

Council of International Schools

CIS

REPORT ON THE PREPARATORY VISIT TO THE

**THE INTERNATIONAL SCHOOL of AZERBAIJAN
AZERBAIJAN**

Visit Dates: 26 – 29 April 2010

**Visitors on behalf of
The Council of International Schools**

**Kay Mongardi
CIS Accreditation Officer**

This report is based on information and opinions supplied by the school as well as the observations made by the Visitors while on site. Given the small number of visitor-days involved, this report cannot be expected to be as comprehensive or thorough as the reports which will arise from the future Self-Study Process and the full Team Visit.

The overall aim of the present report is to support and guide the school during the early stages of the accreditation process.

INTRODUCTORY INFORMATION

School Name:	The International School of Azerbaijan (TISA)
School Foundation Date:	1996
School's Official Status:	The International School of Azerbaijan operates as a separate department within AIOC, operated by BP Exploration Caspian Sea Ltd. (BP) under the Azeri, Chirag, Guneshli, (ACG) Production Sharing Agreement (PSA) concluded between AIOC and the Republic of Azerbaijan. It has no independent legal status. It is not licensed by the Ministry of Justice or registered or recognised by the Ministry of Education of Azerbaijan.
Facts on School Governance and Management:	Board of Governors; AIOC, 11 members with three nominated by BP, one nominated by the US Embassy and one nominated by the UK Embassy, one from the broader business community and two elected to represent the parents (PAT Person) and teachers (STAT Committee). The Director and two Principals are non-voting members. Members serve three years terms,
Students: number of nationalities; statistically most important nationalities:	Boys 280 Girls 252 Nationalities – 49; United Kingdom 27%, Azerbaijan 17%, USA 15%, Columbia 14%
Range of Grades or Year-Groups:	K1 – Grade 12
Academic Staff: numbers; nationalities; statistically most important nationalities:	84 academic. Nationalities – 18 UK 20%, Azerbaijan 20%, New Zealand, Australia, US
Support Staff: numbers; nationalities; statistically most important nationalities:	Support Staff 46 Nationality - Azerbaijan
Summary of Academic Programmes:	IB PYP, MYP and DP
Location and Buildings:	The school is on the outskirts of Baku in a purpose-built facility located in a residential community. The Primary School classrooms and specialist areas are located in TISA 1 and 2 and in the new Early Learning Centre. Secondary School classrooms are in TISA

3 and 4. Specialist rooms include science labs, libraries, art rooms, music and drama areas, a Design Technology Studio and resource areas. The gymnasium is in a separate building. There are three computer labs and a computer research centre. Outdoor facilities include play areas, a grass sports field, basketball courts and car parks. The Baku Toddler Klub (BTK) for 2 year olds is located next to the main campus.

Accreditation History of the School:

CIS Accredited 1 July 2003 IBO: PYP 1999, MYP 1999, DP 2001

Other Relevant Information:

PART ONE

VISITOR'S OBSERVATIONS AND RECOMMENDATIONS WITH RESPECT TO THE ACCREDITATION STANDARDS AND INDICATORS (Version 7.02)

In this part of the report, the Preparatory Visitor addresses those Accreditation Standards which are considered most relevant to the school's current situation and on which they feel they have sufficient information to express an opinion.

Some Standards do not carry Visitor's observations or recommendations in this report. However, all Standards (and their Indicators) must be fully and individually addressed during the future Self-Study and Team Visit.

Although the Preparatory Visitor has written one overall Section B curriculum report, the school will be required to create *multiple* curriculum reports (horizontal and vertical) during self-study. For further instructions, please see the first page of Section B in the "Guide to School Evaluation and Accreditation" version 7.02 as well as the Section B appendix in that document.

>> SECTION A: PHILOSOPHY AND OBJECTIVES <<

Indicator A1a	The Philosophy and Objectives Statement defines the core values and mission of the school.
Indicator A1b	The Philosophy and Objectives Statement addresses the needs of students, and provides some indication of the ways in which the school intends to meet them.
Indicator A1c	The Philosophy and Objectives Statement establishes expectations for high quality education.
Indicator A1d	The school's admissions policies and procedures require that adequate information be obtained, and that appropriate evaluations be carried out, to ensure that there is a reasonable match between a student's needs and the programme offered.
Indicator A1e	On-going assessment procedures monitor the extent to which any given student is benefiting from school programmes. If a student is not benefiting from the programme, clear and effective procedures assist such an individual to find a more appropriate education.
STANDARD A1	The school shall have a clear and effective written statement of its philosophy and objectives, appropriate for the students it serves.
Visitor Observations	A Philosophy and Aims was written in 2003 and appears in the Board Policy Manual and on the web site but is not in common

	<p>use. There is no documentation that these statements have been replaced. The present Mission Statement and Principles of Learning were written in 2004 and reviewed in 2008 by the Board. These appear to be the active guiding documents of the school at this time as they appear in many documents and the Mission statement is posted in the classrooms. There does not appear to have been input from the greater community as no documentation is on file.</p> <p>The admissions policy gives priority to children from the BP petroleum company and the AIOC. Admission is by age; there customarily is no testing done for the primary grades but may occur for the secondary grades. The policy limits the learning support available to students with mild learning needs. Applications are treated on an individual basis and students with greater learning needs are accepted with a personal assistant paid for by the parents.</p>
Suggested Action	<ul style="list-style-type: none"> • The Board reviews the Philosophy and Aims to identify their continuing value as guiding statements. • The Board clarifies the admissions statement regarding students with special educational needs.

Indicator A2a	The Philosophy and Objectives Statement was created by a process involving input from the broad school community.
Indicator A2b	The Philosophy and Objectives Statement is widely published in all major school documents, and is appropriately displayed on school premises.
Indicator A2c	Promotional documents and activities project a realistic picture of the school.
Indicator A2d	Promotional documents and activities provide parents with an adequate basis for appraising the suitability of the school for their children.
Indicator A2e	There are periodic reviews of the Philosophy and Objectives which involve the broad school community.
STANDARD A2	The school's philosophy and objectives shall be generally known, understood and accepted by the governing body, school management, staff, parents, and students.
Visitor Observations	It appears that the present guiding statements were formulated by the Board of Directors without representation from the greater school community. The Mission statement is published in some handbooks and other publications and others contain the Principles of Learning. The website has the Mission, the Philosophy and the Aims. Presently there is no regular review cycle for the guiding statements with representation from the TISA community. Consistency in the presentation of the guiding

	statements would support the community understanding of the goals of the school
Suggested Action	<ul style="list-style-type: none"> • The Board with representation from the TISA community select the guiding statements which are presently applicable. • The Board establishes a regular review cycle for the guiding statements which includes representation from the TISA school community.

Indicator A3a	Appropriate action planning procedures are in use to translate the Philosophy and Objectives into practice.
Indicator A3b	Appropriate procedures are used to monitor the effectiveness of the Philosophy and Objectives in the life of the school.
Indicator A3c	Appropriate reference is made to the Philosophy and Objectives in decision-making processes.
Indicator A3d	Effective procedures are used to collect and analyse hard data and opinions to determine the school's degree of success in achieving the aspirations expressed in its Philosophy and Objectives.
Indicator A3e	Effective procedures are used to enable the school to react positively if evidence shows that the aspirations expressed in the Philosophy and Objectives are not being achieved.
STANDARD A3	There shall be procedures which enable the school to determine its degree of success in putting its Philosophy and Objectives into practice.
Visitor Observations	The authorization and evaluation cycles carried out by the IB PYP and MYP have provided the most recent investigations into the success of the application of the guiding principles. There do not appear to be regular in house-procedures such as surveys or other community input.
Suggested Action	<ul style="list-style-type: none"> • The administrative team create guidelines for the development of procedures to measure the success of the guiding statements in the school.

Indicator A4a	The Philosophy and Objectives Statement is consistent with the spirit of the United Nations Universal Declaration of Human Rights.
Indicator A4b	In practice, the school operates within the spirit of the United Nations Universal Declaration of Human Rights.
STANDARD A4	The school's Philosophy and Objectives shall lead the school to act within the spirit of the United Nations

	Universal Declaration of Human Rights.
Visitor Observations	TISA appears to meet this Standard.
Suggested Action	-----

Indicator A5a	The Philosophy and Objectives Statement clearly states the school's commitment to promoting international and intercultural experiences for its students.
Indicator A5	In practice, all students at all levels are receiving experiences in internationalism and interculturalism through the formal curriculum and/or activities programme offered at the school.
STANDARD A5	The Philosophy and Objectives shall commit the school to promoting international and inter-cultural experiences for its students.
Visitor Observations	<p>The following statements extracted from the Mission and Principles of Learning attest to the commitment of TISA to develop international and intercultural understanding and thinking with the students.</p> <ul style="list-style-type: none"> • . . . positive contributors to their local and global communities. • Developing citizens of the world—culture, language and learning to live together • Providing international content while responding to local requirements and interests.
Suggested Action	-----

>> SECTION B: CURRICULUM <<

Important note: The Preparatory Visitors have written one overall curriculum report below. However, the school will be required to create *multiple* curriculum reports (horizontal and vertical) during self-study. For instructions, please see the first page of Section B in the “Guide to School Evaluation and Accreditation” version 7.02 as well as the Section B appendix in that document.

Indicator B1a	Curriculum design and delivery are consistent with the school’s philosophy, objectives, and policies.
Indicator B1b	The curriculum reflects school policies on: <ul style="list-style-type: none"> i. admissions and placement ii. student assessment iii. student records iv. reports on student achievement
STANDARD B1	The curriculum, in its content, design, implementation, assessment and review, shall reflect the school’s philosophy, objectives and policies.
Visitor Observations	TISA commits to following the IB programmes across the school – PYP, MYP and DP – in its guiding statements. The curriculum documents are complete and a recently established student assessment policy is in line with the IB requirements. Admissions and placement are dependent upon the age of the student with learning support available for students with mild learning needs.
Suggested Action	-----

Indicator B2a	Written curriculum materials indicate the scope and sequence for each course/grade.
Indicator B2b	Written curriculum materials specify expected learning outcomes in terms of what students should know, understand and be able to do.
Indicator B2c	Written curriculum materials include references to the methodologies that are used.
Indicator B2d	Written curriculum materials include information about teaching materials and resources.
Indicator B2e	Written curriculum materials indicate assessments to be used to measure student progress.
Indicator B2f	Written curriculum materials include references to links within and across disciplines.
STANDARD B2	The curriculum shall be comprehensively documented.
Visitor Observations	Documentation of the curriculum is complete on all levels. Review of the Units of Inquiry keeps the PYP curriculum current

	including student outcomes and assessment and cross curricular links. The MYP has been developing new units in line with recent changes in the planning process used. The DP follows the course outlines and is reviewed regularly. Curriculum documentation is being added to Atlas Rubicon including methodologies, recourses and student assessments. Ongoing work is being done on vertical and horizontal articulation in all areas.
Suggested Action	-----

Indicator B3a	The curriculum is appropriately balanced.
Indicator B3b	The curriculum ensures that all students can profit from school offerings.
Indicator B3c	All students are challenged by the content of their courses.
Indicator B3d	The professional staff demonstrates a thorough understanding of the patterns of physical, intellectual, social and emotional growth of students.
STANDARD B3	Curriculum design shall provide for the varied developmental, academic, social, physical and emotional needs of students.
Visitor Observations	PYP is using a developmental approach in the new continuums that are being planned for language and math. The MYP is developing new units with a new planning process as mentioned above. The Post 16 programme now has three tracks – IB DP, IB certificates and TISA Diploma - which allow all students to choose a programme where they can be successful. A Pastoral Care strand has been added in the secondary school. It meets once a week and addresses current student issues as well as other relevant social and behavioural topics. Tutorial sessions are also offered which may include career and higher education advice, CAS, life skills and time management.
Suggested Action	-----

Indicator B4a	Teachers meet regularly with colleagues in other school divisions to strengthen vertical curriculum articulation.
Indicator B4b	Teachers meet regularly with colleagues in other disciplines to strengthen links across disciplines.
Indicator B4c	The curriculum includes multi-disciplinary experiences and/or activities, where appropriate.
Indicator B4d	There is clear designation of responsibility for over-seeing effective curriculum planning, design and

	implementation.
STANDARD B4	The curriculum shall be articulated vertically and horizontally throughout the school to ensure continuity within and among divisions and disciplines.
Visitor Observations	<p>This is an area the school reported as an area of continuing development for the secondary division. Interdisciplinary planning has been the focus of recent departmental meetings. Work on vertical articulation has been addressed but horizontal alignment is still being completed.</p> <p>There have been discussions between the PYP and the MYP regarding transitions between the two programmes. This remains a work in progress and will be continued into the school year 2010/2011. MYP and DP are looking at key skills and knowledge to promote the articulation between the two programmes.</p> <p>Presently all divisions in the school have about one half day a month for curriculum planning as well as one or two scheduled planning times after school per week. While this supports curriculum development it does encroach on student-teacher contact time in the regular program and also in the after school activities. This may be an area for further study.</p>
Suggested Action	<ul style="list-style-type: none"> The administrative team, together with teacher representation, study further the planning time allocations with a focus on student-teacher contact time including after school activities.

Indicator B5a	Local cultures are incorporated into the curriculum in appropriate ways.
Indicator B5b	The cultural diversity of the community is used to enrich the curriculum.
STANDARD B5	The curriculum shall utilise the cultural diversity of the host country and the school community to enhance the educational experiences of students.
Visitor Observations	<p>Twenty per cent of the student enrolment and seventeen per cent of the classroom staff at TISA are Azeri which creates a strong representation of the local culture in the school. The PYP integrates local studies into the regular classroom. The whole school takes part in celebrations, local field trips, field trips and cultural events during the school year. Planning meetings and community service address the local scene. Azeri has been offered as a mother tongue and a foreign language but there has been no uptake. Russian has been the major language in the country for many years and most families now speak Russian. It is offered at all levels as a mother tongue and a foreign language through IB DP level.</p>
Suggested Action	-----

Indicator B6a	The curriculum emphasises the processes of gathering, organising, presenting and applying ideas and information.
Indicator B6b	The curriculum provides experiences in critical thinking and problem solving skills.
Indicator B6c	The curriculum provides opportunities for students to develop awareness of their own learning styles.
STANDARD B6	The curriculum shall develop those skills and abilities which will prepare students for lifelong learning.
Visitor Observations	The Pastoral Care and tutorial programmes in the secondary years as well as the cross curricular activities and inter disciplinary themes in the PYP and MYP encourage the students to connect learning experiences and build on those experiences. Interdisciplinary skills are an important part of the PYP with reflection as an important part of learning. Students are encouraged to think independently, make informed choices, research topics and work together in groups; all skills that will be used throughout life.
Suggested Action	-----

Indicator B7a	The school provides relevant professional development to assist teachers in designing and developing curriculum.
Indicator B7b	The school provides professional development in content areas relevant to teachers' assignments.
Indicator B7c	The school provides professional development to assist teachers in improving pedagogy.
STANDARD B7	The school shall provide ongoing professional development to improve implementation of the curriculum.
Visitor Observations	There has been a generous budget for professional development which benefits the professional teaching staff. As an IB school, teachers are eligible for on-line courses and attending conferences to improve their planning and delivery in the classroom. A well written Professional Development Policy exists but it is not clear how well known it is. There are a number of trained IB Trainers at TISA which contributes to the in-house source for workshops and coaching. Professional development opportunities are connected to the needs of the school as well as the needs of individual teachers. There are three professional development days in the school calendar and weekly planning afternoons which can be used. The school has recently looked at diverse learning styles and assessment strategies as a school.

	It is not apparent how the classroom assistants have access to professional development.
Suggested Action	<ul style="list-style-type: none"> The administrative team clarify professional development opportunities for the teaching assistants.

Indicator B8a	Teaching methods vary according to the nature of the subject matter.
Indicator B8b	Teachers create stimulating learning environments to engage students.
Indicator B8c	Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.
Indicator B8d	Teaching methods provide appropriately for students for whom English is not the first language.
STANDARD B8	The teaching staff shall implement the curriculum through a range of approaches and teaching strategies that recognise diverse learning styles.
Visitor Observations	As mentioned above this has been the topic of professional development presentations in the school in recent years. As there will be a large turn over in staff this year, it may be of benefit to have presentations focusing on diverse learning styles and English as another language for the classroom teacher.
Suggested Action	<ul style="list-style-type: none"> The administrative team consider professional development in the areas of differentiation and English as a second language for classroom teachers.

Indicator B9a	Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).
Indicator B9b	Appropriate paraprofessional support is assigned to assist teachers.
Indicator B9c	Class sizes are appropriate to the subject or grade.
Indicator B9d	The school provides appropriate texts and/or other print materials for curriculum implementation.
Indicator B9e	Appropriate technology resources are available to enhance teaching and learning.
Indicator B9f	Appropriate specialized equipment is available to support implementation of the curriculum.
Indicator B9g	Teaching, storage and work spaces are appropriate to the subjects and students taught.
STANDARD B9	The school shall provide appropriate support and resources to implement the curriculum.
Visitor Observations	TISA is very well resourced at all levels. The IT has been upgraded and there is ongoing planning to replace older computers which are used by the students for class work and

	<p>research. It may be of some value if the IT department, the teachers and the administration looked at creating a development plan for IT which spanned several years and the various aspects of technology used in the school. This would also help inform budgeting and the strategic plan. Classrooms are large and allow for group work as well as open space. The laboratories are new and appropriately equipped. Resources for art, drama, music and sports are available and well resourced. The ordering and receiving of resources from outside of Azerbaijan has been an issue for several years. With the appointment of a new business manager who is seconded from BP this issue has received attention and it is believed it will be solved.</p>
Suggested Action	-----

Indicator B10a	Expected learner outcomes are shared with parents and students.
Indicator B10b	Grading standards and criteria are clearly stated.
Indicator B10c	Lesson planning reflects clearly defined learner outcomes and previously communicated expectations.
STANDARD B10	Teachers shall establish and communicate clear expectations to students and parents.
Visitor Observations	Handbooks are given to the parents from the PYP, the MYP and the Post 16 Programme. They outline the expectations, the grading scales and give course outlines. Assessment procedures are also shared with the parents. Newsletters, the web site, the TISA Times, information evenings, round table discussions and an open door policy all contribute to informing parents.
Suggested Action	-----

Indicator B11a Teachers prepare and apply assessment materials which ascertain students' achievement of desired outcomes.

Indicator B11b	Teachers analyse student performance through a variety of assessment models, such as: formal testing, self-assessment, peer review, projects, etc.
Indicator B11c	The school provides sufficient means to secure assessment instruments that compare student achievement with similar students elsewhere.
Indicator B11d	The school regularly monitors the quality of student assessment procedures.
STANDARD B11	The school shall regularly assess the effectiveness of

	teaching and learning.
Visitor Observations	The recently developed all school assessment policy outlines the assessment procedures at TISA. This encompasses the IB programme assessment principles. Learning outcomes are clearly stated at all levels and shared with the students as well as the parents. A variety of assessment methods are used across the school and often are adapted for individual student needs. Standardization and moderation sessions are held during the years to review the assessment results and inform planning. Teachers are encouraged to visit other classrooms to see how other teachers teach and to acquire new ideas and techniques for their own classrooms. The school administers the CATS in M1 – M3. This results in curriculum planning and looking at individual student understanding.
Suggested Action	-----

Indicator B12a	Staff members develop, review and revise the curriculum on a regular basis.
Indicator B12b	The school encourages pilot curriculum innovations, monitored by appropriate assessment techniques.
Indicator B12c	Staff members consider current educational thinking in revising curriculum and instruction.
STANDARD B12	Curriculum revisions shall be made on a regular basis after consideration of current educational thinking and pedagogy.
Visitor Observations	IB training courses, in-house professional development and personal studies of the teachers all contribute to the impact of current educational thinking on curriculum revisions in the school. See also Standard B 11
Suggested Action	-----

Indicator B13a	Teachers use the results of student assessment to modify teaching and to improve learning.
Indicator B13b	Teachers use the results of student assessment in curriculum planning.
STANDARD B13	Administrators and teachers shall use the results of student assessment to evaluate and revise curriculum and methodology on a continuing basis.
Visitor Observations	Please see Standard B 11
Suggested Action	-----

Indicator B14a	The school provides regular information on student achievement to help parents remain advised of their child's progress.
Indicator B14b	The school has a thorough, effective system of reporting on school and student performance.
Indicator B14c	The overall results of any standardised achievement tests are shared with the school community.
STANDARD B14	The school shall record, analyse and report to appropriate members of the school community the results of school and student performance.
Visitor Observations	There are two interim reports narrative reports during the year for the secondary students. Students who need additional support may be placed on weekly reports. Two scheduled three-way conferences during the year provide a time to discuss individual progress. The primary students have two written reports and two parent/teacher conferences during the school year. There is also one student led conference in the primary school.
Suggested Action	-----

>> SECTION C: GOVERNANCE AND MANAGEMENT <<

Indicator C1a	The governing body restricts its actions to the determination and the funding of policy, and the selection, retention and formal appraisal of the Head of School.
Indicator C1b	The governing body provides appropriate training for its members in the understanding and performance of their duties.
Indicator C1c	The governing body uses a clear evaluation system to regularly and rigorously appraise its own performance against its duties and pre-determined goals.
Indicator C1d	The governing body is so constituted that it can provide continuity for the school in the event of sudden change.
STANDARD C1	The governing body shall be so constituted, with regard to membership and organisation, as to provide the school with sound direction, continuity and effective support.
Visitor Observations	The Board of Governors represents the interests of the AIOC and other members of the school community. Term limits are three years although it is a highly mobile community and changes are more frequent. The present Board has been very responsible for an improvement in business management within the school in recent times which has improved transparency in the financial arena. The Board has an annual self evaluation together with the Director to review the goals for the year and the success in meeting them. As the school acts under the umbrella of the AIOC and more specifically BP, the Board is well placed to provide continuity during times of change.
Suggested Action	<ul style="list-style-type: none"> The Board consider training which focuses on educational aspects and responsibilities of a school board.

Indicator C2a	There is a clear understanding by the governing body and the Head of School of their respective functions which are set out in written form.
Indicator C2b	The governing body makes policy decisions only after consideration of the Head of School's recommendations.
Indicator C2c	The governing body has developed a clear, written job description for the head.
Indicator C2d	The governing body and the head of the school enjoy a good working relationship.
STANDARD C2	There shall be a co-operative and effective working relationship between the governing body and the Head of School.

Visitor Observations	The Board Policy Manual is complete and covers all aspects of school management. The Board is very aware of their responsibilities and those of the Director with the present Director appearing to have the full confidence of the Board. The Director's written evaluation is included in the Board evaluation at the end of each year. The Director has a written job description.
Suggested Action	-----

Indicator C3a	The Head of School is suitably qualified and experienced in education.
Indicator C3b	The Head of School provides leadership for the total school programme.
Indicator C3c	The governing body utilises a clearly defined appraisal system for the Head of School, conducted with his/her full knowledge. Appraisal outcomes are reported in writing to the head who has the opportunity to discuss and appeal any aspects of the appraisal.
Indicator C3d	The Head of School has direct access to the governing body.
Indicator C3e	The Head of School has total responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the school staff.
Indicator C3f	The Head of School delegates the above functions, where appropriate, to the staff of the school.
STANDARD C3	The Head of School, although accountable to a higher authority, shall be the responsible leader of the school.
Visitor Observations	There have been several changes of Director during the last three years which has also been a period of growth in the school. The present Director is well qualified and experienced in international education to provide leadership for TISA. There is a strong leadership team in the school which works closely with the Director and shares responsibilities for the selection, assignment and appraisal of the staff. The Director's evaluation is included in the Board evaluation at the end of each year The Director is a non-voting member of the Board.
Suggested Action	-----

Indicator C4a	The school has educational and financial plans for the short, medium and long term.
Indicator C4b	All plans have the financial implications clearly stated.
Indicator C4c	There are procedures to involve the staff in educational

	and financial planning.
Indicator C4d	Educational and financial plans are made known to the school community.
Indicator C4e	All plans are periodically reviewed and updated.
STANDARD C4	The school shall have educational and financial plans for the short, medium and long term, with strategies for accomplishing the school's goals and for assessing the effectiveness of the actions taken.
Visitor Observations	The School has completed the current Strategic Plan and will be using the accreditation self study as a source for creating the next long term educational and financial plans
Suggested Action	-----

Indicator C5a	The governing body and the school management comply with all applicable statutes, government laws and regulations.
Indicator C5b	The governing body ensures that the school respects all local codes, fulfils its contracts, and settles its debts promptly.
Indicator C5c	The governing body avoids conflicts of interest, thereby setting an example for the school community.
Indicator C5d	The governing body provides protection for the school staff from community exploitation and unjust criticism.
Indicator C5e	All statements and representations relating to programmes, services and resources are clear, factually accurate and current.
Indicator C5f	The governing body pursues all relationships with the school or staff members only through the Head of School.
STANDARD C5	The school shall observe legal and ethical principles in all its dealings with the school community.
Visitor Observations	TISA appears to meet this Standard.
Suggested Action	-----

Indicator C6a	The governing body has a comprehensive and up-to-date policy manual.
Indicator C6b	Orientation and training sessions take place so that all members of the governing body understand policies and their implications.
Indicator C6c	The governing body arranges to publicise its decisions and deliberations by, for example, open meetings,

	newsletters, publication of the Governing Body minutes, etc.
STANDARD C6	The governing body shall have clearly formulated policies set out in a policy manual to give consistency and order to its operations, and it shall ensure that these policies are understood by the school community.
Visitor Observations	The Board Policy Manual is complete and current. It is available to the staff on the server and to the greater community through the office of the Director. There are open board meetings during the school year and minutes of Board meetings are published in the TISA Times and on the web site.
Suggested Action	-----

Indicator C7a	After appropriate consultation and debate, the governing body sets fee levels which ensure the ongoing financial stability of the school.
Indicator C7b	The Governing Body establishes the school's annual budget after appropriate consultation with the relevant constituents.
Indicator C7c	Any endowment funds are under the management of qualified financial managers, and the Governing Body supervises the endowment management.
Indicator C7d	The school regularly considers culturally appropriate means of raising additional funds.
Indicator C7e	The Head of School submits to the governing body appropriate reports on financial matters.
Indicator C7f	The school maintains an adequate forecast of monthly cash flow to anticipate and provide for its obligations.
Indicator C7g	An annual external audit is performed by an independent auditing firm.
STANDARD C7	The financial resources of the school shall be capable of sustaining a sound educational programme, consistent with its stated philosophy and objectives, and of providing for long-term stability.
Visitor Observations	Recent changes in the Business Office and management have resulted in BP seconding a Business Manager and support staff to regularize systems and improve services and transparency in the financial aspects of the school. This has resulted in considerable savings for the school. The budget is created with input from the educational staff and budget projection and expenditure is published to the community through the school newsletter. There are regular reports of income and actual and projected expenditure to the Board finance committee. The school accounts have been audited within the AIOC audits in the

	past however there was an “external” audit during the last year as part of the changes in the business office. This separate audit of the school resources may be continued.
Suggested Action	<ul style="list-style-type: none"> The Board seriously consider a separate procedural audit of the school financial resources to continue to ensure transparency in the financial aspects of the school.

Indicator C8a	The financial affairs of the school are competently managed, and published budgets shall be made available to duly authorized persons.
Indicator C8b	The financial management of the school ensures that sound business and accounting practices are followed on the management and disbursement of funds.
Indicator C8c	School obligations for goods received, services rendered and debts incurred are discharged promptly in accordance with agreements, contracts and/or sound business practice.
Indicator C8d	The school’s insurance programme is comprehensive and provides for necessary risk and liability coverage for employees and members of the governing body/ownership.
Indicator C8e	Insurance coverage is reviewed periodically with respect to risks, liabilities and obligations.
Indicator C8f	Personnel handling institutional funds are bonded.
STANDARD C8	The management of the school’s finances shall be, at all times, in accordance with the standards which operate in the host country and shall be consistent with best practice in international schools.
Visitor Observations	International standards are followed in the accounting practices in the school. Recent changes in the Business office support this commitment.
Suggested Action	-----

Indicator C9a	Normally, changes in fees are communicated to parents early enough to allow parents to make arrangements to change schools if necessary.
Indicator C9b	Total servicing of long-term debt, including both interest and principal payments, is apportioned to both present and future beneficiaries. Parents are informed of the percentage of tuition allocated for debt-service.
Indicator C9c	Billing procedures to parents are orderly, timely, and carried out in accordance with sound business practice.

STANDARD C9	Parents or others enrolling students shall be informed in advance of the precise nature and scope of the financial obligations and be given an estimate of the total expenses.
Visitor Observations	Fee billing takes place three times a year. Parents are given notice of the fees in good time. The current fee structure will be in place through the 2011 school year.
Suggested Action	-----

>> SECTION D: STAFF <<

Indicator D1a	The teacher-student ratio is adequate to provide meaningful learning experiences.
Indicator D1b	The Head of School assigns professional staff to those areas of teaching, and other work with students, for which they have professional competence.
Indicator D1c	The Head of School assigns reasonable work loads to members of staff.
Indicator D1d	There are procedures for identifying all staffing needs to ensure that the school can carry out its Philosophy and Objectives.
Indicator D1e	The Head of School ensures that all members of staff have adequate supervision.
Indicator D1f	The Head of School recruits and assigns a well-qualified staff.
STANDARD D1	The school shall have management, teaching and support staff, sufficient in numbers and with the qualifications and competencies to carry out satisfactorily the school's programmes, services and activities.
Visitor Observations	The teacher: student ratio is very good across the school with primary classes having a teacher and two assistants in the ELC – P1 and P2 (Pre-K and Kg). P3 – P8 (Grade 1 – Grade 6) have one teacher and one assistant in each classroom. The secondary school class sizes are also comfortable ranging from 1 (an IB2 class) to 17 for core subjects. Teachers are assigned to areas of their preparation and are experienced and usually stay beyond the initial two year contract.
Suggested Action	-----

Indicator D2a	Staff members work co-operatively to establish and maintain a positive school climate.
Indicator D2b	There are opportunities for the staff to be consulted on professional matters.
STANDARD D2	The Head of School shall ensure that there is a co-operative working relationship with all staff to facilitate proper utilisation of their abilities.
Visitor Observations	The Principals have created a good team spirit within the divisions with collaborative work going on in curriculum development. The teachers indicated that there was little communication and collaboration between the Primary and Secondary divisions as they have separate timetables and separate meeting times. There were some meetings to look at cross curricular work and vertical integration but this does not

	happen on a regular basis.
Suggested Action	<ul style="list-style-type: none"> The Principals plan more opportunities for cross divisional meetings to improve vertical and cross curricular integration.

Indicator D3a	The staff utilises methods and practices which are consistent with the school's Philosophy and Objectives.
Indicator D3b	Staff members comply with all applicable statutes, government laws and regulations.
Indicator D3c	Members of the staff maintain a high level of preparation in their areas of responsibility.
Indicator D3d	Members of the teaching staff foster teaching-learning situations to meet the needs of the individual students.
Indicator D3e	Teaching staff are involved in the review of teaching and learning.
STANDARD D3	Staff shall act professionally in carrying out all their duties and responsibilities.
Visitor Observations	The TIS Staff appears to meet this Standard.
Suggested Action	-----

Indicator D4a	<p>School policies include:</p> <ol style="list-style-type: none"> a statement on non-discrimination provision for adequate staff development provision for the evaluation and accountability of staff a statement on Governing Body/staff relationship procedures on recruitment, appointment, promotion and retirement
Indicator D4b	<p>Written and available personnel policies and practices are in place which provide for:</p> <ol style="list-style-type: none"> reasonable workloads acceptable working conditions ethical treatment professional satisfaction good general morale among all segments of the staff.
Indicator D4c	An updated staff handbook is available to all.
STANDARD D4	There shall be written and available personnel policies and

	practices for all staff.
Visitor Observations	There are handbooks for the teachers in each division but from next year there will be an all school handbook which will apply to all academic staff, support staff and the administrative staff. School policies regarding staff are clear and available to all staff. With the appointment of a permanent Director this year school morale has improved. Areas of staff concern have been addressed. New job descriptions are now in place.
Suggested Action	-----

Indicator D5a	The school makes clear the factors which are taken into account in calculating individual staff members' remuneration.
Indicator D5b	Compensation is paid to staff members promptly and in accordance with a pre-determined schedule made known to members in advance of employment.
Indicator D5c	The school provides to each member of staff a written contract or employment agreement in which all the basic controlling factors of salary, benefits, assignments, length of term of initial service, date during which re-employment will be decided, and conditions of termination or abrogation are stated. (Note: if legal requirements or school convenience dictate that not all these items be in the contract, then each individual is furnished with a supporting document which is part of the contract by reference).
Indicator D5d	There are appropriate guarantees for the employee of job security for the term of employment, including procedures for appeals.
Indicator D5e	Ethical practices of employment, including the handling of confidential personal information, are observed with respect to both individuals and other employers.
Indicator D5f	Remuneration levels are adequate, enabling the school to recruit and retain appropriate staff.
STANDARD D5	All staff shall be employed under written contracts which state the principal terms of agreement between members of staff and the governing body, and which provide for adequate salaries, and fringe benefits.
Visitor Observations	All staff members work under written contracts. Academic staff contractual terms are reviewed on an annual basis to provide competitive terms in the international market. Support and administrative salaries and benefits were reviewed this year in a transparent manner and the contracts will be reviewed in the near future. Both national staff and expatriate staff have salary

	levels which are competitive in their respective markets.
Suggested Action	-----

Indicator D6a	The school utilises an effective performance appraisal system for all staff.
Indicator D6b	The appraisal is conducted with the full knowledge of the staff member and is reported in writing in a document accessible only to defined individuals.
Indicator D6c	Members of the teaching staff assess their own performance on a number of factors including individual student growth and development.
Indicator D6d	The staff member has the opportunity to discuss and appeal against any aspect of the appraisal.
STANDARD D6	There shall be a clearly defined and effective system of appraisal of staff, based on pre-determined and explicit criteria.
Visitor Observations	Staff appraisal is established at TISA. The academic staff appraisal format has been revised and will be universal across the Primary and Secondary divisions. It will include goal setting, classroom observations, reflection and recommendations. An appeal process is in place. Professional development will be related to the appraisal. Appraisal for classroom assistants is based on a reflection and teacher comments. Appraisal for support staff and the administrative staff is being developed.
Suggested Action	-----

Indicator D7a	The school provides staff development for all employees.
Indicator D7b	Staff members share responsibility with the school's management for the planning of programmes for their professional growth.
Indicator D7c	Members of the academic staff develop and participate in innovative programmes designed to improve teaching and learning.
Indicator D7d	Members of the teaching staff participate in curriculum development, the goals for which are identified annually by the school.
Indicator D7e	Prior to the opening day of school, the management provides for the orientation of new staff members to acquaint them with the school's Philosophy and Objectives, its programme and facilities, and the host country.

Indicator D7f	The school provides for induction and mentoring of staff wherever appropriate.
STANDARD D7	The school shall have a programme of professional development for staff related to appraisal procedures and other priorities identified by the school.
Visitor Observations	Professional development funds are generous and the professional development policy is clearly stated but not well known amongst the staff. As an IB school, many teachers are supported in IB workshops or on line course work. Teachers may apply for other types of professional development which relate to their assignments through the principal. There are also in house workshops led by TISA teachers and outside authorities. The teaching assistants do not appear to have many professional development opportunities. It is not certain if the support staff and the administrative staff have access to professional development.
Suggested Action	<ul style="list-style-type: none"> • The Principals look into provision of professional development for the teaching assistants.

>> SECTION E: STUDENT SUPPORT SERVICES <<

Indicator E1a	Identification of students who will benefit from support services is accomplished through referral by teachers, counsellors or parents, or by screening programmes within the school.
Indicator E1b	As part of the admissions process, the school secures relevant diagnostic information about individual student's abilities/disabilities and learning styles.
Indicator E1c	The school has a clearly defined referral system through which teachers are able to refer students experiencing academic difficulties.
STANDARD E1	There shall be effective procedures for identifying the learning needs of students, both at admission and thereafter.
Visitor Observations	Primary students are admitted with no admission testing unless the need for educational support is indicated at the time of application. This has been a point of recent discussion by the ELS and classroom teachers. Students entering the secondary school may be asked to take entrance assessments for placement in a variety of subjects. Students with ELS support needs will be tested for the level of support needed. Secondary students also take the CAT test of cognitive ability and learning potential. Referral processes are in place.
Suggested Action	<ul style="list-style-type: none"> Primary Principal, ESL staff and classroom teachers continue further review of evaluating primary students' English level on admission.

Indicator E2a	The roles of management, teachers, and other personnel providing services to special needs students are defined and understood by the professional staff.
Indicator E2b	The special needs programme ensures that all relevant professional staff, parents, and where appropriate, the student, are involved in the collaborative development of an Individualised Education Plan (IEP) or equivalent.
STANDARD E2	If children with learning or other disabilities or remedial needs are admitted, the school shall provide specific curricula and programmes to meet those needs.
Visitor Observations	The TISA Whole School Learning Policy has been reviewed and revised this school year. This document outlines the identification, assessment, referral process and the support that is available. The SEN program at TISA focuses on individual student needs and works within the mainstream program. Each student will have an IEP which focuses on individual targets and student progress will be reviewed regularly.

Suggested Action	-----
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Indicator E3a	The number of special needs personnel is appropriate to the number of identified special needs students.
STANDARD E3	The school shall have the trained special needs personnel needed to serve students with identified learning disabilities.
Visitor Observations	Presently there is one professionally trained learning support person at TISA. With an enrolment of nearing 600 students and a changing clientele the need for an additional learning support professional is advisable. (This was also noted in the Five year Report in 2007). There is no professional support in the greater Baku community which the school can call on for additional diagnosis or treatment.
Suggested Action	<ul style="list-style-type: none"> The Board and Director look into the possibility of appointing a professionally prepared learning support teacher in each division.

Indicator E4a	The school solicits information about unique talents and achievements of new students.
Indicator E4b	The curriculum and teaching practices include opportunities for high ability students to extend and enrich their learning.
Indicator E4c	The school offers specialized programmes, or provides referral information about local community resources and programmes, that accommodate exceptional talents and interests.
STANDARD E4	There shall be effective practices to address the needs of students of exceptionally high ability, achievement, and/or talent.
Visitor Observations	TISA has expressed that the IB programmes support those students with exceptional talents and extraordinary academic ability. This could be supported by a documented procedure to identify who those students are and a means to provide resources for the subject/classroom teacher to integrate into the regular classroom experience.
Suggested Action	<ul style="list-style-type: none"> The administrative team explore ways to identify exceptional students and support class teachers to extend their learning experience.

Indicator E5a	ELS staff has specific preparation in the teaching of English as a Second (or Other) Language.
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Indicator E5b	All staff members are assisted with strategies to accommodate students who need English language support.
Indicator E5c	The programme of studies in ELS is so designed that students learn the skills necessary to participate fully in mainstream classes.
Indicator E5d	There is a programme of assessment of student development and accomplishment in the English language, the results of which are used for placement and exit decisions as well as for analysing and strengthening the ELS curriculum.
Indicator E5e	Emphasis is placed on the use of the English language as the means by which other subjects may be learned, while encouraging students to maintain skills in their native language whenever possible.
STANDARD E5	If students whose native or first language is not English (and whose English is not sufficiently developed to follow the full school curriculum) are admitted, the school shall provide English Language Support ELS.
Visitor Observations	<p>Two separate ESL programmes exist. A primary programme and a secondary programme. There does not appear to be documented connections between these two programmes. There are three ESL teachers in the primary grades and one for the secondary programme. There have been in service experiences for teachers to help them integrate English language support in the regular classroom. Teachers indicated that more in service in this area would have a positive impact on student learning.</p> <p>Both programmes have in-class support and pull out sessions. Students are identified upon entry into the school and will remain with the programme until they have English skills that will allow them to enter the regular classroom. Secondary students will be monitored for some time after they exit the programme.</p>
Suggested Action	<ul style="list-style-type: none"> • The ELS teachers from the primary school and secondary school begin to develop an all school ELS department and collaborate on methodology used across the school. • The ELS teachers continue to provide in-service opportunities for classroom teachers to learn support skills for students with English support needs.

Indicator E6a	The school has an appropriate number of qualified and/or experienced guidance personnel.
Indicator E6b	Counselling and help are available to students with academic problems.
Indicator E6c	Counselling and help are available to students with

	personal problems and emotional needs.
Indicator E6d	Career and college counselling and assistance with application procedures are available to secondary students.
Indicator E6e	Guidance records are adequate, accurate, up-to-date, and limited to items that are important to the guidance function.
Indicator E6f	School records are stored in a secure manner.
Indicator E6g	Student records, under proper safeguards, are available to the students, teachers and other staff members who need to use them.
STANDARD E6	The school shall provide appropriate guidance services, including academic and personal counselling as well as career/tertiary education advice for secondary students.
Visitor Observations	One counsellor serves the students, parents and teachers as well as leading the career and college guidance programme. Record keeping is accurate and assistance to senior students in application for tertiary educational placement is carried out in a timely manner. As the school enrolment continues to grow additional counselling support may be required.
Suggested Action	-----

Indicator E7a	The school has a schedule of regular reporting of student progress to parents.
Indicator E7b	The school includes parents, and students as appropriate, in decisions about student placement, progress, and post-secondary planning.
Indicator E7c	The atmosphere in the school encourages parental and student participation in the all-round educational process.
STANDARD E7	The school shall work cooperatively with parents and keep them informed of the academic and social development and progress of their children.
Visitor Observations	There are two interim reports narrative reports during the year for the secondary students. Students who need additional support may be placed on weekly reports. Two scheduled three-way conferences during the year provide a time to discuss individual progress. The primary students have two written reports and two parent/teacher conferences during the school year. There is also one student led conference in the primary school.
Suggested Action	-----

Indicator E8a	The school administers appropriate assessments upon admission to assist in the proper placement of a student.
Indicator E8b	The school facilitates access to the testing required for post-secondary planning and applications.
STANDARD E8	The school shall provide opportunities for students to take all appropriate tests, including those for admission to institutions of higher education, and shall assist parents and students in processing required application materials.
Visitor Observations	TISA offers the ACT, PSAT and PPLAN tests in house. SAT I and SAT ii are offered at Western University in Baku. Individual tests required by colleges and universities will be administered by the counsellor. Assistance to senior students in application for tertiary educational placement is carried out in a timely manner.
Suggested Action	-----

Indicator E9a	Governing Body policies and school practices demonstrate a concern for the health of building occupants.
Indicator E9b	The school has procedures for providing first aid in case of accident or illness on school premises or during school functions away from the school.
Indicator E9c	First aid supplies are readily available and easily accessible.
Indicator E9d	The school has effective protocols for securing assistance in more serious cases, including emergencies, and these are clearly communicated to students, parents, and all staff.
STANDARD E9	The school shall provide adequate health care, and shall insure provisions for emergencies on-site and at school functions which take place away from the school premises.
Visitor Observations	TISA has a qualified nurse on duty during the school day. Emergency procedures including an ambulance service are in place for medical conditions which the school cannot treat. Parents are consulted in the event medication is required. The school provides first aid training for the staff and first aid kits are distributed around the school, in school vehicles and on field trips and sports trips.
Suggested Action	-----

Indicator E10a	The school requires medical information for all students
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	and staff members on entering the school, with regular updating thereafter.
Indicator E10b	Health information is shared on a "need to know" basis while respecting mandated confidentiality.
Indicator E10c	The school meets all local authority health requirements.
STANDARD E10	The school shall have health policies which include collection of medical information for all staff and students, immunisation against common diseases and the maintenance of comprehensive records.
Visitor Observations	The school health policy is updated annually. Student medical records are kept up-to-date and consulted when student treatment is required.
Suggested Action	-----

>> SECTION F: RESOURCES <<

Indicator F1a	The dining room is large, clean and bright enough to provide a comfortable, attractive setting.
Indicator F1b	The kitchen is well designed and equipped; it is clean, bright and safe.
Indicator F1c	Food served at the school is nutritious, safe and appetising.
Indicator F1d	Menus for school meals are well planned in accordance with sound dietary standards, and menus are readily available for inspection.
Indicator F1e	Adequate toilet and washing facilities are provided for food service personnel.
Indicator F1f	Adequate supervision is provided for dining facilities.
Indicator F1g	Suitable arrangements are made to cover threats to security.
Indicator F1h	Vehicles used in student transportation are modern, clean, well-maintained, properly licensed and insured.
Indicator F1i	Adequate supervision is provided on all school trips, including daily trips to and from school.
Indicator F1j	School trips are planned with due consideration for student comfort, welfare and safety.
Indicator F1k	There are carefully developed procedures and effective supervision of pupils in bus-loading areas and of all other students in transit.
Indicator F1l	School premises are kept in an acceptably clean state at all times of the school day.
STANDARD F1	The school shall provide or arrange for such services as are required in support of its programme offerings, and shall ensure that food, security, transportation, cleaning, and other services meet acceptable standards of safety and comfort.
Visitor Observations	Food service is operated by the school and inspected regularly by the BP Safety office and food handlers have a regular medical check up and meet local health regulations. Transportation is also in house and is for staff; students come to school by private transport or walk from houses within the compound. Most maintenance is outsourced to BP contractors while in house maintenance workers continue to do regular up-keep repairs. Cleaning services are also in house; the school premises are kept exceptionally clean all day. Security is outsourced with 21 security guards and a supervisor working in shifts for 24 hours a day. Student trips are vetted by the BP Security office with a complete risk factor report given on the proposed trip.
Suggested Action	-----

Indicator F2a	Staff function effectively in accordance with their assigned duties and job descriptions.
Indicator F2b	Staff are suitably qualified and experienced to carry out their duties.
Indicator F2c	Staff are appropriately attired, courteous and well trained.
Indicator F2d	Staff are well supervised.
Indicator F2e	The functions of all staff are carried out with a minimum of disruption to the school as a whole.
Indicator F2f	Staff who prepare and serve meals undergo regular medical examinations to ensure that they are free from communicable diseases.
STANDARD F2	Personnel employed to provide student services shall be adequate in number, have appropriate qualifications, and receive sufficient training to perform their functions effectively.
Visitor Observations	All support personnel and the administrative staff are well trained, work under contract and are supervised. They are welcoming and polite to everyone within the school and visitors. Staff who handle food and who work with small children have a medical check every six months.
Suggested Action	-----

Indicator F3a	The school shall have satisfactory procedures for evacuating the school buildings and for summoning assistance in case of fire or other emergencies.
Indicator F3b	Parents and teachers understand the procedures for emergency evacuations.
Indicator F3c	The school premises shall be maintained in a safe and healthy condition. An adequate number of fire extinguishers and other safety devices shall be available, including a satisfactory fire alarm system.
Indicator F3d	Buildings and facilities used to provide instruction and services meet the health and safety codes of local government authorities and the accrediting association(s).
Indicator F3e	The school meets all safety requirements of the local government authority responsible for health and safety in schools.
Indicator F3f	Facilities for preparing and serving meals meet appropriate standards of safety and cleanliness.
Indicator F3g	Certificates of inspection and regulations required by law are posted in prominent places as appropriate.
STANDARD F3	The school shall meet safety requirements of the local

	authorities and of the accrediting association(s).
Visitor Observations	Complete emergency and evacuation procedures and other safety information are posted in each classroom, assembly space and office space. The exit pathway and exit procedures are also posted in each room. Exit drills are held on a regular basis. It would be beneficial to include the emergency procedures in the all school handbook. BP conducts regular inspections of the school with reports on areas of concern. TISA has weekly safety and maintenance inspections tours which include the Site Manager and the primary and secondary secretaries. The nurse would be a good addition to this inspection team.
Suggested Action	<ul style="list-style-type: none"> • The administration includes emergency procedures in the procedures in the all school handbook. • The Site Manager considers the inclusion of the nurse in the weekly safety inspection team. • The Site Manager ensures the alarm systems are coordinated in all buildings.

Indicator F4a	The Governing Body has established rules and policies governing access to and use of school resources.
Indicator F4b	The above mentioned policies are in written form and available to students, parents, and student services personnel.
STANDARD F4	Written rules and policies governing access to and use of school resources shall be available to the school community.
Visitor Observations	There is a complete policy governing the use of TISA facilities by outside groups.
Suggested Action	-----

Indicator F5a	Governing Body policies contain references to the adequacy, maintenance and improvement of school facilities.
Indicator F5b	There are sufficient and appropriate instructional spaces to support properly the instructional programme of the school: <ul style="list-style-type: none"> i. classrooms ii. laboratories iii. studios iv. physical education and sports facilities v. other
Indicator F5c	All instructional spaces are appropriately furnished and equipped.

Indicator F5d	Instructional and service areas that involve noisy activities are isolated from quieter areas.
Indicator F5e	Adequate storage areas are readily accessible for individual and general use.
Indicator F5f	The school site provides for present and future flexibility as the student body, educational programme and/or technology changes.
Indicator F5g	Provisions are made for accommodating the handicapped.
Indicator F5h	The design of the building(s) facilitates the efficient movement of students.
Indicator F5i	The physical plant provides for an appropriate atmosphere for learning.
Indicator F5j	The administrative offices are well located, and provide appropriate spaces, both private and for the general public, for the total administrative function.
Indicator F5k	Heating and cooling systems of the buildings meet code requirements, and are regularly cleaned and inspected for operating efficiency and safety.
Indicator F5l	Permanent outdoor equipment is provided as needed, and is attractive and well-maintained.
STANDARD F5	The school grounds, buildings, technical installations, basic furnishings, and supporting equipment shall be adequate for effective support of the total school programme.
Visitor Observations	<p>The school facilities are more than adequate for the present enrolment. Furnishings and equipment are appropriate for the ages of the students and the classes/subjects that are offered by the school. Classrooms are large with adequate space for learning activities and storage. Specialist rooms include science labs, libraries, art rooms, music and drama areas, a Design Technology Studio and resource areas. The recent addition of TISA 4 has allowed for a secondary library to be established and added classrooms. The administration offices are at the entrance of the building, convenient for visitors. Traffic patterns are controlled by security and move smoothly at the start and finish of the school day.</p> <p>The heating systems are now independent in all but TISA 4. As these are inefficient and costly, central heating will be put into TISA 1, 2 and 3 buildings during the coming school year. Play areas outside have age and size appropriate play equipment. There is a large in-door gymnasium space used by the whole school. A recently completed football pitch and outdoor basketball courts are well cared for.</p>
Suggested Action	-----

Indicator F6a	ICT provision is sufficient to support the curriculum.
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Indicator F6b	ICT provision is sufficient to support the management functions of the school.
Indicator F6c	Computers are adequate in number and location to permit use by individuals and groups.
Indicator F6d	There is adequate maintenance and up-grading of all ICT hardware and software.
Indicator F6e	The school is equipped for networking and internet access.
STANDARD F6	The school's Information and Communication Technology (ICT) shall appropriately support the school's operations.
Visitor Observations	IT provision has been increased since the Five Year Visit however the school reports that computers in some areas need upgrading, software could be increased and additional hardware such as interactive white boards could be introduced. Teacher in-service in the use of technology also could be increased. Presently there is no technology committee or a multiple year technology plan which could ensure wise and timely additions of technology and inform budgeting.
Suggested Action	<ul style="list-style-type: none"> • The administrative team consider the establishment of a technology committee. • The administrative team create a multi year ICT development plan with input from the classroom staff.

Indicator F7a	The location, space, lighting, furnishings and organisation of the library/media centre make it an attractive and effective facility for students and staff.
Indicator F7b	Materials and equipment for the library/media centre are selected on the basis of their contribution to school programmes.
Indicator F7c	The collection of books, periodicals, reference materials and equipment, including information technology, is adequate in quantity and quality to meet the goals of the educational programme and the particular needs of an international school.
Indicator F7d	Materials are catalogued and well maintained.
Indicator F7e	The library collection includes books and periodicals to enhance the professional growth of staff.
Indicator F7f	Responsibilities for library/media centre management and related teaching are clearly designated.
Indicator F7g	Library/media centre staff have appropriate training.
Indicator F7h	The library/media staff is appropriate in size to encourage staff and student use of the facility and its resources.
STANDARD F7	The library/media centre shall be conveniently accessible, be of adequate size, and have sufficient staff and resources to meet the educational needs of students and staff.

Visitor Observations	The allocation of the secondary library in TISA 4 has been an excellent addition to the school. Collections have been very carefully selected to meet the needs of the students and the courses that are offered. A media section gives access to five on line data bases which can also be accessed through the web-based catalogue from home as well as the school. It is one of the finest secondary libraries in the international scene. The primary library is conveniently located to all primary classrooms and is well used by the students, integrated library lessons include the classroom teacher and the librarian working together. Many classrooms have collections of books within the class. There is a small library in the Early Learning Centre and a teacher resource room which is also under the librarian. The secondary library is staffed by an assistant librarian and the primary library has an assistant librarian. Both libraries are well maintained and well used by the students and teachers.
Suggested Action	-----

Indicator F8a	Teachers and students are given orientation in the usage of materials and equipment in the library/media centre.
Indicator F8b	The librarian is involved in curriculum review and development.
Indicator F8c	The school curriculum includes a sequence of lessons in library use and research skills.
Indicator F8d	Library policies include a selection policy and policy for challenged materials.
Indicator F8e	Library guidelines promote faculty input as part of the selection process.
Indicator F8f	Policies and rules for library/media centre use are clearly posted and enforced.
Indicator F8g	There are mechanisms for evaluating the effectiveness of library services.
Indicator F8	Logs and library records document the amount and nature of library use.
STANDARD F8	The library/media staff shall provide an ongoing programme of instruction in effective use of resource materials and equipment, and shall apply appropriate policies for library use and the means of assessing effectiveness.
Visitor Observations	Students have library orientation and this year the new teachers will receive an orientation during their introduction to the school. The library policies are complete but do not appear to have been published in handbooks or available to the students. Regular reports are given on library usage. The librarian receives input from teachers and students to add to the library collections.

Suggested Action	-----
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Indicator F9a	The electrical and any other power installations are adequate, and are regularly inspected and checked for operating efficiency and for safety.
Indicator F9b	Water and the sanitation systems are hygienic, well planned and maintained.
Indicator F9c	Buildings are of durable, fire-resistant material.
Indicator F9d	Fire-protection materials and equipment throughout the buildings, and especially in the boiler room, kitchens, and science laboratories, are adequate.
Indicator F9e	There is an adequate and accessible hydrant water supply for fire fighting in case of need.
Indicator F9f	Effective fire-alarm systems are installed, and are regularly tested to ensure they are in working order and audible throughout the premises.
Indicator F9g	Suitable emergency facilities and escape arrangements exist, and are maintained in working order.
Indicator F9h	Serious safety problems are reported to the Head of School with recommendations for action.
Indicator F9i	The school has a Health and Safety Committee which carries out an effective monitoring role.
Indicator F9j	The school has an effective system for the maintenance and repair of buildings, grounds and equipment.
STANDARD F9	The facilities shall be maintained and operated in a manner that assures the safety and comfort of students and staff.
Visitor Observations	TISA meets this Standard. See Standard F 3 and F 5 above.
Suggested Action	-----

>> SECTION G: STUDENT AND COMMUNITY LIFE <<

Indicator G1a	A climate of collaboration, mutual respect and friendship prevails at the school.
Indicator G1b	A range of activities which promote positive staff-student relationships is in operation.
Indicator G1c	The school's methods of supervision and its way of handling problems with individual students are well understood.
Indicator G1d	Decisions on student conduct are based upon published statements of expectations for behaviour which also indicate the consequences of non-compliance and a mechanism for appeal.
Indicator G1e	Student information is treated with an appropriate degree of confidentiality.
STANDARD G1	Relationships among the school management, staff and students shall be ethical, and shall be characterised by fairness and mutual respect among individuals and between groups.
Visitor Observations	Students, parents and teachers respond that the atmosphere at TISA is one of mutual respect and understanding. Visitors are welcomed and included in the activities of the school. Teachers are involved in after school activities as well as supporting students in their creative ideas. Regulations governing student conduct are published in the handbooks and they are reviewed with the students during the year. The secondary school has recently created a Behaviour Management Policy and the primary school has an Expected Behaviour document.
Suggested Action	-----

Indicator G2a	Effective publications are used to facilitate the flow of useful information from the school to students and parents on all appropriate issues of school life.
Indicator G2b	Effective forums exist for the two-way exchange of information between the school and students and parents.
STANDARD G2	The school shall have processes and forums to enable students and parents to remain well informed on all appropriate issues of school life.
Visitor Observations	The Parents' Association of TISA (PAT) has regular meetings and is where parents may learn about the school and express their ideas. There is a PAT representative as a non-voting member of the Board. Parent /teacher conferences are held regularly as well as other evening meetings which introduce

	programmes and present student work to the school community. Email, student reports, TISA Times, Look Ahead and community letters are a few of the written communications that go out on a regular basis. The Board publishes Board meeting minutes and the annual budget facts on the web site.
Suggested Action	-----

Indicator G3a	Effective forums exist for the interchange of opinions between the school, students and parents.
Indicator G3b	The Governing Body and school management demonstrate an awareness of and sensitivity towards reasonable opinions held in all school sectors.
Indicator G3c	Parents and students have opportunities to provide input into decisions concerning the curricular and extra-curricular programmes.
STANDARD G3	The school shall have effective processes which enable students and parents to offer appropriate input before important decisions are made.
Visitor Observations	The PAT may act as a liaison between the parents and the Board to present issues of concern however they are not certain the school community is aware of this. The PAT president attends board meetings to bring information and also to take information to the school community. There are two student council groups, one in the Primary School and one in the secondary school. The secondary student council is active in developing school events, community service projects and supporting charity but does not see itself as a voice of the students to the administration.
Suggested Action	<ul style="list-style-type: none"> The secondary principal and student council sponsor work with the student council to develop their role as the student voice in school decision making.

Indicator G4a	The curricular and/or co-curricular programmes address the need to develop the "whole person".
Indicator G4b	The student activities programme is appropriate in size and variety to serve the interests expressed by students.
Indicator G4c	The student activities programme takes advantage of opportunities afforded by the school's location.
Indicator G4d	The student activities programme takes advantage of the diversity of backgrounds of school managers, staff and students.
Indicator G4e	Students have opportunities to acquire and exercise social responsibility within and beyond the confines of the school

	<p>itself through activities such as:</p> <ol style="list-style-type: none"> i. student government ii. student publications iii. community service
Indicator G4f	The curricular and/or co-curricular programmes address issues of health and well-being.
Indicator G4g	The curricular and/or co-curricular programmes address issues of respect for the environment.
STANDARD G4	The curricular and/or co-curricular programme shall serve the broad needs and interests of the student body.
Visitor Observations	<p>Teachers offer two terms of extra curricular activities out of three and teaching assistants have an activity each term. The common remark was made that there is a wide variety of activities in the first two terms and a much less interesting choice in term three. A balance in the offerings each term would make term three more attractive to the students. There did not appear to be much input by the students and parents into the types of activities that the students would like to see offered. However there is a wide variety in the secondary school which includes drama, visual art, choir and orchestra (across the school). Sports activities are very popular and available for boys and girls. The parents expressed some concern regarding the quality of the sports activities.</p>
Suggested Action	<ul style="list-style-type: none"> • The student activities director surveys the students for suggestions of after school activities they are interested in. • The student activities director balances the offerings between the three terms to ensure student interest throughout the year.

Indicator G5a	The school promotes positive interaction among members of its own community who have differing cultural, linguistic, and national backgrounds.
Indicator G5b	The school offers a variety of practical ways in which students can acquire and express intercultural and international awareness (Please see Appendix for more details).
STANDARD G5	The school shall actively promote intercultural and international awareness.
Visitor Observations	The curriculum integrates the local culture into the coursework as well as sponsoring field trips into the community. Sports teams compete locally and local artists are invited to perform at the

	<p>school. The language options include Russian, Spanish and French. Community service projects take place in the local community and local celebrations are honoured. There is an active MUN group which meets locally and travels abroad. The school has forty nine countries represented amongst the students and eighteen in the faculty which allows for many ideas and cultures to be represented. As mentioned in Standard A 5, the guiding statements of the school encourage international thinking and global understanding and this is carried out in the academic sphere and the activities that TISA supports.</p>
Suggested Action	-----

Indicator G6a There is a residential life philosophy and curriculum which takes full advantage of the opportunity to create a twenty-four hour, seven day a week educational environment.

Indicator G6b	A full programme of activities is in place for weekends.
Indicator G6c	A residential orientation and training programme exists for dormitory parents.
Indicator G6d	There is sufficient presence of adults in the dormitories so as to ensure a safe and well-supervised environment as well as to provide the opportunity of ever-deepening teacher/student relationships.
Indicator G6e	The programme takes advantage of the ample opportunity to teach trust, respect of persons and property, and honesty in all matters.
Indicator G6f	Residential life takes advantage of the culture of the local community and promotes the international mission of the school.
Indicator G6g	<p>The physical plant is appropriate for:</p> <ul style="list-style-type: none"> i. the number and nature of the boarding students ii. the number and nature of the boarding staff iii. the range of organized and casual activities undertaken in the residence iv. the delivery of important additional services (e.g. laundry, meals, technology, etc.)
Indicator G6h	The dormitories and living spaces are warm and inviting, and therefore they create a sense of home and family
Indicator G6i	Day and boarding students are well-integrated with one another.
STANDARD G6	Residential services shall serve the best interests of all

<i>(For Boarding Schools only.)</i>	boarding students and staff.
Visitor Observations	----
Suggested Action	-----

PART TWO

PREPARING THE SCHOOL FOR THE SELF-STUDY AND THE TEAM VISIT

During the time on site, the Visitor was able to meet with members of the school's leadership team, the Governing Body, individual members of the teaching and support staff, a group of parents and the Student Council. During these meetings the Visitor was able to explain the accreditation process and discuss freely any aspect of the school.

A CIS Visitor facilitated a full-day workshop to assist the school in preparing for self-study. This was attended by a group of 18 people, some of whom will be on the Self-Study Steering Committee or will be chairing some of the individual Committees.

A number of members of the school staff are experienced Team Visitors or have been involved in previous self-study processes.

As a result of the above, the Visitor feels there is sufficient knowledge of the next steps of the accreditation process for TISA to be able to proceed.

Copies of the booklets *The Self-Study* and *The Team Visit*, consistent with the 7th Edition of the *Guide to School Evaluation and Accreditation* plus other advisory documents were left with the Accreditation Co-ordinator in order to assist the school in up-coming steps.

PART THREE

FINAL COMMENTS AND RECOMMENDATIONS ON THE STATUS OF THE INTERNATIONAL SCHOOL OF AZERBAIJAN

The School's Strengths

The Visitor found many positive features at TISA, of which some of the most important are:

- The curriculum documents are complete and a recently established student assessment policy is in line with the IB requirements
- The Pastoral Care and tutorial programmes in the secondary years as well as the cross curricular activities and inter disciplinary themes in the PYP and MYP encourage the students to connect learning experiences and build on those experiences.
- The present Board has been very responsible for an improvement in business management within the school in recent times which has improved transparency in the financial arena.
- The School has completed the current Strategic Plan and will be using the accreditation self study as a source for creating the next long term educational and financial plans
- Professional development funds are generous and the professional development policy is clearly stated
- Complete emergency and evacuation procedures and other safety information are posted in each classroom, assembly space and office space.
- The allocation of the secondary library in TISA 4 has been an excellent addition to the school. Collections have been very carefully selected to meet the needs of the students and the courses that are offered.

Key Areas Needing Attention

During the self-study period, the school will need to address all the Standards and Indicators. The Visitor's comments and suggestions for action in all parts of this report will help the school to prioritise its efforts. Above all, the school should address the following key areas.

- The administrative team create guidelines for the development of procedures to measure the success of the guiding statements in the school.
- The administrative team clarify professional development opportunities for the teaching assistants.
- The Board seriously consider a separate procedural audit of the school's financial resources to continue to ensure transparency in the financial aspects of the school.
- The Principals plan more opportunities for cross divisional meetings to improve vertical and cross curricular integration.

- The ELS teachers from the primary school and secondary school begin to develop an all school ELS department and collaborate on methodology used across the school.
- The administrative team consider the establishment of a technology committee.
- The secondary principal and student council sponsor work with the student council to develop their role as the student voice in school decision making.
- The student activities director balances the offerings between the three terms to ensure student interest throughout the year.

The Visitors' Overall Recommendation and Suggested Timeline

The Visitors therefore have no hesitation in recommending that TISA be given leave to proceed to the next stages of the accreditation process following this timeline:

<i>Suggested Timeline –The School of Azerbaijan</i>	
August 2010	Set up all committees and begin the Self-Study. Put an early emphasis on Part One and Section A of Part Two.
February 2012	Complete and distribute the Self-Study Report.
Spring 2012	Host the Team Visit.

Suggestions concerning the Future Visiting Team

<i>Recommendations on the Composition of the Future Visiting Team to TISA</i> (Following discussions between the Preparatory Visitor and the Head of the School.)	
Number of team members	7 plus Chair and secretary
Number of campuses to be covered	One
Student age range	3 years - 18 years
Curriculum	IBO; PYP, MYP and DP
National curriculum cover required?	No
Languages to be covered by bilingual team members	Russian, Spanish, French
Any country/city vetoed?	Armenia
Special Emphases (if any)	

Closing Remarks

The Visitor would like to thank everyone at TISA for the excellent hospitality received and the thorough co-operation and commitment to accreditation that was apparent both before and during the Preparatory Visit. The Visitor trusts that the school's relationship with CIS will assist in on-going institutional improvement.

Respectfully submitted to the CIS Accreditation Service on May 2010

Kay Mongardi
CIS Accreditation officer