

QSI

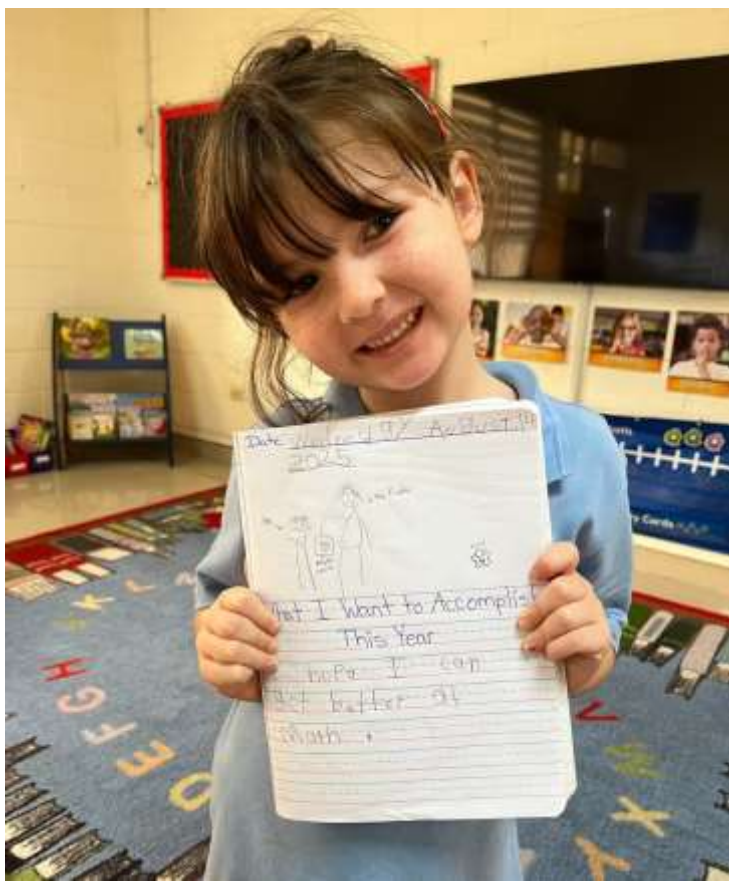


AMERICAN INTERNATIONAL
SCHOOL OF MONROVIA

2026-27



INFORMATION PACKET



AMERICAN INTERNATIONAL SCHOOL OF MONROVIA - QSI



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SUCCESS FOR ALL





American International School of Monrovia

ACS was founded over fifty years ago in Monrovia to serve the growing expatriate community, eventually expanding to 400+ students from more than 40 countries. It closed in 1989 due to the civil war. AISM reopened in 2007 with strong support from alumni, Liberians, and U.S. Ambassador Booth, signaling renewed stability in Liberia. Former President Ellen Johnson Sirleaf also supported the reopening. In October of 2025, AISM's stakeholders voted to have the school become part of Quality Schools International, officially beginning a new phase in the school's existence. Today, AISM is an independent, non-profit, co-educational day school in Congotown, accredited by MSA and grounded in a strong, supportive community.

Facility

The school sits on a 6-acre gated campus in a residential area five miles from downtown Monrovia. Classrooms are large, air-conditioned, renovated, and equipped with wireless technology and flat screens, with a new science wing recently added. Facilities include two playgrounds, a large gym, a regulation soccer field, and a canteen offering healthy meals. The campus features landscaped gardens and seating areas for study and relaxation.

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, Technology, and Physical Education. Intensive English support is offered to students that need it. Second language acquisition is offered in French. The school seeks to provide students with an appreciation for the rich culture and history of Liberia. Materials and equipment are up to date and of high quality. Class sizes are small, and the faculty is made up of highly qualified and experienced teachers.

Quality Schools International

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



QSI Mission Statement

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:

- Developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning;
- Providing the time and resources needed for each student to attain mastery;
- 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.



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). 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 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. Additional activities provided include music, art, and discovery-play.

5-Year-Old Program

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





Elementary (6-10-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.

Middle School (11-13-Year-Old Classes)

This program meets the needs of students in the 11-13-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.

Secondary I-IV School

The secondary program prepares students for colleges and universities in the United States and other countries. Students already enrolled in the International Baccalaureate Diploma Program (IB) during the 2025-2026 school year will work with face-to-face and/or online instructors to complete the program. Going forward, only Advanced Placement (AP) courses will be offered on-site and via distance learning, to enhance and enrich AISM's face-to-face offerings. The school will discontinue offering IB courses.

For more information about each age level instructional program, visit the QSI website under the Academics menu or click on the links provided below:

[Elementary](#)

[Middle School](#)

[Secondary](#)

QSI Virtual School

QSI Virtual School (QVS) is an important part of QSI, providing high-quality online courses designed for secondary school students. It offers a wide range of courses that may not be available on physical campuses due to factors such as school size, class availability, scheduling conflicts, or specific student interests. This allows QSI students to access courses that meet their individual educational needs and support their personalized graduation plans.

QVS offers an extensive course catalog tailored to meet the diverse needs and academic goals of its students. This includes over 30 Advanced Placement (AP) courses, among them the prestigious AP Capstone courses: AP Research and AP Seminar. The school operates year-round, including a full summer program for students who want to get ahead. Students can choose paced courses that follow regular school terms or flexible courses with rolling admissions, ideal for credit recovery or completing full courses anytime during the year. Additional information about QVS and its course offerings can be found at <https://qvs.qsi.org/>.

Educational Model Summary

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. 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.

Success Orientations 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.

QSI Philosophy and Objectives

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 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 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:

- 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 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

- 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 with a view to building 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.

Digital Literacy

At QSI, we believe in harnessing the power of digital technologies to create learning opportunities that were previously unimaginable. We are committed to providing a safe learning environment that promotes ethical and responsible use of these tools, ensuring they align with our core educational mission. Digital technologies students may use in our classrooms include items such as personal computers, tablets, cameras, calculators, robots, 3D printers, systems such as software and web applications or augmented and virtual reality. By integrating these technologies into our classrooms, we aim to enhance the learning experience and prepare our students for a dynamic, technology-driven world.

Special Services

Learning Support

Is provided by a trained staff member with assistance and support from our Regional Learning Support Coordinator.

Extra-Curricular Activities - A variety of activities for students in the 5 year old class and above are sponsored and coached by our staff including:

- Secondary Student Council, Model United Nations, Knowledge Bowl, National Honor Society, speech, debate, chess club, simple science experiments, drama, and arts and crafts.

Language Programs for 6 year-olds through Secondary IV

French is offered as our World Language.

Programs



Advanced Placement Courses

Advanced Placement (AP) courses are offered in a range of subjects via QSI Virtual, our online school.



International Baccalaureate

The International Baccalaureate (IB) Diploma Program is offered for Secondary students already in this program in the 2025-2026 school year. After June 2027, the school will no longer offer an IB option.



NATIONAL HONOR 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.



EMPOWER: Skills for Safety, Success and Global Citizenship

A comprehensive QSI child development program that helps to prepare students to live successfully and safely in and out of the school environment. The goal of this curriculum is to systematically teach QSI SOs, along with related social-emotional skills, and child protections strategies at developmentally appropriate age levels. Students need to develop the many good habits and skills that lead to being successful by practicing leadership, confidence, creativity, and the capacity to collaborate with others. This program teaches students these habits and skills in three components: Success Orientations, SEL, and Child Protection.

Facilities

AIMS has a vibrant and exciting campus life which is focused on providing students with opportunities to get involved and be active.

- Full size soccer field with natural grass for K–12 students
- Smaller soccer field with artificial turf for K–5 students
- Indoor basketball court (gym)
- Two dedicated playgrounds: one for Pre-K and another for K–5 students
- Library with a curated selection of age appropriate books
- Fully equipped science laboratories for hands on experimentation
- Preschool classroom with dedicated areas for learning, play, eating, and rest
- Classrooms equipped with Smart TVs
- Multipurpose room with a stage for performing arts, school assemblies, and whole-school gatherings; also serves as cafeteria
- On site cantina



Getting Started

Admission

Admission to the American International School of Monrovia (QSI) requires submission of an application form, a copy of passport or birth certificate, previous school records (if applicable), and payment of a non-refundable US \$600 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.

Transportation

At this time, transportation to and from school is the responsibility of the parent.

Cafeteria Services

The school cafeteria offers a hot lunch through an outside provider. Students may purchase the hot lunch or bring their lunch from home.

A variety of snacks are available at the school's cantina, or students may bring a snack from home.

Staffing and Governance

Governance

Quality Schools International, a nonprofit, private educational organization, manages the school. A Director administers AISM on site. An appointed Advisory Board supports the school in the community.

Parent Support Group (PSG)

The PSG is a parent group involved in activities and projects with a view toward school improvement. All parents are encouraged to become actively involved with the school.

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.

School Schedule

Preschool:*

8:00 a.m. - 3:40 p.m.

5-Year-Old through Secondary:

8:00 a.m. - 3:40 p.m.

*Reduced hour day available by special arrangement with Administration

Reporting

Progress Reports

"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 units in progress are reported as "P". Parent-teacher conferences are scheduled three times per year, once each term.

Narrative Reports

Narrative reports are sent home for students in the 5-Year-Old Class through Secondary IV at the end of the first term and at the end of the school year.

Affiliations

Membership

Quality Schools International is a member of the Association of International Schools in Africa (AISA) and a member of the Association for the Advancement of International Education (AAIE).

MSA Systems Accreditation

In April 2022, Quality Schools International and all existing QSI schools achieved accreditation as a school system through the Middle States Association of Colleges and Schools (MSA)! Working toward the Achieving Excellence System-Wide accreditation encouraged QSI to reflect on where we are now and where we want to be in 5-7 years. QSI and our schools will maintain our accreditation through a continual process of identifying areas for growth and implementing community supported action plans to achieve the growth targets. As a new QSI school, AISM will become part of this process of ongoing improvement. You can find our four primary objectives, action plans, self-study and our Official Notice of Accreditation on the QSI website at <https://www.qsi.org/why-qsi/accreditation>.



School Calendar 2026-27

1 First Term

Number of school days: 74

First Day: 13 August (Thursday)

Last Day: 11 December (Friday)

Holidays

24 August - Flag Day

7 September - Labor Day (USA)

19 - 23 October - Fall Break

5 November - Thanksgiving Day (Liberia)

6 November - Professional Development

11 November - Veteran's Day (USA)

26 November - Thanksgiving Day (USA)

27 November - Professional Development

30 November - Tubman Day

14 December - 1 January: Winter Break

1st Quintile: 13 August – 5 October

2nd Quintile: 6 October – 9 December

2 Second Term

Number of school days: 53

First Day: 4 January (Monday)

Last Day: 26 March (Friday)

Holidays

11 February - Armed Forces Day

12 February - Online Day

8 March - March 12: Spring Break

15 March - JJ Robert B Day

3rd Quintile: 10 December – 19 February

4th Quintile: 22 February – 21 April

3 Third Term

Number of school days: 53

First Day: 29 March (Monday)

Last Day: 11 June (Friday)

Holidays

5 April - Fast and Prayer Day

14 May - Unification Day

5th Quintile: 22 April - 11 June

The school week is Monday through Friday.

SCHOOL CALENDAR

2026-2027



AMERICAN INTERNATIONAL SCHOOL OF MONROVIA

August

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			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	

Events & Non-School Days

8/3-8/12 All Staff PD

8/13 First Day of Classes

8/24 Flag Day

9/7 Labor Day (USA)

10/19-10/23 October Break

11/5 Thanksgiving Day (Liberia)

11/6 Professional Development

11/11 Veterans Day (USA)

11/26 Thanksgiving Day (USA)

11/27 Professional Development

11/30 Tubman Day

12/11 Last Day Term 1, early dismissal

12/14-1/1 Winter Break

1/29 All Staff PD, early dismissal

2/11 Armed Forces Day

2/12 Online Day

3/8-3/12 Spring Break

3/15 JJ Robert B Day

4/9 Fast & Prayer Day

5/14 Unification Day

6/10 Last Day of School, early dismissal

November

Mon	Tue	Wed	Thu	Fri	Sat	Sun
						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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
				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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	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

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			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	

- Non-School Days
- Professional Development, no school
- Professional Development, early dismissal
- Term Dates
- Distance Learning Day

School Fees 2026-2027

AISM PROGRAM	ANNUAL TUITION
AISM Pre-School (3 years old, 4 years old)	\$5,000.00
Liberian national Students without educational allowances from the employer (Kinder to Grade 12)	\$10,500.00
AISM Elementary School & Middle School (Kinder- Grade 8)	\$22,000.00
AISM Secondary School (Grades 9 - 12)	\$24,000.00
ONE-TIME REGISTRATION FEE	
New Student Registration Fee Pre-school to Grade 12	\$600.00
Mid-Year enrollment Registration Fee after October 1st	\$900.00
CAPITAL FUND FEE	
Liberian nationals / Foreign nationals without educational allowances	NA
Foreign nationals with partial educational allowances	\$8,000.00
Foreign nationals with full educational allowances	\$18,000.00

2026– 2027 Tuition Windows

Date	Pre- School	Liberian Nationals without allowance K-12	Foreign Nationals Grade K- 8	Foreign Nationals Grade K- 8
August 14, 2026	\$2,000.00	\$4,100.00	\$8,800.00	\$9,600.00
December 11, 2026	\$1,500.00	\$3,200.00	\$6,600.00	\$7,200.00
March 26, 2027	\$1,500.00	\$3,200.00	\$6,600.00	\$7,200.00
Total	\$5,000.00	\$10,500.00	\$22,000.00	\$24,000.00

2026– 2027 Capital Fund Fee Windows

Date	Partial Education Allowances	Full Education Allowances
August 14, 2026	\$3,200.00	\$7,200.00
December 11, 2026	\$2,400.00	\$5,400.00
March 26, 2027	\$2,400.00	\$5,400.00
Total	\$8,000.00	\$18,000.00

School Fee Policy

Partial Term (Continued)

Mid-Year Enrollment Fee is \$900 for all students including scholarship and preschool students.

Full Tuition Fee, Capital Fund Fee, and Mid-Year Enrollment Fee will be refunded if a student withdraws within the first 5 days of their current term. There is no refund after 5 days of enrollment in a term. However, refund will be available for remaining terms if they have been paid for.

EXAMPLE: A ten-year-old student enrolls after October 1. The fees are charged as follows:

*1st Term: Registration Fee plus calculated Term 1 Tuition and Capital Fund Fees based on date of entry plus Mid-Year Enrollment Fee.

*2nd Term: 2nd term Tuition and Capital Fund Fees

*3rd Term: 3rd term Tuition and Capital Fund Fees

EXAMPLE: A nine-year-old student enrolls in January.

*2nd Term: Registration Fee plus 2nd term Tuition and Capital Fund fees plus Mid-Year Enrollment Fee.

*3rd Term: 3rd. term Tuition and Capital Fund Fees

EXAMPLE: A nine-year-old student enrolls in January and withdraws within 5 days of enrollment.

*2nd Term: Full refund for Tuition and Capital Fund fees. Reg Fee and Mid-Year Enrollment Fees are nonrefundable.

*3rd Term: Refund for 3rd. term Tuition and Capital Fund Fees if previously paid.

EXAMPLE: A nine-year-old student enrolls in January and leaves in April.

*2nd Term: No refund.

*3rd Term: Refund for 3rd. term Tuition and Capital Fund Fees if previously paid.

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.

Capital Fund Fee (annual)

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.

Discounts should be requested in writing. Organizations and parents are encouraged to donate the timely payment discounts to the school. If the full payment is made by the required date, and the discount has not been requested, the discount will automatically be allocated to use as decided by the Advisory Board with recommendations from the Director.

Flexibility is given with reference to the discount when a fee payment is made by wire to QSI's bank in the United States. A wire payment can be up to one month late and still receive the timely payment discount. No flexibility is given for other forms of payment.

Payments

Payment information will be provided by the school. Payment, or arrangement for payment, must be received 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.



QSI Statement of Inclusion

QSI is open to all students. We respect their diversity regardless of race, ethnicity, gender, cultural background, disability, religion, personal beliefs, and socioeconomic status. QSI employees will be considerate of diverse cultural and family beliefs when teaching in the classroom. In QSI schools, we provide a safe and supportive environment for all students.

QSI Child Safeguarding and Protection Statement

QSI Schools adhere to the CEESA Safeguarding and Child Protection Statement and Commitments as written below.

QSI Safeguarding and Child Protection Statement

- Safeguarding and Child Protection is a priority for every QSI School.
- QSI commits to supporting school environments that safeguard children through both prevention and intervention.
- QSI works in cooperation with international agencies to ensure standards associated with best practices are regularly reviewed, revised, and applied in all operations, activities, and events.
- QSI leaders honor and uphold child protection guidelines and procedures in partnership with all stakeholders in their respective school communities.

All QSI schools will:

- Actively uphold the QSI Safeguarding and Child Protection Statement.
- Implement school-based Safeguarding and Child Protection Policies and Procedures that include regular onsite training.
- Employ safe recruitment practices consistent with Safeguarding and Child Protection Policies.
- Educate students and adults on Safeguarding and Child Protection.



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.

Quality Schools International

Quality Schools International (QSI) 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, QSI Board of Directors, and Mr. James E. Gilson, President Emeritus 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 travelled 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 37 schools in 31 different countries on five continents.

QSI Headquarters

QSI Headquarters is in Malta. The current QSI President, Dr. Karen Hall, 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-Presidents, Mr. Matt Lake and Mr. Tim Kruger, also live in Malta.

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

QSI United States Business Office is located in Centreville, Michigan, USA. This office expedites financial transactions for QSI.

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

It is an exciting time to be in the world and to be involved in education! QSI looks forward to providing excellence in education for international children living in many countries and to providing career opportunities for caring and competent educators.



