, in the English language, based on North American and international educational standards for expatriates. Local citizens who want their children to be educated in English may also apply to the school. Admission requires the submission of an application form, a copy of passport or birth certificate, immunization records, previous school records (if applicable), and a one-time, non-refundable payment of a US \$300 registration fee. Below are some guidelines that inform our admissions decisions, and while they are not exhaustive, they provide some indication of our requirements.

English Language Requirements

- QSIB accepts students with no previous experience with English from preschool through 11-year-olds (US Grade 6).
- Middle school and secondary students must demonstrate increasing levels of language proficiency, as determined by an English language assessment administered at the schools.

Student Placement

For the 5-year-old class through the 13-year-old class students are assessed in Reading, Writing, and Mathematics and are placed at achievement level for these courses. To ensure that we have the correct placement for the student, assessments will be formal and informal as requested in cooperation by teachers, students, and parents.

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). Progress through the secondary levels is determined at the beginning of each school year by the number of credits attained.

Secondary Credits

- Some middle school students entering QSIB might have secondary credits from other institutions. If this is the case, then their transcript must clearly state that such credits are secondary level so that these courses might meet graduation requirements.
- Courses taken during the Sec I-IV years at another school may be eligible for transfer to QSIB for graduation. The school counselor will work with families to determine which courses apply toward transfer credits for each class.
- Grades of A, B, and C (or their national equivalent) may be transferred into QSIB from other schools. Any other grades will not be accepted at a mastery level.
- In order for any completed courses to be transferred for credit, an official transcript from the school must be provided to QSIB.

EDUCATIONAL PROGRAM

At QSIB, we offer a rigorous academic program for our students. However, we believe in teaching the whole-child, so you will see that our programs are comprehensive, emotionally supportive, and interactive.

Preschool (3-4-Year-Old) Program

The 3-4-year-old preschool program offers participation in a variety of play-related and hands-on experiences designed to develop learning readiness, physical coordination, 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 discovery-play.



EDUCATIONAL PROGRAM

Prerequisites for 3-Year-Olds to Enter Preschool

The child must turn three before November 1st to be admitted to the program. Exceptions may be made only by the school director and only in coordination with the parents and preschool teachers. Children must be aware of their toileting needs and be toilet trained - which means that children must demonstrate the following habits consistently:

- recognize when they need to use the toilet
- ask to go to the toilet or seek to go to the toilet on their own
- be able to manipulate clothing to assist in using the toilet

We understand that accidents happen and that small children often don't have the fine motor skills to manipulate buttons, snaps, and zippers perfectly - and we are prepared to help children with these obstacles. However, it is essential that children have moved out of diapers or pull-ups before they enter this program.

Children must be able to feed themselves. They should be able to use basic utensils to eat their snacks and lunches when required. We will open bottles and assist children with their lunch needs; however, we do not feed children at snack or lunchtime.

Children must demonstrate both the willingness and ability to appropriately engage with peers and be led by the teacher.

The school director must approve any exceptions to the admission policies.





5-Year-Old Program

This academically-oriented program develops skills and attitudes children need for future academic disciplines. A variety of experiences develop eye/hand/body coordination and reading readiness. This 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, physical education, and an introduction to foreign language studies.

Elementary (6-11-Year-Old) Classes

Elementary school students take a full program of mathematics, reading and language arts, science, cultural studies, foreign language studies, art, music, and physical education. Computer usage is integrated within the curriculum at all levels. After-school activities are available to students four afternoons per week including clubs, special topics, sports, and music.

Middle School (12-13-Year-Old) Classes

This program meets the needs of students in the 12/13-year-old age group. Students take a rigorous academic program of mathematics, reading and language arts, science, cultural studies, art, music, physical education, and foreign language studies. Computer usage is integrated within the curriculum at all levels. Qualified students may enroll in secondary mathematics and foreign language classes for graduation credit if appropriate. After-school activities are available to students including clubs, special topics, sports, and music.

Secondary I-IV

The secondary program prepares students for colleges and universities in the United States and other countries. The rigorous academic program, including Advanced Placement (AP) courses, offered on-site and via distance learning, consists of the disciplines of mathematics, laboratory science (biology, physics, and chemistry), world cultural studies and history, world literature, English grammar and literature, art, music, physical education, foreign languages, and computer literacy. After-school activities are available to students including clubs, special topics, sports, and music.



ADDITIONAL SUPPORT

Intensive English

The Intensive English program is for students in QSIB who are in need of additional instruction in verbal and written English, particularly those for whom English is not a first language. The principal goal of Intensive English is to bring students to a level of academic English, including oral competency, which allows them to transfer to regular classes as rapidly as possible. Students of different ages, maturities, linguistic backgrounds, and previous exposure to English will progress at different rates. Students are assigned to the appropriate level to best meet individual needs. The content of Intensive English parallels that of the Elementary literacy courses while building a foundation for academic success.

Learning Resource Center

QSIB Learning Resource Center provides interventions to students with a range of needs. The LRC works with administration, parents, and classroom teachers to meet the students' individual needs. Through a team-centered approach, we work together to provide interventions and accommodations necessary to help students be successful academically and social-emotionally.

QSIB admits students with special needs within the scope of meeting the student's needs in the classroom. For students with more moderate to severe disabilities, the school will review additional information including: educational psychological evaluations, IEPs, teacher and counselor recommendations, and parent information. The school will review this information and speak to relevant service providers to be sure we are able to appropriately meet the student's needs. At times, QSIB accepts students with special needs based on the family or sponsor providing the additional school fees to cover the cost of appropriate professional services.

QSIB values an inclusive approach to educating students with disabilities. We believe an inclusive and diverse school community helps us to grow together and effect positive change in our world. This means that our students with special needs are active learners with their age-appropriate peers. Their differences are celebrated alongside the differences of all QSIB students, and they are encouraged to form authentic and possibly lifelong relationships with their peers.



STUDENT EVALUATION



Keys to Success

Success-Oriented Learning

The school's educational structure is based upon student performance and mastery learning. The Performance-Based/Mastery Learning approach recognizes human characteristics and enables the student to be placed in learning environments according to achievement levels. This approach facilitates matching the students' skills and needs with the academic program. The implications are profound for student attitudes and learning. The school is dedicated to this concept.

Performance-Based

The curricular model used is a "Performance-Based" approach to education. The content of each academic discipline is divided into specific student expectancies or "Essential Units." An "Essential Unit" contains specific concepts or skills. Teachers give instruction and guidance for the essential unit using appropriate materials and activities, and when the essential unit is completed, assess for student mastery. Records are maintained documenting individual student progress and credentialing. Objectives, instruction, teaching materials, and evaluations are aligned. The 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 to make 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.

★ **All Students can succeed**

★ **Success breeds success**

★ **It is the school's responsibility to provide the conditions for the student's success**

With this in mind, Quality Schools International does not accept mediocre (grade of "C") or poor (grade of "D" or "F") work. The grades of "A" and "B" are mastery grades, and indicate that a student has successfully mastered the learning objective and is ready to build on that learning.

The evaluations issued in the written status reports are defined as follows:

A	All essential parts of the outcome were mastered at an appropriately high level. The student consistently demonstrated noteworthy achievement of a high quality, particularly in the higher order thinking or performance skills.
B	All essential parts of the outcome were mastered at an appropriately high level in which the student successfully engaged in higher order thinking or performance skills.
P	The student is "In Progress" in the outcome (normal status).
H	This outcome is "On Hold" for a legitimate reason. (The student has begun the outcome but is not currently pursuing it.)
D	The student has not made a reasonable effort and is, therefore, "deficient" in attaining mastery of the outcome.
E	"Exposure" The student made a reasonable effort in the outcome and attained a level of mastery consistent with his/her capabilities. (Elementary classes only, but not in mathematics, reading, or writing.)
W	The student has withdrawn from this outcome.

In Secondary school, students are granted one credit for mastery of each unit outcome which is credentialed "A" or "B". Thus, ten credits correspond to one "Carnegie Unit" as used by many American secondary schools. Because Quality Schools International encourages continued learning, if students receive an evaluation of "B" on a unit outcome, they may continue to work independently in that outcome and request another opportunity to demonstrate a higher level of mastery. If demonstrated, the evaluation may be changed from a "B" to an "A" within the same school year.

Evaluations, called status reports, are issued to all students five times each year (at the end of each "quintile"). However, parents may request a status report for their child at any time.

QSIB PHILOSOPHY & OBJECTIVES



The philosophy of QSIB 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:

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 that are functional yet include local architectural designs to blend into the local environment.
- To test each student in reading and mathematics upon initial enrollment to ensure a proper entry level in these classes.
- To encourage parental support of the school with a view to enhancing the learning and the development of positive attitudes of the students.

Functions of the teaching staff:

- To continually assess the student in all areas of learning to ensure appropriate learning tasks leading to challenging work, but work in which he is capable of experiencing success.
- To ensure that the student knows what learning tasks are expected.
- To provide appropriate learning experiences and allow each student sufficient time on a task to be able to experience success.
- To provide additional learning experiences, if mastery is the goal and if the task is not mastered after the initial teaching/learning experience.
- To reward students equally for mastering learning tasks regardless of the path taken to mastery. Not to give a higher reward to one who required a greater input of energy not 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.

TEACHING STAFF

AREAS OF LEARNING

- To provide learning situations leading to mastery of appropriate topics in English and mathematics for all students.
- To provide quality instruction in science and cultural studies for all students.
- To offer quality programs of instruction in physical education, music, and art to all students.
- To provide classes in Intensive English as appropriate.
- To offer local and foreign languages as appropriate.
- To offer selected courses in national studies including non-English languages as appropriate, with a view to the needs of particular nationalities and to academic adjustment upon repatriation.
- To offer courses in technology to all students.
- To offer varied activities and elective classes which are not part of the regular academic program.
- To involve students in field trips and activities related to their classes, but away from school.
- To provide the appropriate materials, resources, and equipment for all areas.

SOCIAL BEHAVIOR

- To encourage an understanding of one's self with a view to developing acceptable values such as patience, kindness, unselfishness, honesty, and consideration for others.
- To provide a positive and secure atmosphere, treating the students honestly and fairly.
- To encourage each student to feel good about himself and to help him promote similar feelings in fellow students.
- To provide guidance in problem-solving and decision-making situations.
- To develop a sense of responsibility and to encourage leadership.

CULTURAL AWARENESS

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

ENVIRONMENTAL AWARENESS

- To develop an awareness of environmental concerns such as overpopulation, pollution, waste of natural resources, destruction of wildlife and natural areas, and personal health.
- To promote a concern for the protection of the environment.
- To provide activities and projects for students which involve them in improving the environment.



QSIB 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 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 on-site training.
- ★ Employ safe recruitment practices consistent with Safeguarding and Child Protection Policies.
- ★ Educate students and adults on Safeguarding and Child Protection.



PROGRAMS



PARENT SUPPORT GROUP

The Parent Support Group (PSG) provides support for school activities outside the regular academic, physical education, music, and art programs. The PSG usually meets once a month and has two voluntary offices: President and Secretary.



STUDENT COUNCIL

The student council helps share students' ideas, interests, and concerns with teachers and school principals. They often help raise funds for school-wide activities, including social events, community projects, helping people in need, and school reform.



NATIONAL HONORS SOCIETY

The National Honor Society (NHS) elevates a school's commitment to the values of scholarship, service, leadership, and character. These four pillars have been associated with membership in the organization since its inception in 1921.



AFTER SCHOOL PROGRAMS AND ACTIVITIES

Extra-curricular programs are an important part of a student's day. At QSIB we offer a wide range of activities to Elementary, Middle, and High School students - basketball, soccer, MUN, volleyball, rock band, table tennis, and many more.



PSAT TESTING SITE

Our students have the home advantage when taking the PSAT each fall and spring.



ADVISORY & HOMEROOM

At QSIB, we value the student-teacher relationship. We know that when there is mutual respect and trust between both parties, the students will find deeper success and enjoy a more meaningful learning environment. Our Advisory and Homeroom time is for developing those personal connections.



WEEK WITHOUT WALLS

WWW is an adventure-based, experiential education program offered to Middle School and Secondary School students.



KEEPING SAFE: CHILD PROTECTION CURRICULUM

QSIB teaches a child safety program for children and young people from preschool to high school. It teaches children to recognize abuse and tell a trusted adult, understand appropriate and inappropriate touching, and understand ways of keeping themselves safe.

SCHOOL INFORMATION

The school week is **Monday through Friday**.



School Hours

Elementary (5YO - 11YO) 8:10 - 2:48 Monday - Friday

Middle School and Secondary (12YO - SecIV) 8:10 - 3:35 Monday - Friday

Elementary After School Activities: 2:50 - 3:35 M, T, W, TH

MS/SEC After School Activities: 3:35 - 4:35 M, T, W, TH



Ms. Lena and Ms. Zhanna's Snack and Lunch

Since 2012, these talented cooks have been serving up delicious meals that our students truly enjoy. Ms. Lena and Ms. Zhanna are dedicated and specialized in providing home-cooked and healthy food for our children. Their menu includes high-quality products and a balanced diet that will help the students grow up healthy and at the same time allow them to choose a variety of dishes.



Progress Reports

Student "Status Reports" are sent home five times a year (once each Quintile). Student mastery of the curriculum is reported as either "A" or "B," and in progress as a "P." Parent-teacher conferences are scheduled two times each school year. Narrative reports are sent two times per year.



Security

QSIB is secured by our professional security team, which provides security 24/7. The school is gated and supervised with a video camera system, and we work closely with the American embassy security office and the Kyrgyz police.



Staffing

QSI hires qualified and experienced educators who enjoy working with children and teenagers. Each educator hired has the expertise to administer the QSI curriculum and strives to help students reach their academic goals.



Communication & Online forums

School phone: +996-312-563139

Director's email: bishkek@qsi.org

Our website: bishkek.qsi.org

Facebook: www.facebook.com/qsi.bishkek

Instagram: [qsi_bishkek](https://www.instagram.com/qsi_bishkek)



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 or if a student is transferred from another QSI school.

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.

Discount Policy

Discounts of \$200 each will be given for full-term payments received on or before the due dates. An additional discount of \$400 will be given if the full annual payment is received on or before the first of October. Thus, a total discount of \$1000 is possible for students enrolled in the 5-year-old class and above. However, if the first term payment is not received before the first term due date, but the entire year payment is made by 1 October, the maximum discount is \$800. Discounts should be claimed within 30 days from the payment date. There is no discount available for preschool classes or scholarship students. Discounts will be reversed for students who withdraw before the end of the year and are given a tuition refund. If a parent is paying for more than one student on the same invoice, when calculating the discount, payment should be applied to each term in full in the order of the terms. The discount is only given when payment is made for all students on the invoice.

Organizations or parents are encouraged to make timely payment discounts.

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 bank transfer in USD to the school's local bank account. Payment information will be provided by the school.

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.

Distance Learning

If the school moves to distance learning and the student continues to be enrolled, the school fees will be paid according to the fee policy, the same as if the student is in the school physically for classroom instruction.

2022 - 2023 SCHOOL CALENDAR

First Term

First Day: 25 August (Thursday) & Last Day: 16 December (Friday)

Holidays: 31 August - Independence Day
17 - 21 October - Fall Break
7 November - Ancestor's Memory Day
19 November - Professional Development
20 December – 07 January - Winter Break

Number of school days: 75

1st Quintile: 25 August – 14 October

2nd Quintile: 24 October – 13 December

Second Term

First Day: 09 January (Monday) & Last Day: 31 March (Friday)

Holidays: 18 February - Professional Development
08 March - Women's Day
21 March - 24 March - Spring Break
21 April - Eid al-Fitr

Number of school days: 54

3rd Quintile: 14 December – 22 February

4th Quintile: 23 February – 24 April

Third Term

First Day: 03 April (Monday) & Last Day: 15 June (Thursday)

Holidays: 01 May - Labor Day
09 Victory Day

Number of School Days: 51

5th Quintile: 25 April - 15 June

“ The school week is Monday through Friday.

“ Total Number of School Days: 180



2022 - 2023 SCHOOL CALENDAR

QSI International School of Bishkek
14-A Tynystanova Street
Bishkek, Kyrgyzstan, 720055
Phone: + 996 312 56 31 39
E-mail: bishkek@qsi.org

TERMS (for Financial Payment):

First term

Aug. 25-Dec. 16
(75 days)

Second term

Jan. 9 - Mar. 31
(54 days)

Third term

Apr. 3 - Jun. 15
(51 days)

Total 180 days

QUINTILES (for Student Status Report):

1: Aug. 25 - Oct. 14 (36 days)

2: Oct. 24 - Dec. 13 (36 days)

3: Dec. 14 - Feb. 22 (36 days)

4: Feb. 23 - Apr. 24 (36 days)

5: Apr. 25 - Jun. 15 (36 days)

HOLIDAYS:

Aug. 31	Independence Day
Oct. 17 - 21	Fall Holidays
Nov. 7	Ancestor's Day
Nov. 19	Staff Development
Dec. 19 - Jan. 6	Winter Holidays
Feb. 18	Staff Development
Mar. 8	Women's Day
Mar. 21	Nooruz
Mar. 20 - Mar. 24	Spring Holidays
Apr. 15	Staff Development
Apr. 21	Eid-al-Fitr
May 1	Labor Day
May 9	Victory Day

AUGUST

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



Beginning of term



End of Quintile



End of term



New teacher work day



School in session



Teacher work day



No School



Professional development day for teachers and paraprofessionals



A BRIEF HISTORY OF QUALITY SCHOOLS INTERNATIONAL

Sanaa International School

Sanaa International School opened in September 1971 with four students and grew to over 200 within a few years. The school's early history is related to the founder's first assignment in Yemen. In 1966-67, Mr. James E. Gilson was employed as principal of the Yemen-American Cooperative School in Taiz, Yemen. In May of 1967, the American community was evacuated, and the school ceased operations. Mr. Gilson, encouraged by the friendliness and hospitality of the people of Yemen, had a desire to return. In the summer of 1971, as Mr. Gilson was completing a two-year assignment as the Principal of Nairobi International School in Kenya, the civil war in Yemen finished. Missionary friends of Mr. and Mrs. Gilson, Wolfgang and Beryl Stumpf, whom Mr. Gilson met in 1959 during his time with the US Army in Eritrea, encouraged them to return to Yemen to start an international school in Sanaa.

After discussions with key people in Sanaa, it became apparent that there was a need for a school. Therefore, Mr. Gilson accepted a teaching position in Saudi Arabia, hired a teaching couple to go to Yemen, and was able to financially guarantee the first year of Sanaa International School. The school grew to about 25 students in that first year making it possible for Mr. and Mrs. Gilson and their two sons, Marcus and Kevin, to move to Yemen in July 1972.

In 1974, the school's Advisory Board, composed of leading expatriates and Yemenis, joined by a few others in Sanaa, met and formulated the school's Articles of Organization and By-Laws. This established the school as a nonprofit organization and formed a Board of Directors. Accurate accounting records have been kept throughout the school's existence. As a nonprofit entity, the school has been able to receive grants, loans, and land.

As early as 1972, it was foreseen that a purpose-built facility should be constructed. After three years of discussions and meetings at many levels, the Yemen Government granted the school its present 35 acres (about 14 hectares) gratis for a period of fifty years. Many individuals of the Yemen Government, the American Government, the United Nations, and the German Government gave considerable assistance in time and influence to obtain this land that was occupied on 22 December 1976. Construction began on 1 January 1977. A formal agreement with the Yemen Government was signed on 7 May 1977 that included the land grant, as well as a tax-free status for foreign employees of the school.

The building program and site development included the school buildings, two water wells, one residential home, a workshop, and playground development (including a tennis court and a softball field with an outfield fence). In the fall of 1992 a new domed, carpeted auditorium/sports area was put into use, that was surrounded by large classrooms.

The educational program has progressed from the philosophy brought by the first teachers to a structured, performance-based model first implemented in the fall of 1987 in the secondary section. By the autumn of 1989, the entire school was performance-based. Formal accreditation was granted by the Middle States Association of Colleges and Schools on 24 April 1987.

Due to the presence of Al-Qaida in parts of Yemen that put our foreign staff in danger of kidnapping, the school was closed after the 2014-15 school year.

It is sad to report that on 29 December 2015 during another civil war, a bomber from the neighboring country dropped a bomb during the evening that destroyed the domed building. Thankfully, no one was in the building at the time. Requests seeking financial compensation for damages have not been recognized nor answered.

A BRIEF HISTORY OF QUALITY SCHOOLS INTERNATIONAL

Quality Schools International

Quality Schools International has a recent history. In 1991, the political structure of the world began a rapid transition. Great changes took place in the former USSR and in areas formerly under its sphere of influence. Combining this recent history with experience in the school restructuring process leading to higher success in schools, QSI was launched.

Mr. H. Duane Root, Chairman of the QSI Board of Directors, and Mr. James E. Gilson, President of QSI, co-founded Quality Schools International as a nonprofit, educational organization, with a view to offering opportunities in education for expatriates in new countries.

In May of 1991, Mr. Gilson 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. This expansion has resulted today in an organization offering excellence in education with 35 schools in 29 different countries on five continents.

QSI Headquarters is in Malta. The current QSI President, Jerry Scott, lives in Malta and manages headquarters. This is also the location for the Personnel, Finance, School Operations, Information & Communications, Curriculum & Resources, and Technology departments of QSI. The current QSI Vice President, Dr. Karen Hall, also lives in Malta.

QSI Regional Supervisors are located in regional locations. These six Regional Supervisors provide guidance and support to designated QSI schools.

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: 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.

