



TISA
THE INTERNATIONAL
SCHOOL OF AZERBAIJAN

24/25



Parent Student Handbook

More info - www.tisa.az

Welcome

When schools and families work together, we provide a happy, stable environment to prepare students to be lifelong learners and empower them to engage in productive daily lives. We know that students do better in school when there is a positive partnership and strong lines of communication between parents/guardians and school staff.

Our Parent Student Handbook is a comprehensive introduction and guide to community life at The International School of Azerbaijan. It reflects the experience of the school in answering the most important questions asked by our community. This handbook is updated every year to reflect changes in policy and procedures at TISA. Should you have comments or suggestions, please direct these to publishing@tisa.az and admissions@tisa.az

Mission

We **engage** as thoughtful, generous and resilient members of our local and global communities, taking action in Azerbaijan and beyond;

We **empower** one another to pursue personal and academic challenges with courage and a growth mindset;

We **inspire** life-long, authentic and principled learning to create our best future together.

Belief Statements:

At TISA, four of the five pillars of our Strategic Plan specifically address high quality teaching and learning: Teaching & Learning, Learning Environment, Well Being & Community, and Leadership & Growth. The belief statements for these pillars shape our concept of high quality teaching and learning:

- Empower each student as a future ready learner.
- Expand and innovate learning environments.
- Inspire a culture of caring, acceptance, and belonging.
- Empower individuals to make a difference.

High Quality Teaching & Learning:

Learning at TISA empowers students with the knowledge and skills to accomplish their individual goals. Learning is collaborative and moves students from their current understanding to a deeper level.

Day-to-day, our mission to **engage**, **empower**, and **inspire** students begins by ensuring that all learning experiences have:

- Clear and aligned learning objectives that students understand

- Relevant, engaging and differentiated learning experiences that address the objectives
- Aligned assessments and opportunities to demonstrate student learning
- Clear and timely feedback that helps measure students' progress

Inclusion Belief Statement

At TISA, embracing diversity is fundamental to who we are. We value the varied visible and non-visible identities of our community including age, body shape and size, ethnicity, family make-up, gender identity and expression, language, nationality, neurodiversity, physical ability, race, religion, sexual orientation, and socio-economic status.

We acknowledge that our individual experiences make us unique, but also recognize internal biases. Our students, teaching and support staff, administration and parents are committed to engaging in a continuous process of improvement and growth to create an equitable, safe environment that will have a positive impact on our school, community and wider world.

Global Citizenship Profile

As students and staff at TISA, we collaboratively:

- Develop intercultural understanding through experiential learning and active dialogue with people who are different than ourselves
- Respect diversity and commit to identifying and recognizing the impact of internal biases
- Cultivate an awareness of global issues and the various perspectives involved
- Take positive action and serve within the local and global community
- Adopt and advocate for sustainable practices

General Information

Daily Schedule

Students can enter school at 8.00am. The school day begins at 8:15am and ends at 3:15pm, with the exception of Nursery and P1 students, where the day begins at 8:15am and ends at 12:30pm.

The Secondary School operates on a 10 day rotation while the Primary School operates a weekly schedule. Timetables are provided to students via Managebac in Secondary or by the Homeroom Teacher in Primary.

Primary children must go straight home at 3.15 pm and cannot stay on the campus and play unless they are supervised by an adult. After-school activities generally run from 3:15 - 4:00 pm. Any child remaining at school, with adult supervision, may play on fixed equipment such as climbing frames, however should not play with moveable equipment as this may be set up for learning the following day.

Class Placements

The placement of students into classes is at the discretion of the school leadership. For students new to TISA, the Head of Admissions works in conjunction with the School Principals to place students. When preparing for the following school year, input from students, parents and teachers are considered and the Principal oversees the final decision of where each student is placed.

Student Handover

All children from Nursery to P4 must be escorted to their classroom by an adult and collected from outside the classroom door by an adult or a sibling from M1 or older. Parents must inform the teachers as to who will collect their child each day.

Teachers must receive written notification if a child of this age is to go home with a different adult on any day. Any child of this age who is not collected from the classroom by 3:15pm, or 4pm if they have an after school activity, will be taken to Primary or ELC Reception until collected by an adult.

Any primary student who leaves the school campus during the school day must be accompanied by an adult who has collected a security pass from a secretary at reception.

Campus Access

Access to the TISA campus can only be gained through the use of an electronic identity card at the three security entrances. All TISA students, designated family members and staff should receive an identification badge and security briefing upon enrollment. Students must bring badges to school every day. Lost badges must be replaced immediately. Replacement badges cost 25 AZN. Students who forget their badge will be issued a visitor's badge for the day. Visitors badges will only be issued at the main gate. Any student who does not have their badge must report to the main gate to receive a visitors badge.

Students issued a visitors badge will be required to remain in the waiting room at the main gate until classes begin.

Students who use a visitors badge for the day must return it at the end of the day. Those students who do not return their visitors badge at the main gate will be assigned a lunch detention the following day. It is a critical security issue that the visitors' badges are returned.

Students who do not bring their badge for three days in a row will be re-issued a new badge and parents will automatically be charged a 25 AZN lost badge fee.

Students living in Royal Park may walk to campus and enter at the closest gate. Students traveling by car must get dropped off and picked up at the main entrance with the exception of students in the ELC. ELC students may get dropped off and picked up at the ELC/TISA 4 gate.

No primary child should be inside the school grounds after school hours or at weekends unless they are with an adult. They would only enter a building if there is an adult-supervised event to attend.

Visitors

All visitors to TISA must obtain a visitor's badge from the security and participate in a security briefing before they will be granted access into the school grounds. Visitors are permitted only for specific events or meetings with prior permission. The visitor's badge must be worn at all times when on campus. Previous TISA students or out of town guests of families that wish to visit TISA must do so by requesting permission from the Principal ahead of time. Visits will be limited to lunch or break times.

Animals and Pets on Campus

For health and safety reasons pets may not be brought on campus without the permission of a teacher and the Principal. Stray animals will be removed from campus. Permission may be granted to bring animals on campus temporarily as a part of the curriculum programme.

Parking and Traffic Safety

Parents should register their vehicle with Security and obtain a TISA decal which should be displayed on the front window to gain access into Royal Park. Drivers of vehicles should obey all traffic signs and regulations as well as follow all directions given by the security guards. Cars should enter via the Royal Park main gate and proceed directly to the school. There is no parking permitted in front of any of the TISA gates. Students in the ELC may be dropped off via car at the ELC/TISA 4 entrance. All other students traveling by car must get dropped off at the main entrance.

Parents and visitors may use the parking lot across from the main entrance. Parking is via rear entry. Students, parents, and visitors should cross the street at the designated crosswalks.

Celebrations (Primary)

Birthdays are a special time for children and we enjoy celebrating with them. If students are delivering invitations to students on campus, they must invite all of their classmates from a primary homeroom class to avoid hurt feelings and foster inclusivity. If students plan to only invite a small group of friends to a birthday party, they need to deliver those invitations outside of school, preferably electronically. Please note that we are unable to share class contact information.

Students may bring in a small birthday snack to share with their homeroom class. Snacks should be single serving items that are easy to distribute (i.e. cupcakes or pre-packaged cookies). To protect people with nut allergies we restrict nuts on campus. Be aware of this when choosing a snack. Please notify your child's homeroom teacher in advance of bringing in birthday treats.

At TISA we encourage parents to share **celebrations from their home country culture** with their child's class e.g. Diwali, Easter etc. Please contact your child's teacher to discuss how and when this can be arranged.

Deliveries

Student deliveries of any kind (food, flower, and other) are not permitted and will not be accepted at the security gates.

Attendance Policies and Information

Philosophy of Attendance

Research clearly establishes that frequent or prolonged absence from school has an adverse impact on academic achievement. When a student is out of school:

1. They need to make up homework and tests,
2. Only part of the learning process proceeds normally.
3. They miss classroom discussions, lectures, and important details necessary to successfully complete assignments.
4. Experience high levels of stress when trying to make up missed work.

In addition, credit for High School courses may only be granted to students who attend class on a regular basis. It is for this reason that TISA operates a strict attendance policy.

Tardy/Late Arrival

Any secondary students who are not in class by 8.15 am will be marked as absent which will change by the teacher if they arrive before 8:30 am. After 8:30, students should go to the secondary reception where they will be marked as late. Students who regularly arrive late to class after passing time, break time or lunch time, may be asked to serve an afterschool detention with the subject teacher to make up for the missed time. In these cases, parents will be notified by the teacher.

Repeated instances of this may involve parent meetings with administration, a note on the student file and the school informing universities as required

Primary students who arrive at school after 8.30am must report to their homeroom teachers on arrival and will be marked as late.

Advance Notice of Absence

Where an absence is planned or is known about in advance, parents should inform the school. There are two ways in which this can be done.

Secondary: A note can be sent to school through ManageBac. This results in the absence automatically being recorded. An email detailing the absence can be sent to ssecretary@tisa.az. This email should explain the reason for the absence: medical, family issue or embassy appointments.

Please note that non-emergency appointments should be scheduled outside of school hours.

Primary: An email can be sent to your child's homeroom teacher via email or on Toddle. You can also email psecretary@tisa.az

Absence Without Notification

If a student is absent from school and no advance notification has been provided, the Secretary will contact the parents by telephone to verify that the absence is known about and to establish the reason why the student is not at school. The details will then be added to ManageBac (Secondary) or Toddle (Primary).

Students Absent for Medical Reasons

If a student is absent more than two days in a row due to illness, parents should provide a doctor's note that explains the reason for the days missed from school. Students are required to present this upon their return to school. If a student is physically capable of attending school, it is expected that the student will participate in Physical and Health Education classes. The single exception to this policy is if medical reasons warrant nonparticipation. In this case, a written doctor's note must be provided to the school.

Outdoor recess is considered part of our balanced curriculum in Primary School, where social skills and gross motor development, as well as physical fitness are all developed. If a child is present at school it is expected that they join their grade level for all scheduled outdoor recess times unless there is a medical reason and a doctor's note to support this. Accommodations will only be made in these cases. In colder weather it is recommended that suitable clothing is sent to school to ensure comfortable participation in outdoor recess.

Early departure during the school

Parents should inform the school in writing when a student needs to leave school during school hours. If a student becomes sick during the day, the school doctor will inform the parents in order to arrange for the student to be picked up.

The student, or the accompanying adult, must pick up a gate pass at the Primary or Secondary Reception. With the exception of DP students, security will not allow students to leave during school hours without this pass. DP students are allowed off campus for lunch, but NOT free periods, or morning or afternoon breaks.

Absences and Extracurricular Activities

A student absent on a given day is NOT eligible to participate in extracurricular activities on that day unless given special permission by the principal. If a student is absent on the last school day of the week, he/she is not eligible to participate in extracurricular activities during the weekend. Furthermore, students selected for a competition, such as a tournament, MUST be in school the day before and after travel (or the day before or after

the competition finishes if it is at TISA).

Parental Absence

If it is necessary for parents to travel and leave their students in Baku, the following procedures need to be followed:

Notice must be given to the Principal in writing of the following:

1. Dates the parents will be out of Baku
2. The name and contact information of an adult who is responsible for the student's welfare
3. In the absence of the parents
4. The name of a second emergency contact in case of an accident or illness at school.

Very Important: Parents must come into Primary and Secondary Office and sign a statement giving the adult named the power to make educational and medical decisions in their absence

Excessive absence policy

Parents are advised not to take children out of school except for urgent reasons related to health, company allocated vacation time, or family emergencies. In keeping with TISA Board policy, absences of up to ten days per academic year for the reasons mentioned above are regarded as excused. Students who are absent from school for 20 days or more in an academic year or 15 days or more for a semester for any reason are considered to have excessive absences.

Being absent for 10, 12, and 15 days in a single semester or 20 absences for the school year, will result in formal warning letters. Absence of more than twenty days per academic year will result in a formal letter from the school informing parents that:

- the student's work and overall development may have been seriously affected,
- the school will record the absences in reports and transcripts,
- the school will not attest to the successful completion of a full academic year, and
- the school reserves the right to retain the student at his/her grade level (withdrawal of the right to be promoted to the next grade.
- loss of credits
- emails home and parent meetings with administration
- for DP students, possible withdrawal from the DP school will inform universities as required

The Principals/Assistant Principals will make the final decision on an appropriate course of action and then inform the student and parents involved. Secondary students who exceed the maximum number of absences will be required to make arrangements to recover missed lesson time and/or demonstrate content mastery in order to receive course credit.

Students and their parents will meet with the Secondary Principal to develop the missed lesson recovery plan which may include Saturday School, completion of missed assignments, or other measures as deemed appropriate.

The same procedures will be followed for students that have been absent for subject lessons for 10, 12 and 15 days in a single semester or 20 absences for the school year.

Additional Secondary School

Make-Up Work

Students have the same number of school days to make up work as the days they were out of school. Any test or major project that was known about prior to the absence may be required to be taken on the first day back. Any major projects or assignments that were assigned more than two weeks prior to the absence are due regardless and should be sent to school with a family member, friend or driver). Make up tests take priority over any extracurricular commitments.

If a student is absent due to non-emergency reasons, family holidays for example, it is the student's responsibility to make arrangements for missed work. Teachers will not always be able to provide additional support.

Exceptional Circumstances

Students who exceed the 20-day absence limit for an academic year or the 15-day absence limit for a single semester will be recommended by the Secondary Principal for a loss of credit during that semester. A meeting involving the Secondary Principal, Assistant Principal, the Team Leader, the student and the student's parents will be arranged, providing an opportunity for the student to communicate the details of any exceptional circumstances that might affect the decision to award credit or promote the student to the next grade level. A waiver may be granted at the discretion of the Secondary School Principal. Students with a history of excessive absences will not be eligible for this waiver and it will not be granted more than once.

Academic Policies and Information

EDUCATIONAL PROGRAMME CURRICULUM OVERVIEW

TISA offers the International Baccalaureate (IB) Primary Years Programme (P1-P8), the IB Middle Years Programme (M1-M5) and the IB Diploma Programme (DP1-2). Instruction is in English. All secondary school students are enrolled in the IB Diploma Programme courses whether they are seeking the IB Diploma or the TISA High School Diploma.

Within this framework, TISA offers a fully integrated curriculum that seeks to provide a stimulating opportunity for all our students. The programmes of study and grade- level

student performance objectives have been developed utilizing the best aspects of European, Australasian, and North American curricula as source material.

All programmes promote an inquiry-based approach. The acquisition of the fundamental skills of literacy and numeracy receive proper emphasis and students are encouraged to use and practice these skills in a meaningful context.

Assessment and Grading at TISA

At TISA the prime purpose of assessment is to provide an opportunity for students to demonstrate evidence of their learning and growth. Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning. TISA students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.

By fostering a culture of accountability at TISA we develop the assessment capability among all members of the learning community.

Learning goals and success criteria are often co-constructed and always clearly communicated.

Both learning outcomes (what we learned) and the learning process (how we learned) are assessed to support students' metacognitive development to the end of becoming lifelong learners.

The TISA primary school employs a range of common and grade specific assessments and actively collects and uses data to guide the learning design process, determine the effectiveness of our program and suggest next steps for students.

In MYP and DP school, TISA adheres to the IB grading system.

The IB MYP and DP grading scheme uses a 1-7 scale that includes a set of criteria which describe what the number represents in terms of student work. This further encourages the development of a "criterion referenced" approach to assessment across the school, where teachers are required to define carefully the criteria they are using for grading work. The following grades are given for all courses:

7= Excellent
6= Very Good
5= Good
4= Satisfactory
3= Needs / Improvement
2= Poor / Failing

Homework Guidelines

Homework is considered to be an important part of student learning at TISA. It should be purposeful and should not be considered as a means of extending lesson time. Students at TISA should have the opportunity to participate in multiple aspects of student life and, as such, homework should not prevent them from participating fully in after-school activities. In turn, students should tailor their commitments to ensure they leave reasonable time for the completion of homework.

Homework supports student learning by:

- Reinforcing or extending work covered in class.
- Developing research skills.
- Encouraging independent work.
- Demonstrating understanding of work.
- Enhancing study skills.
- Improving time-management skills.
- Allowing students to take responsibility for learning.
- Providing opportunities for parents to support students and understand the academic challenges they face.

Types of Homework

Secondary

- Homework may take many different forms including, but not limited to:
- Consolidating skills through practice
- Writing assignments
- Preparing presentations
- Studying for assessments
- Researching a topic
- Preparing for a lesson
- Reflecting on work done

Primary

- Daily reading (from a variety of texts) with a focus on fostering a love for reading
- Word inquiry tasks

- Project-learning choice boards
- “Home Talks” where unit questions are shared and families encouraged to discuss and feedback their thinking
- Practicing reading simple text, reviewing vocabulary, learning key structures of a World Language (~3 times a week)
- Student-selected tasks

Homework Expectations

TISA does not produce a homework timetable for students. Students are expected to allocate time each evening to allow them to manage their overall homework load.

In general, teachers should not set homework that is due for the following day, aiming to give students a minimum of two days to complete tasks, where possible. When setting homework, consideration should be given to the additional time needed for EAL and LS students with accommodations where appropriate.

Students in DP1 and DP2 are expected to spend additional time working independently. This time should be used to consolidate work done in class, review notes and to take responsibility for further reading that supports their learning.

The following table provides guidelines as to amount of homework

Grade	Homework (Mins/Week)	Per	Subject
M1	40		
M2	45		
M3	50		
M4	55		
M5	60		
DP1 and DP2	125		

Organization of Homework

All homework assignments will be communicated via ManageBac using the messages page, and in the case of summative assessments only, the tasks/assignments page calendar. Students are encouraged to use Google Calendar to keep track of the upcoming homework tasks.

Parents’ Responsibilities

- Parents should support their children with homework whilst recognising that their role

will be diminished as their children become increasingly responsible and independent.

- Parents should provide a suitable location for students to complete their homework.
- Parents should ask the child about their homework and check homework on ManageBac.
- Parents should encourage their children to approach the subject teacher if they have any concerns about their homework load.
- Parents should communicate to their children the importance and value of home-work, supporting the school in establishing good practices and habits.
- Parents should provide positive reinforcement when homework is completed.

Students' Responsibilities

- Students should take careful note of all homework assignments and the date on which they are due.
- Students should ask teachers for clarification if they do not understand the homework expectations.
- Students should respect homework deadlines.
- Students should recognise the importance of all subjects and treat all homework as equally important.
- Students who have difficulties with homework should seek help from teachers before the due date.
- Students should plan their homework carefully to avoid periods where they struggle to meet the demands placed upon them.
- Students who are absent should contact teachers to get details of any homework missed during their absence.
- Students should initiate communication with staff to help them manage the time they need to complete homework when there are significant pressures from extra curricular activities.

The Assessment Calendar-Secondary

In order to help students manage larger projects and assignments, the secondary has set up an **Assessment Calendar on ManageBac**. This is for teachers to record all major assessments and project due dates.

This calendar ensures that MYP students do not have more than two major tests/projects no more than one for M1 students due on the same date. This allows suitable time for students to complete significant assignments.

Please note that if students have tournaments or productions coming up, teachers expect them to plan ahead so that work is completed on time.

In addition, if students are absent on the date a major project or assignment is due, they are expected to submit it on the due date or before (electronically, sending with a driver etc...).

Tutoring

The Primary and Secondary School strongly recommends that families do NOT arrange tutoring unless it has been agreed on as a result of a team meeting. We recommend that families do the following if they are concerned about their child's progress in any given class:

- Encourage your child to make an appointment with the teacher to ask for ways to improve.
- Contact your child's teacher or TAO Coach with your concern.
- Ask for a team meeting to develop a plan to assist your student.

Tutoring from outside TISA should be done with caution. Our programmes and curriculum follow the IB teaching philosophy and approach to learning which many tutors may not be familiar with. In addition, unless the tutor meets regularly with the class teacher, tutoring may only further complicate the problem.

Textbooks and Classroom Materials

Students are responsible for materials checked out to them and are expected to take good care of them. Textbooks, library books, and materials provided by the school must be paid for if lost or damaged. Generally, each student should have the following school supplies: Mac laptop, notebooks, pencils and erasers, pens, textbooks, and calculators for their Math classes. Details of which calculators are required for different grade levels is communicated by Maths department.

All students are encouraged to have an assignment diary or another way of staying organized. Students need a change of clothes and PHE uniform for their PHE class. Clean gym shoes are a requirement.

Academic Integrity

At TISA, we believe that academic integrity is a disposition, not a set of rules or a static definition. Academic integrity is a commitment to boldly expressing knowledge in our own unique ways. To this end:

We **engage** as creators, respecting and contributing to greater intellectual and creative communities.

We **empower** one another to act with integrity, supporting each other in doing the right things.

We **inspire** as principled, courageous TISA learners, sharing our knowledge beyond the walls of our school.

Click here to see [Academic Integrity](#) Policy and [Assessment Policy](#).

TISA Learners (Students, Teachers, Community)

- create their own understanding.

- build on the knowledge and understanding of others.
- act with integrity and ask for assistance when they need guidance.
- respect the contributions and ideas of others and ourselves and give credit where credit is due.
- overcome obstacles to knowledge and understanding with adaptability and resilience.
- contribute to greater intellectual and creative communities.

Our Responsibilities:

At TISA, we believe that academic integrity is a part of school culture, embedded at every level. Our expectation is that all community members adhere to and support TISA's Academic Integrity Policy. The responsibilities of our community members are:

Student Responsibilities

All students will:

- take ownership of what they know and what they create.
- create authentic work.
- document their steps in the creative and/or research process.
- respect the intellectual property of themselves and others.
- contribute to greater intellectual and creative communities.
- give credit where credit is due.
- recognize the difference between collaboration and collusion.
- contribute fairly to collaborative work and acknowledge individual's work.
- employ academic integrity resources like NoodleTools and Turnitin.
- seek out assistance when unsure how to act with academic integrity.
- understand that assessment is used to identify what a student knows and is able to do.

Parent Responsibilities

All parents will:

- demonstrate their understanding and support by discussing academic integrity and reviewing TISA's Academic Integrity Policy with their children annually.
- sign TISA's Academic Integrity Policy.
- encourage their children to seek out assistance when unsure how to act with academic integrity.

Teacher Responsibilities

All teachers will:

- be knowledgeable of and uphold TISA's academic integrity expectations.
- model academic integrity.
- seek assistance when unsure of how to support students.
- integrate opportunities to demonstrate academic integrity into their units.
- assess prior knowledge of academic integrity.
- explicitly teach and assess academic integrity.
- differentiate instruction of academic integrity.
- clarify the difference between collaboration and collusion.
- facilitate transfer of academic integrity from other units/subjects.
- employ use of academic integrity resources like NoodleTools and Turnitin.

- collaborate with support teachers to ensure students can meet expectations.
- uphold academic integrity expectations.
- follow procedures to support students who do not meet academic integrity expectations (see Section Three).

In addition students will be supported by our librarian, EAL and Learning Support teams, programme coordinators and administrators.

Resources to Support Academic Integrity

At TISA, the goal is for learners to understand why it is important to acknowledge the work of others while acting as creators. To ensure this happens, TISA provides

- Access to resources like Noodle Tools and Turnitin
- New Student Introduction to Academic Integrity
- Regular support sessions/refreshers in each year of the programme.

Additional Support and Consequences in Cases of Academic Misconduct

At TISA, we approach Academic Integrity with a growth mindset, recognizing that students develop these thinking, research and communication skills over time. When a student finds themselves breaching academic integrity, the following may be put in place. Several factors will be taken into account when considering the consequences including if it is a first instance, if the student is new at the school, if a student takes steps to gain an unfair advantage (including copying, collusion, inappropriate use of notes in a testing situation) or if a student submits work with mistakes in research, referencing and/or paraphrasing.

1. The teacher informs the MYP Coordinator and support teachers (EAL, LS, Team Leader) by email as soon as possible.
2. The teacher and the student, and, where appropriate, the Coordinator, will discuss the work to understand where the student needs additional support.
3. The teacher and the student, and, where appropriate, the Coordinator, will develop a plan to help the student correct the mistakes and avoid future mistakes. This will likely include:
 - Support session with a teacher, coordinator, librarian, or support teacher
 - Re-submission of the work, or an equivalent task
 - For written work, a similar piece of work must be submitted.
 - For a test/exam, the student must re-sit with an equivalent, different test/exam.
 - The resubmitted work/test is marked and a grade awarded.
 - Development of steps to avoid this mistake on future tasks
 - Using Turnitin to self-check
 - Sharing notes/drafts with the teacher or coordinator in advance.
 - Parents and the pastoral team will be informed of these steps in order to support the student.
 - The coordinator will make a note of the matter in ManageBac.
 - Parents may be asked to attend a meeting with the MYP Coordinator and

Pastoral Coordinator to develop additional support agreements.

- The student and parents will be asked to discuss the matter with the Secondary Principal.
- At the discretion of the Secondary Principal, the matter may be recorded on the student's file.
- Depending on the severity, further action may be taken in accordance with our positive behaviour policy. (ie. in school restriction & detention).

Notes: Work without correct citations must not be accepted. Students must correct these mistakes before their work can be assessed.

For DP students that submit work to the IB or violate academic integrity rules within an IB assessment, the IB stipulates that the student will be fully withdrawn from the IB programme and no diploma will be awarded. Serious behavioural infractions will be reported to universities if asked for as it is our ethical duty to do so. The decision as to which disciplinary records are passed to other schools is at the discretion of the Secondary Principal. It is the responsibility of the student to ensure that all work submitted to the IB adheres to academic integrity requirements.

Library Resources

The TISA Library has two dedicated spaces - one in the Primary School and one in the Secondary School. These are spaces for the whole community to read, research, and collaborate. Our library has an extensive collection of fiction and non-fiction for children, teens, and adults.

Students in all grades are welcome to borrow books before and after school. Students in Nursery-P8 have dedicated borrowing time each week. Secondary students are welcome to use the library spaces and resources during all breaks and throughout the school day at the discretion of their subject teachers. Parents are encouraged to borrow materials from both of our libraries.

In addition to our extensive print collection, the library provides access to a range of digital resources including e-books, encyclopedias, databases, and periodicals. Research skills, including utilization of digital sources of information, are taught collaboratively and integrated into the programmes.

More information about the TISA Library can be found at www.tisa.az/library.

Library hours for parents are as follows:

ELC: 8:15 – 8:25 (or 8:45 if classes are not using the library) Primary and Secondary: 8:15 – 4:00. Parent library hours will be announced. Lost or damaged items must be paid for. Ask the library assistant for a lost item notice and pay the bill at the Accountant's office. The accountant will issue a receipt. Present the receipt to the library assistant. Final reports will not be issued to students until all books (including textbooks) are returned.

Middle Years Programme

The MYP is a five-year programme that begins at age 11 and continues through to age 15.

The educational framework of the programme requires students to study in eight subjects: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts (Art, Music, and Drama), Design (Design Technology and Computer Technology), and Physical and Health Education in each of the five years of the programme.

Teachers present their curriculum through interdisciplinary Key Concepts and subject-specific Related Concepts, as well as through the Global Contexts, overarching themes that support the continuum from the Primary Years Programme.

Teachers also foster student development of learning skills through explicit instruction in the Approaches to Learning.

The model embodies three fundamental concepts: communication (valuing language acquisition in at least two languages); holistic learning (finding the connections across and within subjects and grade levels); and intercultural awareness (growing understanding of a student's own culture coupled with an understanding and appreciation of other cultures). Many of the concepts, programme elements, and the underlying philosophy found in the MYP are consistent with those found in the IB Diploma Programme.

Please see the MS and HS Handbooks for further information.

Elective Courses

Students not required to take Azerbaijani classes will use that scheduled time to take an elective course. Elective courses were created based on student interest as well as staffing requirements. All the elective courses are semester long courses so students will be able to select two courses that are offered for their grade level. Please note, that class sizes may be limited. We will aim for students to be able to participate in their preferred electives in either the first or second semester.

Online Courses

Based on individual student needs, an online course may be pre-approved from TISA recommended vendors and credit awarded on a TISA transcript. Online courses will not receive credit if not pre-approved by the TISA counselor and administrator.

The IB Diploma Programme

The IB Diploma Programme is a two-year programme for students ages 16-18. Students participate in the IB Diploma Programme at TISA in one of these ways:

- The IB Diploma Track
- The TISA High School Diploma Track

- Both tracks allow students to qualify for a TISA High School Diploma as long as the student satisfies the requirements for graduation. This is equivalent to a US High School Diploma and valid for admission to universities that require such a diploma.

Both tracks of the TISA Post 16 Programme involve some courses that are included in the IB Diploma Programme of study (assessment may be modified for TISA Graduation Track students).

Programme Admissions Policy

All students will be encouraged to study for the IB Diploma Programme. Those who complete this programme enjoy a competitive edge in admission to any college or university in the world.

Students seeking admission to the IB Diploma Programme fall into two categories:

- Those currently in M5 (US Grade 10/UK Year 11) and seeking promotion.
- Those entering TISA from another school.

For those currently in M5 and seeking promotion, placement is automatic for those who have earned appropriate credits by the end of M5. For students who have not met the appropriate credits, it may be necessary to take an online course approved by the school.

Those seeking admission to the IB Diploma Programme from outside TISA must:

- Have reached the age of 16 by September 1st of the year of entry.
- Be no more than 2 years older than the average age of the class.
- Provide previous transcripts or reports from Grades 9 and 10 or equivalent as evidence of having met the credit requirements.
- Schedule an interview with the DP Coordinator and Counsellor to discuss appropriateness of programme with regard to university and career goals (this may be by computer link).

After these steps have been completed, the Secondary Principal in conjunction with the Admissions Team (school Counsellor, DP Coordinator assistant principal and others as needed) will determine if the student will be admitted to the programme.

The Admissions Team may recommend:

- Full admission to the IB Diploma Programme Track with a recommendation that the student be entered for (a) the full IB Diploma Track (b) TISA Graduation Track.
- Provisional admission to the IB Diploma Programme with specific conditions to be met.
- That the student applicant is unprepared for admission to the TISA IB Diploma Programme. In certain circumstances a student may be offered a place in M5.

Additional information about this programme can be found on the IB website www.ibo.org, and in the school's HS Handbook.

IB Diploma Programme Expectations (DP1 and DP2)

IB Diploma Programme students are expected to meet all internal deadlines for work to be submitted to teachers and to the IB Coordinator. This includes assignments for both Internal and External Assessment, and for summative assessments (for example, tests and projects) used to generate semester grades. Dates for assessment are set in advance and posted on the Assessment calendar.

DP students should expect to work over the summer between their DP1 and DP2 year.

IB Diploma Core Requirements

In addition to the six subject areas, DP students are required to complete a 4000 word extended Essay in a subject of their choice, take Theory of Knowledge (a timetabled course in critical thinking), and complete CAS (Creativity, Activity and Service) experiences. Please see the HS Handbook for further details.

The Extended Essay /Research Project

Each Diploma student has the opportunity to investigate a topic of special interest. The essay (or research project for TISA Graduation students) requirement acquaints Diploma students with the kind of independent research and writing skills expected by universities. The IBO recommends that a student, guided by an advisor, devote a total of about 40 hours of private study and writing time to the 4000- word essay.

Creativity, Activity, Service (CAS)

All IB Diploma Programme students must complete the CAS requirements by successfully meeting the eight learning objectives of CAS. Students are required to keep their CAS data up to date using the Managebac system.

Theory of Knowledge (TOK)

All IB Diploma Programme students are required to study the Theory of Knowledge for 2 years. TISA Diploma Track students are required to study TOK for one year.

TISA Graduation Requirements

To obtain a TISA Diploma, students are required to achieve a minimum of 24 credits over the final four years in the upper Secondary (M4 to DP2). The following table shows an overview of the requirements over the four years as a whole.

Subject Credit	Credits
Language and Literature	4 Credits
Math	3 Credits
Science	3 Credits

Humanities	3 Credits
Language Acquisition	3 Credits
Arts	1.5 Credits
Physical Education	1.5 Credits
Design Technology	1.5 Credits
TOK	1 Credit
DP Extended Essay/ Extended Research Project	Completion Required
Community and Service	Completion of C&S Required
Creative, Activity, Service (CAS)	Completion of CAS Required
Personal Project (M5)	Completion of Project Required
Electives	2.5 Credits
Total Credits Earned	24 Credits (Minimum Requirement)

TISA students work towards the TISA diploma which is a four year diploma by earning credits.

Students earn a 0.5 credit by passing subjects with a grade of 3 or higher. Courses that meet 4 or more periods a week count for .5 credits per semester (1.0 per year).

The grade in each subject is calculated each semester. A grade of 3 or above will result in gaining credits while a 1 or 2 will result in no credits being awarded.

Students transferring from other schools to TISA between M4 and DP2 are required to submit previous academic school records. Previous school grades as determined by the School Counsellor can be awarded credit equivalence. Literature in two languages also counts to cover the acquisition requirement.

Graduation credit requirements may be prorated (adjusted) for a student who transfers into the high school after Grade 9 if:

- the student has been in good standing at his/her previous school
- his/her previous school did not require a particular subject to be studied
- the student's academic scheduling needs prevent the scheduling of the needed credits
- the student enters DP1 or DP2 from another school as a full IB Diploma Candidate.

Under these circumstances, the determination of which credits are pro-rated is at the discretion of the Secondary School Principal at the recommendation of the Counsellor.

Students who enroll at TISA after M4 are issued credit for successful academic work done at their previous school, and the courses are duly noted on our transcript. A "P" is assigned to each course passed to ensure that credit is transferred and recorded, but the letter or numerical grades are not recorded on TISA transcripts. This is due to the variation in worldwide grading systems.

Furthermore, TISA students who are obtaining credits from external, TISA pre-approved schools will have the credit noted on their transcript with a “P” or an “F.” Families are advised to keep the transcripts from any other schools or institutions as they will need to be submitted with the TISA transcript for university applications.

The high school transcript is a student’s permanent record. First and second semester grades are recorded in the appropriate columns. Quarter grades are not recorded as they are intended to be progress and not final marks. We do not issue full-year final marks, since credit is earned by semester, and because our student body is quite transitory with a fair number of mid-year arrivals and departures.

If a TISA student is not meeting the requirements for Literature, Social Studies/INS, Maths, Science or is not meeting our requirements for graduation, they will not be on track for a TISA diploma but they may be on track for the IB Diploma.

IB Self-Taught Courses

Students enrolled in the IB Diploma programme have the option of studying their mother tongue independently under the IB’s “Self-Taught” option. Students pursuing this option will have it recognized on their transcripts as an Independent Study course, complete with a P or F grade and the relevant credit recorded. Since TISA does not teach or score the course, we cannot issue grades.

Online IB Courses

Additionally, online IB courses are offered through Pamoja, the only accredited IB DP Online provider. A student taking an online course will be assigned an online tutor who will guide them through the course.

Below is a list of available Pamoja Courses:

- French Ab initio (for beginners) Standard Level
- Mandarin ab initio (for beginners) Standard Level
- Business Management Higher and Standard Levels
- Digital Society Higher and Standard Levels
- Information Technology in a Global Society Higher and Standard Levels
- Philosophy Higher and Standard Levels
- Film Higher and Standard Levels

Note that there is an additional charge for these courses payable to Pamoja

Student Records and Transcripts

Accurate records shall be maintained for all students attending the school. All such records will be preserved, either in original form or copies in compliance with local regulation and/or laws. These student records are held as confidential and managed by the school with legal, appropriate and/or responsible access to records by students,

parents, teachers, administration and staff as requested in advance. Release of records from the School to outside organizations, including other schools, must be accompanied by a signed release by the student (aged 18 or over) or the student's parent or guardian. No records or transcripts of students leaving will be released, unless all school fees have been fully paid, and unless any charges assessed for damages to the school have been settled to the School's satisfaction.

Class Rank

TISA does not rank its students Grade Weighting

All TISA numerical grades receive equal weight in the calculation of total scores. None are given additional weighting.

Incomplete Grades

A grade of **incomplete, "I,"** may be issued on a report card in rare cases where illness or other unforeseen circumstances have prevented the completion of a quarter's or semester's work. For classes in which an "I" grade has been issued, work towards a grade must be completed within two weeks or it will not receive credit.

Student Support Services

At TISA we believe students learn best in a caring and inclusive environment. We use a collaborative approach to address the developmental and readiness levels of students. We support students' knowledge, concepts and skills for language, literacy and numeracy as well as their social and emotional development. The school's philosophy is to help students to reach their full potential as individuals in the global community. A student's learning challenges may be already known when they first come to TISA, or classroom assessments and observations may show evidence of learning that is atypical.

The aim of the student support services is to differentiate for students who require extra support at any given point in their learning journey.

Student Support Services-Referral Process

When there is a concern about a student's learning or behaviour a teacher makes a referral to the appropriate homeroom teacher (Primary) or TAO coach (Secondary).. If parents are concerned about their child they should speak with the homeroom teacher/TAO coach first. This concern may be about specific academic, social, emotional or behavioural issues. The homeroom teacher/TAO coach and the student's grade-level learning team will meet, discuss and develop an action plan in accordance with TISA's Multi Tiered System of Support (MTSS).

MTSS

MTSS is defined as a comprehensive framework designed to address the academic, behavioral, and social-emotional needs of each student in the most inclusive and equitable learning environment. MTSS is a whole-school framework that organizes the people, programs and policies into an integrated support system that begins in tier 1.

Tier 1 instructions include data driven differentiated instruction based on the curriculum, to meet the needs of all students and ensure positive outcomes for all. The identification of students' learning or behavioural needs is a collaborative process that is achieved through analysis of a variety of objective and subjective assessment data. Objective assessments include group and individual tests of ability, standardized tests of achievement, curriculum assessments and previous school results. Subjective assessments may include observations, checklists (parent, teacher and student), student work samples and interviews.

Tier 2 interventions are intended for students who have below course/grade level learning gaps. Identified students consistently do not demonstrate proficiency at or just below grade level, on skills either academic or in non-academic areas, following Tier 1 instruction. It is a limited, but targeted, support system.

These interventions take place in addition to Tier 1, core instruction. A student qualifies for Tier 2 interventions based on the recommendation of the Student Support Team review of the student's academic and/or behavioral data. The support services teachers confer with all teachers to discuss goals and content material to meet individual learning needs.

Student Support Team personnel include: Counselling, English as an Additional Language (EAL) teachers, and Learning Support (LS) teachers as well as coordinators and Assistant Principals and Homeroom Teachers (Primary) & Team Leaders (Secondary). Student support team staff are highly qualified in their particular field.

Tier 3 interventions are intended for students who have course/grade level learning gaps. Students are in need of remedial support in universal skills; reading, writing, number sense, English language, attendance, and behavior and/or are not able to access the curriculum.

These interventions take place in addition to Tier 1, core instruction and Tier 2 interventions. A student qualifies for Tier 3 interventions based on the recommendation of the Student

Tier 1, 2 and 3 interventions can be determined as extensions or expansion of student learning for those students who have mastered the instructional curriculum

Support Team review of the student's academic and/or behavioral data. Students in Tier 3 have an individualized learning plan. To access Tier 3 interventions, students need to

undergo an Educational Psychology test, which will help identify additional learning needs as well as the strategies for teachers to follow in order to best support the student learning.

What I Need Time (WIN Time)

WIN time provides all students with two thirty minute blocks of time each week where students can either work individually on their assignments or directly with teachers in subject-specific small groups to extend or support learning. As part of our overall Multi-Tiered System of Support (MTSS), WIN Time is an additional strategy we use to meet students where they are, support their growth, and individualized student learning.

Counseling

Counseling Services are available to help facilitate academic, social, and emotional growth in students. The counselors help students deal with academic difficulties and are available for counseling related to self-esteem, problem solving, social skills, and other social and emotional concerns.

Counseling services are provided for students individually and in groups, on a range of issues, including:

- emotional or psychological problems
- family problems
- relationship issues
- peer pressure
- bullying
- lack of motivation and effort
- time management
- life skills development
- crisis intervention
- organization

Parents and teachers are at times contacted to help the counselors gain a holistic picture of the student. If necessary, the school counselors provide referral services to appropriate community agencies. In addition the primary and secondary counselors work closely with teachers, administrators and other support services, including English as an Additional Language (EAL) and Learning Support (LS) in their respective divisions to create a comprehensive service that is able to support the whole spectrum of students' needs.

Additional support programmes are added as needed to meet individual student requirements and to promote personal well-being, healthy relationships and the successful balance of academic, extracurricular and community involvement.

Referrals to the counselors can be made as follows:

- by teachers/school administration
- parental request
- directive to the student by the principal (required as part of discipline procedure or improvement program)
- self referral by the student

Other Secondary Counseling services include:

- Administration of achievement and aptitude tests (SAT, SAT Subject Tests).
- Invigilation of school admissions tests for transferring students.
- Assisting with the identification of students with special needs or learning differences.
- Counseling and testing of students with emotional needs.

University and Career Guidance

Our university and career guidance provides assistance in the following areas:

- Individual student guidance on choices of post-secondary opportunities.
- Developing career portfolios, which include test and grades results, examples of student work, and resumes and cover letters.
- Working with students towards job shadowing, internships, and community based learning programs.
- BridgeU software for college, financial aid and scholarship research.
- Coordinate and arrange College Fairs with University Admissions Representatives from various countries.
- Organize Career Fairs with a wide variety of local professionals who share their career paths and insights.
- Planning and preparation for college admissions tests and SAT
- Presentations by university representatives at TISA.
- Student-led initiatives and peer support.
- Cooperation with post-secondary institutions in student admissions.
- Workshops and support on applications for university admission, scholarships and personal profiles.

Learning Support

The Learning Support Department provides ongoing support for students who have gone through a referral and identification process. Support is offered for challenges related to all aspects of learning and students with exceptional abilities in different subjects. Learning Support specialists advise teachers regarding the needs of students and coordinate communication between administrators, teachers, students and parents. We offer in-class support using the inclusion model and pull-out support. Individual Learning Plans are shared and reviewed with students, teachers and parents twice a year.

- Intervention is designed to:
- meet individual learning needs and styles

- ensure full access to the curriculum
- develop the student's ability to be an independent learner
- remove barriers to learning
- The Learning Support Department affirms the right of all our students to develop to their maximum potential in a warm and caring educational environment.

English as an Additional Language (EAL)

TISA'S EAL program is for students who are working towards academic fluency in English. Students are placed in this program on entry or, upon recommendation by staff, after testing in school and parent communication. The EAL department provides ongoing support for students in core subjects as well as pull out sessions. The EAL department works closely with subject teachers to provide support to both teachers and students regarding resources, tasks and assessments. Students are moved out of the program once phase 5/6 is attained.

Health and Safety

The school seeks to provide a safe and secure environment for students at all times. TISA utilizes the Standard Response Protocol to respond to emergencies. Students and staff are trained in the responses to address various emergency situations such as an earthquake, medical emergency, or lockdown.

The school is equipped with a stand-by electricity generator, water storage tanks and fire alarm. Regular health and safety checks are carried out by BP HSSE. Fire and earthquake evacuation practices are held regularly.

The school contracts medical services. Many members of staff are qualified in First Aid. In case of medical emergency, the services of the International SOS Medi Club ambulance and doctors are at our disposal.

TISA Doctor

TISA has a full time doctor on staff during school hours.

If a student becomes unwell during the school day the teacher sends them to the medic, who cares for the student and returns them to class when well or arranges for the student to be collected by the parents if they are unfit for school. The medic informs the homeroom teacher in primary, or the secondary school office, if a student is sent home. Many members of staff are also qualified in First Aid.

TISA restricts nuts at school due to students and adults in the school community prone to

anaphylactic reactions to nuts.

Nuts or products containing nuts (e.g. peanut butter, nutella, candy containing nuts, baklava) are not allowed in school classes. This rule relates to the TISA Nursery, the Primary School including the ELC, and the Secondary School. It will apply on every day of the year, including celebrations like International Day, Novruz and the Winter Fair. It is important to note that TISA does not declare itself a nut free zone as there will always be a risk of coming into contact with nuts. Students prone to anaphylactic reactions, as well as their parents, need to remain vigilant and aware of the consequences of their specific condition.

It is the responsibility of the parents to ensure the medic is given the most up to date medical information on their children.

Emergencies, Drills And Evacuations (Standard Response Protocol)

Established procedures exist for staff and students to follow in the event of fire, earthquake, medical emergency, disturbance in the area or unauthorized intrusion

In the event that students must return home, parents will be notified through the school's emergency contact procedures including phone calls, SMS messages or email.

Periodically, TISA conducts safety drills. Our school has adopted The "I Love U Guys" Foundation's

Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol. The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. SRP utilizes clear common language while allowing for flexibility in protocol. There are five specific actions that can be performed during an incident. When communicating these, the action is started and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

In case of an emergency, the teaching staff will initiate the emergency procedures in conjunction with the Medic and security personnel, who are fully trained for emergency response. The Assembly Point is by the Main Gate. During an emergency, our first priority will be to address the immediate safety of students and staff. Communication to parents may be delayed until the campus is secure. Parents will be notified if the school goes into lockdown during the day. Parents may not always be notified of safety drills.

Parent Opportunities and Responsibilities

PTA

The Parent-Teacher Association (PTA) is the official parents' organisation of the school. It is run by an elected committee. The PTA's main aims are to improve communication between school and parents, support student programs and events, and build community. The Chair of the PTA serves as the parent representative on the Board of Governors. All parents are encouraged to get involved with the PTA to better support our students and their experiences at TISA.

In alignment with TISA Board Policy (8.50), all concerns and complaints are best resolved at the lowest level possible. The steps below are to be followed for general concerns, questions or complaints. Please see the IB programme complaint process for concerns related directly to the Primary, Middle Years or Diploma programme.

Student/Parental Concerns

Constructive suggestions about the School are welcome when they are motivated by a desire to improve the quality of the School and to help the School do its work more effectively. The administration, the staff, and the Board will listen attentively and courteously to parents who have a concern or suggestion about the School and those working in it, and will seek to respond to such concerns or complaints in a spirit of openness and willingness to improve. All concerns and complaints are best resolved at the lowest level possible. Most complaints and grievances can and should be resolved at the level at which they arise: between the parent and the teacher or other school employee, if necessary with the help of the Principals. The steps below are to be followed for general concerns, questions or complaints. In no case will complaints be made or discussed in the presence of students, unless deemed necessary.

Anonymous complaints will not be considered under any circumstances.

Please see the IB programme complaint process for concerns related directly to the Primary, Middle Years or Diploma programme.

General Concern/Complaint Process

For general concerns, the following process should be followed:

1. Initial Discussion with Homeroom or Subject Teacher

Students/parents are encouraged to begin the process by having an initial discussion with the homeroom or subject teacher.

2. Meeting with Assistant Principal or Principal

Should the concern persist, students/parents should meet with the assistant principal or principal.

3. Meeting with School Director

If any matter cannot be resolved at the principal level, an appeal in writing can be made to the Director. The director's decision is final except for cases of expulsion which can be appealed to the Board of Governors.

IB Programme Concern/Complaint Process

A clear pathway for complaints to be heard and appealed is outlined as follows for any concerns directly related to the Primary Years, Middle Years or Diploma Programme. For general questions about the IB Programme, you can refer to the IB PYP, MYP and DP Guides on our website. All students and parents are required to follow the steps below:

1. Initial Discussion with Homeroom or Subject Teacher

Students/parents are encouraged to begin the process by having an initial discussion with the homeroom or subject teacher.

2. Meeting with IB Coordinator

If the concern remains unresolved, students/parents should schedule a meeting with the relevant IB PYP, MYP or DP Coordinator.

3. Meeting with Assistant Principal or Principal

Should the concern persist, students/parents should meet with the assistant principal or principal. The principal will make a decision regarding an IB programmatic concern. IB programme concerns not resolved at the Assistant Principal/Principal can be appealed to the Director in writing and should be sent to naliyeva@tisa.az, Nigar Aliyeva, Director's Assistant within 10 calendar days of the assistant principal/principal's decision

4. Meeting with School Director

All complaints brought forward to the Director will begin with a brief meeting where the complaint and the requested remedy will be clarified. Parents and students should bring forward all evidence that they wish to be reviewed related to their appeal of the principal's decision. The Director will complete a thorough investigation and review of evidence. For all internal IB programme concerns, the Director's decision is final and will be provided in writing to the parents/student. In general, the written response will be provided within 15 working days of the initial meeting, although some investigations may require additional time.

Parent involvement

Parents are invited regularly to attend celebrations of student achievements either in the classroom or in assemblies. Many teachers also like to invite parents to assist in specific activities such as field trips, reading and hands-on activities. If parents wish to contact

their child during the school day, this should be arranged through the appropriate school secretary and not directly by cell phone.

TISA Parent and Guardian Code of Conduct

Introduction

TISA adheres to the principles of the IB Learner Profile in creating a caring, open-minded, principled, respectful and communicative community. TISA seeks to establish a positive and constructive partnership between the school, students and parents in order to fulfil the TISA Mission Statement.

A positive school climate and a safe learning and teaching environment are essential for students to succeed in school and for everyone to feel welcome and respected. All students, parents, teachers and staff have the right to be safe and to feel safe in their school community. With this right comes the responsibility for everyone to be accountable for their actions and to contribute to a positive school climate

Parents (guardians also are included whenever parents are mentioned) play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, secure, orderly and respectful learning environment for all.

This Parent and Guardian Code of Conduct applies whether on school property, on school buses, at school-authorized events or activities or in other circumstances that could have an impact on the school climate. This Code highlights the importance of the partnership between school staff and community members for the benefit of the students at the school and reflects the school's mission and aims. The Code recognizes and respects the diversity of individuals in the TISA learning community and emphasizes the importance of the role that parents have as educators.

Health, Safety, Security and Environment (HSSE)

TISA is committed to delivering educational services safely to its students. All adults have the responsibility of being role models for safety leadership and creating the right environment for students to be safe. Parents should comply with all safety and security measures, including following the access to campus guidelines.

Respect, Civility, Responsibility

Parents should respect the community in which TISA operates, which begins with compliance with laws and regulations. Parents should hold themselves to the highest ethical standards and behave in ways that maintain the trust of others. TISA's relationship with parents depends on mutual respect, and with this in mind we should all value the diversity of people, culture and thought found in the TISA community. Parents are expected to be respectful of everyone, to behave with dignity and to set an appropriate example in matters of language and behaviour when at school. This includes obeying

traffic and parking regulations.

Parents should respect and treat others fairly, irrespective of race, colour, religion, gender, age, national origin, sexual orientation, gender identity, marital status or disability. Parents should maintain an educational, rather than confrontational tone, in the event of a possible conflict or challenge which may occur.

Gifts and Entertainment

Parents should only give gifts and entertainment to TISA staff for legitimate purposes which are of insignificant value or frequency. Gifts and entertainment should never affect, or appear to affect, impartial decision-making by TISA employees. They should never be offered in exchange for preferential treatment. TISA does not engage in bribery or corruption in any form.

Protecting TISA's Assets

Every parent is responsible for making sure that TISA's assets are not misused or wasted. TISA assets include facilities, property, proprietary information, school equipment, funds and opportunities. Parents are expected to encourage children not to damage, misuse or waste any TISA property which they use or with which they have contact. This includes portable or homework equipment that TISA issues to students – for example, books, laptops and other educational equipment such as musical instruments, scientific equipment, etc.

Tutors and Private Instructors

For conflict of interest purposes, TISA staff members may not tutor or deliver private lessons to any student on their current class roster or to a sibling of a student on their current class roster. TISA staff members may not provide any tutoring services or private instruction on TISA campus. Any tutoring or private instruction by a TISA staff member must occur off campus and all financial arrangements must be made between the family and the staff member. TISA will not recommend or arrange tutors, nor will TISA resolve conflicts resulting from a private arrangement between a TISA staff member and a family for tutoring or private instruction.

Breaches of Code

Parents are encouraged to speak to the appropriate member of staff if they have concerns regarding this Code (or any other matter).

TISA reserves the right to discontinue the enrolment of a student if it is reasonably concluded that a parent has acted in serious breach of this Code or has interfered with the school's accomplishment of its educational purposes resulting in the impossibility of a positive relationship between the parents and the school.

Social Responsibility

In accordance with the TISA mission statement, we believe that students will best develop the IB Learner Profile attributes given the opportunity to reflect and make their own choices. In recognizing our students as “reflective and resourceful agents of change” they will become lifelong learners and positive contributors as a result of their own actions and choices.

To this end we encourage positive behavior choices and provide students with opportunities for reflection that will help them to address negative behavior choices. We recognize that no one has the right to interfere with other people’s property and other people’s time. TISA aims to develop and encourage an attitude of individual responsibility towards the quality of life in the school community.

We help students to recognize and make positive behavior choices by:

- Adhering to student-council developed classroom norms, implementing a consistent, student-developed 3 step plan to respond to classroom behavior that does not adhere to these norms, monthly class circles that provide opportunities for students to share and develop solutions to shared social, emotional and academic challenges
- Offering a Pastoral Programme that encourages student self-awareness and allows TAO Coaches and Team Leaders to identify and reinforce positive behaviours.
- Conferring Learner Profile Awards that recognize students who embody the attributes of the IB Learner Profile.
- Offering a curriculum that fosters student choice and personal responsibility.
- Active modeling of positive behavior choices by all members of the school community.
- Helping students recognize and correct negative behavior choices by providing opportunities to reflect on these choices in a structured, supportive environment.
- Following a clear system of constructive and appropriate consequences.

School Norms (developed by Secondary Student Council)

TISA is a caring community. We create a caring community by working together to uphold our shared norms.

Our Classroom Norms

We are committed to creating a caring community by upholding these norms:

- Care for Self - Your Voice Matters
- Care for Others - Listen, Be Respectful, Be Kind
- Care for our Environment - Take care of our shared learning space
- Try your Best

When a student does not adhere to our school norms, teachers respond with the following three step plan.

Secondary: Our Three-Step Plan

We believe in holding one another accountable for these norms. When student behavior is not in line with these norms, teachers follow these three steps.

- Verbal Warning
- 2nd Warning (Talk Outside if needed)
- Email Home (CC TAO Coach)

Primary: Three Levels of Behaviour

	Low	Mid	High
Safe, responsible and respectful choices	<ul style="list-style-type: none"> • Class disruptions • Negative actions or words • Interruptions • Unwillingness to cooperate • Unsafe movement through school <p><i>Formal documentation not necessary, but behaviour should be tracked by teacher in case of future occurrences. Managed at individual / class level.</i></p>	<ul style="list-style-type: none"> • Repeated Level 1 behaviours • Physical aggression • Inappropriate language • Small-scale damage to personal property or that of others • Plagiarism/cheating <p><i>Behaviour is documented and student / teacher is supported by Admin. Possible parent involvement and intervention.</i></p>	<ul style="list-style-type: none"> • Repeated Level 2 • Harassment • Stealing • Vandalism • Threatening behaviour • Violence • Bullying <p><i>Immediate referral to Admin. An incident report is completed and uploaded, parents are involved and interventions are created.</i></p>

* This chart is for guidance, only. All pastoral care is subject to individual student needs / cases.

Repeated incidents may lead to additional actions to support students.

The code of behavior expected from our students rests on three basic rules: respect for themselves, respect for others’ respect for their own and other’s property. Students are expected to behave, both in and out of school, in a courteous manner that will bring respect and honour to the school, their families, and their own communities.

Student Privacy

In order to protect student privacy, TISA only uses student information as necessary to meet educational obligations and with consent.

This includes our use of programs, applications and social media. Upon admission to TISA, parents have the opportunity to ask that their child's photograph is not included in school publications.

Dress Code: Guidelines for Appropriate Dress

TISA does not have a uniform. However, in both the Primary or Secondary Schools we do have expectations about how students present themselves and require all students to wear weather appropriate clothing throughout the seasons.

The School Dress Code and Physical Education Dress Code were developed by the Student Council with support from their advisor and administrators based on student feedback.

- Clothes should not be overly revealing.
- Clothes should be clean, ironed, and opaque.
- Clothes should not expose any undergarments.
- Clothes should not reference drugs, alcohol, nor offensive messages and symbols.
- Hats should remain in students' bags for the school day unless worn outside.
- Clothes must remain functional throughout the school day Subject specific dress requirements

Physical Education:

- In secondary, students must wear the school-provided red TISA PHE Shirt. This is not a requirement for primary students.
- Students must wear appropriate non-marking shoes
- Students must wear sports shorts/trousers that meet these requirements:
 - Designed for physical activity (no jeans, skirts, cargo pants, etc)
 - Weather appropriate
 - In line with TISA dress code

In addition to these dress requirements and in support of appropriate hygiene, students should bring additional clean clothing to change into after PHE class. This is optional for primary students.

Students who do not meet the PHE dress code, will sit out of physical activities for the class, but must take part in other activities at the teacher's discretion.

In Secondary, the following steps were developed by the student council to support the PHE dress code.

- First instance: warning
- Second instance: email home
- Third instance: email home, lunch time detention

If after the third instance, a student continues not to meet the PHE dress code

requirements, this may lead to additional steps including not receiving grades for performance due to non-participation or needed to make up PHE credit for high school students.

Secondary Science:

Students are required to bring closed shoes and hair ties (if they have long hair), when an experiment will be carried out.

Nursery- P3

For Nursery-P3 students please refer to the ELC Handbook for advice regarding clothing.

Nicknames & Accommodations Requests

In most circumstances, teachers will honor a student request to go by a nickname. If a student requests a name to indicate a different gender identity, TISA will contact the parents/guardian to discuss and gain permission for the name request. All official student records, including gender, will be recorded in alignment with the student's official identification card/passport. Accommodations to use pronouns different from the gender assigned at birth should be requested and discussed with parents to gain permission. Any additional accommodations should be requested to the school principal for discussion on how to best meet the needs of students.

Public Displays of Affection (PDA)

Students at TISA are expected to demonstrate behaviors that are respectful of the different ages, cultural and social backgrounds of our community members. In interpersonal relationships, display of affection should be appropriate for a school context. Intimate displays of affection are not acceptable; in the case of inappropriate displays of affection, the assistant principal will provide students with an initial reminder followed by notifying parents and/or additional interventions after the initial reminder.

Personal Property/Lost & Found

Students are responsible for their own personal belongings. TISA is not able to assume responsibility for personal belongings lost on campus or during school trips or activities.

Students should help avoid theft:

- Avoid bringing valuables or more money than is necessary to school
- Put their names on their personal belongings
- Keep personal belongings with them
- Never tamper with others' belongings, even as a joke
- Contribute to a culture of honesty and trust through personal actions

Lost items will be returned to the primary or secondary school reception. At the end of

each semester, unclaimed items will be donated to local charitable organizations.

In the case that a student suspects an item is lost or stolen, they should:

- First check lost & found and with reception
- Report the possibility that the item was stolen to the assistant principal and/or security
- Assistant Principal/security will investigate

Articles left in the Secondary School will be picked up and put in the box in the TISA SRA. Lost articles will be displayed at the end of each semester in a designated place and those articles not claimed will be given to organizations in need.

Students who have lost items because they left them unattended will need to assume full responsibility for the loss and the school will not investigate the incident.

Discrimination, Harassment and Bullying

TISA is committed to maintaining a school that is free from discrimination, harassment and bullying of any student or employee based on that person's gender, race, religion, or sexual orientation. Students and employees of TISA enjoy the right to study and work in an environment free from these. These behaviors in any form jeopardize the harmonious relationships necessary to the effective operation of the school and are not tolerated.

Discrimination

Discrimination includes any action based on gender, race, religion, disability, age or sexual orientation that deprives or places in jeopardy an individual's full rights as a member of the TISA community.

Harassment

Harassment includes hostile, intimidating, or offensive actions and verbal and non-verbal expressions related to an individual's gender, race, religion, disability, age or sexual orientation. Sexual harassment may consist of unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature. Also included are situations wherein such conduct has the purpose or effect of unreasonably interfering with a person's school performance or when it creates a hostile, intimidating, or offensive school environment.

A student who believes s/he has been subjected to harassment or unlawful discrimination based on gender, race, religion, or sexual orientation should immediately contact a counsellor or school administrator who is not involved in the alleged discrimination or harassment.

Any student (or employee) who is found to have discriminated against or harassed another student or employee will be subject to disciplinary action.

Bullying

TISA defines bullying as repeated behavior intended to hurt another student emotionally or physically, often characterized by an imbalance of power. This can be in person or online.

When pupils, staff or parents, report concerns about bullying, our response involves:

- Investigating the claims
- Based on the findings, take appropriate disciplinary action if bullying or other behavioral infractions were identified
- Work with the parties involved to prevent recurrence
- Reflect on the bullying episode and extract any learning from it and use it to inform future teaching, actions and responses.

Relational Conflict

Relational Conflict is a disagreement connected to personality conflicts or negative emotional personal interactions between two or more people.

Allegations of discrimination, harassment, bullying and relational conflict will be thoroughly investigated. Disciplinary action will be issued based on the findings of the investigation. The consequences may include:

- Warning
- Detention (lunch, Saturday, or after school)
- Disciplinary Caution
- In School Restriction
- In school or out of school suspension
- Referral to counselor
- No contact contract (to prevent any further contact between individual students)

Prohibited Activities and Substances

TISA recognizes its responsibility to provide an environment for its students that is conducive to learning. Therefore, the following are classed as prohibited activities on campus or at any school sponsored trip or event:

Possession of alcohol, drugs, vapes, tobacco, pornography, fireworks, or a weapon in school or during any official school activity whether on or off campus is prohibited. The legal possession of potentially dangerous objects which are used to threaten other students in school (i.e. knives, pellet guns, etc.) are also prohibited.

No students shall possess, use, transmit, or attempt to possess, use, or transmit, or be under the influence on campus, at a school event or on a school-sponsored trip of any kind.

Examples of this are:

- Any controlled or illegal substance as defined by UK, US or Azerbaijani law, including but not limited to alcohol, marijuana, hashish, any narcotic drug, hallucinogen, stimulant, de-pressant, amphetamine or barbiturate,
- Any pharmaceutical that is used without the knowledge and permission of the student's parents,
- Any inhalable substance or volatile chemical substance for the purpose of inhalation and any other mood altering, or behaviour-altering drugs, unless the specific dosage taken was prescribed by a physician.
- The possession, transmittal, sale, or attempted sale of what is represented to be any of the above-listed substances is prohibited under this policy, on or off campus.

Any prohibited activity will result in immediate suspension or expulsion depending on the severity of the incident. The student's parents will be contacted and a conference will be held prior to re-entry of classes. If the school determines that a prohibited substance consumption outside of school is interfering with a student's performance and success at school, the school will take action to plan to try to improve the student's performance. Students who violate the prohibited substance policy will be immediately suspended from classes while consideration is given as to whether or not the student's enrolment will be continued, and if so, under what conditions.

Disciplinary Procedures and Investigations

In the case that a serious negative behavior is suspected, these investigation procedures are followed.

- Administrator gathers individual written statements from those involved and informs parents that their child was part of an investigation.
- The administrator conducts interviews with those involved to clarify points in the written statements or ask additional questions. These are recorded in a record of investigation.
- Following the investigation, the administrator identifies appropriate actions (see further disciplinary actions above).
- In the case of serious misconduct or illegal activities, the director is involved in the investigation review.

TISA reserves the right to require a student to submit a drug test in any case where there is reasonable suspicion of use. TISA reserves the right to use a breathalyzer on students.

Refusal to submit to a drug test will be treated as verification of substance abuse and dealt with accordingly

Right to Search

TISA reserves the right to search students' bags and personal items if reasonable suspicion substantiates the process. Additionally, TISA reserves the right to have students empty their pockets, shoes, etc. If a search has been done, students and parents will be informed. This also relates to cell phones, personal laptops if there is reasonable suspicion of harassment, bullying, or illegal activities

Further Disciplinary Actions

While most disciplinary actions are initially handled within the classroom, some behaviors exceed the three step plan outlined previously (pg 44). These are responded to by a school administrator.

Below are examples of possible disciplinary actions. Specific consequences will be determined by the school administrator based on the specific circumstances and context of each situation. At TISA, we believe in the importance of parent partnerships and will notify parents of any disciplinary conversations or actions taken.

Infraction	Typical Consequences
Dress Code Violations	<p data-bbox="416 1014 1398 1093">To support the Student Council Dress Code, we respond as follows when students do not follow the guidelines:</p> <ul data-bbox="416 1137 1398 1373" style="list-style-type: none"><li data-bbox="416 1137 1398 1216">• First Instance: Warning from Assistant Principal/Principal and request to change clothes<li data-bbox="416 1216 1398 1294">• Second Instance: Email warning home to parents and request to change clothes<li data-bbox="416 1294 1398 1373">• Third Instance: Student is assigned to detention and request to change clothes

<p>Disrespectful, unkind, disruptive or irresponsible behavior</p>	<p>First instance: In-school response, which may include restorative action (apology,etc), detention for self-reflection, meeting with administrator or counselor, as appropriate</p> <p>Repeated instances: Continued in-school response, which may include the development of a formal behavior plan. In serious cases, repeated disrespectful or disruptive behavior may result in-school restriction or suspension</p>
<p>Skipping Class</p>	<p>First instance: detention, letter home, temporary letter in file for remainder of school year Second instance: in school suspension</p> <p>Repeated instances: Further suspension up to three days. For DP students this may also mean removal from the DP program and information to universities as required. In-school restriction, possible permanent letter in file</p>
<p>Leaving Campus without Permission</p>	<p>First instance: temporary loss of privileges, including detention</p> <p>Repeated instances: in-school restriction, long-term or permanent loss of privileges, letter in file</p>
<p>Academic Integrity Violations</p>	<p>Please see TISA Academic Integrity Policy</p>
<p>Harassment or Bullying/ Cyberbullying</p>	<p>Following investigation (see procedures), likely suspension and development of behavior support plan.</p> <p>Please also see Digital Citizenship Agreement</p> <p>Repeated instances of harassment or bullying may lead to exclusion from TISA.</p>
<p>Fighting, Possession of weapons dangerous articles</p>	<p>Following investigation (see procedures), likely suspension and development of behavior support plan.</p>

Theft/Vandalism	Following investigation (see procedures), likely suspension and development of behavior support plan.
Use, distribution, possession or sale of drugs, alcohol, tobacco, vaping or paraphernalia associated to this, on campus or during school event/trip	Home study during investigation, out of school suspension/exclusion. Failure to cooperate with a reasonable request to “test” or being in a state of impairment during school time due to substance abuse, will be treated as gross misconduct Repeated instances may lead to exclusion from TISA.
Use or possession of drugs, alcohol, tobacco, vaping off campus, not related to school.	If a report is provided to the school, a courtesy notification to parents will be made The school does not investigate the validity of reports of incidents outside of school
Use or possession of drugs, alcohol, tobacco, vaping off campus in a way that negatively impacts TISA’s reputation	Parent notification. Possibly additional consequences following investigation

Explanation of Disciplinary Actions

Detention

Detentions are assigned for minor, usually first instance cases of students behaving in a manner that is not in line with our school norms and procedures. Detentions are only assigned by an administrator and are served during lunch or after school as determined by an administrator. In the case of a lunch detention, students will serve the detention in the secondary office for the first 25 minutes and be given the last 15 minutes to eat their lunch. In the case of after school detentions, students report to the Secondary office at 15:20 and are dismissed at 15:55. In the case of a detention, parents will be informed and a note will be made in ManageBac.

Disciplinary Caution

In cases where a student has had repeated minor behavior incidents and the initial interventions do not appear to be effective. The administrator may issue a disciplinary caution. Disciplinary cautions usually include a meeting with parents and the TAO coach to develop next steps for support. They may also include specific restrictions or requirements as deemed appropriate. In some cases, a behaviour plan may be put in place. Disciplinary cautions are seen as a proactive measure and are usually for a short, fixed period of time.

In School Restriction

For more serious behaviors, a student may be placed on an in school restriction. During this time, they may lose the right to participate in classes or after school activities. Students attend school, but complete work independently in a supervised, separate setting. Parents are informed of in-school restrictions and a note is placed on ManageBac, but they are recorded on a student's permanent file.

Suspension

Suspension is a serious consequence for unacceptable behaviour at TISA and/or when student safety is an issue. During the designated period of suspension students lose the right to attend classes and participate in activities on campus. This is recorded as a suspension in the attendance record and suspensions are recorded on a student's permanent file. (Note: This may be removed at the discretion of the principal at the end of the school year.)

Following the suspension, a re-entry conference will be scheduled with the parents to develop a home-school strategy for behavioral change.

Students who consistently exhibit behaviours that result in suspension will be required to enter into a behavioural agreement with the school, setting minimum future expectations and outlining the consequences of failing to meet these. This may include permanent exclusion (expulsion) from TISA.

Note: For DP students, serious behavioural infractions will be reported to universities if asked for as it is our ethical duty to do so. The decision as to which disciplinary records are passed to other schools is at the discretion of the Secondary Principal.

Expulsion

The decision to permanently exclude a student is taken by the TISA Director in consultation with the Secondary School Principal. Any student who is permanently excluded has the right to appeal this decision to the TISA Board of Governors.

In extreme cases a student may be permanently excluded from TISA. There are two sets of circumstances where this may be deemed a suitable course of action:

Multiple Suspensions

- In circumstances where a student is suspended multiple times,
- it may be determined that permanent exclusion from TISA would serve the best

interests of the school and its community. All corrective measures would be exhausted before permanent exclusion would be considered.

Criminal or Dangerous Behaviour

In circumstances where a student's behaviour is sufficiently serious, the school's administration may elect to permanently exclude that student from TISA

Technology Use & Digital Citizenship

Developing technological skills while in school, from the earliest years to the Diploma Programme and beyond, is essential for our students and our duty as educators and as a learning community.

Every student at TISA has access to a standard device at all times as part of the 1 to 1 Technology Program. Students in P3-P8 have access to iPads. These devices remain on campus at all times. Every student from M1-DP2 has a school-issued Macbook Air that is taken home each day. Personal devices and cell phones should not be used during school time unless specifically authorized to do so. All M1-DP2 students are issued with a TISA user agreement regarding the appropriate use and care of the TISA laptops. This includes responsibility for all damages beyond normal wear and tear. Laptops should remain in Azerbaijan at all times. Some additional privileges may be given to DP students.

The core learning management tool is Toddle in Primary and ManageBac in Secondary. Google Workspace is integrated and used by students from P6. iPad and Mac apps as well as third party programs are carefully and mindfully selected and managed for each grade level throughout the school, and reviewed on a regular basis.

At TISA, we have a Digital Citizenship agreement ([Primary](#) & [Secondary](#)) for all community members. Digital citizenship is a core part of TISA educational technology, and TISA Digital Citizenship aligns with the IB Learner Profile. Digital Citizenship is developed and delivered through integrated learning units in both Primary and Secondary.

Student Life: Sports and Activities

The Athletics and Activities programme at TISA is an integral part of the total education and growth experience of its students. Our philosophy is designed to support and affirm the philosophy and mission statement of TISA and reflect the values of the CEESA by inspiring students to learn and develop holistically. At TISA, emphasis is placed not on winning and losing, but on meeting the challenges of competition to the best of our abilities.

Primary Athletics & Activities

In the primary school, After School Activities (ASAs) are offered each term from 3:15-4:00 PM. Each term, different activities that cover a range of academic, arts, and athletic interests will be made available for registration. The following athletic activities will be scheduled each year at these times:

- Term 1: Volleyball (P5-P6) and (P7-P8), Football (P5-6) and (P7-8)
- Term 2: Basketball (P5-P6) and (P7-P8)
- Term 3: Track and Field (P8), Football (P5-P7)

Secondary Athletics & Activities (See Athletics & Activities Handbook Guidelines for more information)

The following competitive athletic sports are offered annually at TISA and compete within the Central & Eastern European Schools Association (CEESA) and the Silk Roads Activities Association (SRAA) competitions:

- Season 1: MS Girls Volleyball, MS Boys Volleyball, HS Girls Volleyball, HS Boys Volleyball, MS Girls Football, MS Boys Football, HS Girls Football, HS Boys Football
- Season 2: MS Girls Basketball, MS Boys Basketball, HS Boys Basketball, HS Girls Basketball, MS & HS Girls & Boys Swimming
- Season 3: MS & HS Boys and Girls Track & Field

The following academic competitive events are offered annually at TISA with many of them competing within the CEESA organization:

- MS MathCounts
- MS and HS Speech and Debate
- MS and HS Model United Nations
- AMIS

Additional competitive activities may be offered and will be advertised via Managebac.

Co-curricular Awards

At the end of each season, three awards are bestowed upon athletes nominated by their coaches. These accolades inspire greatness and serve as a testament to the dedication of our student- athletes.

MOST INSPIRATIONAL	This award recognises an athlete who has demonstrated high levels of team spirit within their individual athletic performance and as a member of a team. These qualities have been shown in training, competition and during other times when the team was together.
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MOST IMPROVED	This award recognizes an athlete who has developed higher levels of skill performance both in training and competition and as an increasingly significant member of the team overall
MOST VALUABLE	This award recognizes an athlete who has set consistently high levels of performance and participation at all times throughout the season. This athlete has trained with intensity and competed with determination and integrity whilst striving to be the best athlete within the team.

The pinnacle of recognition in our Athletics Department is the coveted “Athlete of the Year” award, an honour reserved for an exceptional individual nominated by the Athletics Director. This accolade celebrates the athlete who has displayed unparalleled skill, dedication, and a remarkable commitment to their sport. The recipient of this prestigious award serves as a true inspiration to their teammates and embodies the epitome of athletic excellence. The Athlete of the Year award signifies the highest level of achievement in our program and recognises the outstanding contributions of our student-athletes.

Action Awards

At TISA, we believe in sharing to inspire. We believe that sharing student action will create a ripple effect. Outstanding Impact Awards are given to individual students or student groups who take action and go above and beyond classroom expectations to make a difference.

Outstanding Impact Award Criteria

- Sustainable commitment to action
- The action has made a lasting or meaningful contribution on the target community
- The action is considered above and beyond requirements
- The action project or initiative demonstrates a positive impact to one of the UN Sustainable Development Goals
- The action project or initiative has impacted the lives of those in the community served
- The student/s clearly demonstrated a leadership role in the action project or initiative
- The action project or initiative has clearly contributed to strong collaboration between the school and the wider community (community partners)

Student Clubs

Student Council is offered at both the primary and secondary levels. TAN (TISA Action Network), a service/action club, is also offered annually. Additional student initiated clubs may be offered. Students interested in starting a club should apply through the Athletic & Activities Coordinator, Maytham al-Rubaye.

Auxiliary Services

Bus Services

TISA provides a bus service to transport students to and from school at a minimal cost. There are several set routes and can adapt routes to accommodate most areas within the Baku area. To register for the bus service you can use an online form * see registration section below. To suggest a new route contact studentbuses@tisa.az.

General Safety Guidelines

- An adult supervisor will be present to ensure student safety.
- The bus supervisor and driver will be trained in the child protection protocols and bus safety.
- Key safety rules for student use of the bus are developed and displayed inside each bus
- Only students on the bus roster are allowed on the bus.
- The bus monitor carries emergency contact and health details on all bus riders.

Student Safety Expectations

- Follow all directions of the bus supervisor.
- Remain seated and sit in assigned seats for the entirety of the trip.
- Wear seat belts during transport.
- Keep body parts within the bus.
- Only enter and exit the bus at the designated stop.
- Keep noise level low; no shouting, yelling,
- No eating or drinking on the bus.
- Do not distract the bus driver.
- Students not following bus expectations may have their use of the service suspended or permanently canceled.

Tentative Bus Schedule

School buses follow the schedule below, confirmed the week before the start of service:

Morning Route		Afternoon Route	
Location	Time	Location	Time
First Pick Up	7.25am	TISA	3.25pm
Other Stops	7.30-7.50am	Other Stops	3.45pm-4.00pm
TISA	8.05am	Last Drop Off	4.00-4.10pm

- Students should be at their bus stop five minutes before the designated time.
- Buses will wait for a maximum of 2 minutes at each stop for students to arrive and board.

- Students from P5 upwards will be permitted to exit the bus on their own.
- Students in P4 and below must be collected from the bus by a parent or other designated adult

Supervision After Arrival at School

Primary Students (N to P8) will go directly from buses to a supervised outdoor or indoor area until 08.15, the same as all other Primary students arriving at school. They will then be sent straight to their classrooms. Secondary students will go directly from buses to Secondary classrooms, just as all other Secondary students arriving at school.

Supervision After School to Bus Departure

Students from N to P4 will be accompanied to the bus meeting point after school. P4 students may be accompanied by an older sibling or a teacher assistant. Students from P5 to DP2 will go to the bus meeting point after school on their own. The bus will not wait for late departing students.

Emergency/Unforeseen Situation Response

If the school bus cannot reach the designated pick-up point due to road conditions or unexpected situations the bus supervisor will inform the parents of the necessary details (such as the new pick-up / drop-off time) at the earliest time possible.

In the event of an emergency the bus supervisor will immediately notify school security who will plan an appropriate response.

In the event of a serious accident, emergency services should be immediately called by the bus supervisor or driver.

Communication

- A WhatsApp group will be established for the bus route and will be used to communicate with parents in the event of significant delays or cancellation of the bus service
- Parents must notify the bus monitor via the WhatsApp group if their child is not going to ride the bus for any reason.
- Questions and requests for additional information? Please email: studentbuses@tisa.az.

Registration, Payment, & Cancellations

Requests for Student Bus Service are via online Student Transport Request Forms:
Port Baku, 28 May, Green City, Hyatt Regency

- Transport costs 500 AZN per student per quarter:
 - Quarter 1: First Day - October Break (Payment due 20th August)
 - Quarter 2: October Break- Winter Break (Payment due 20th October)

- Quarter 3 : Winter Break - Spring Break (Payment due 20th January)
- Quarter 4: Spring Break- Summer Break (Payment due 20th March)
- Spaces available on each bus are limited, and seats are assigned on a first come-first served basis.
- Payments are made via the [Student Services Payment System](#).
- To cancel bus service, notice should be given in writing two weeks in advance of the end of the current quarter.
- Refunds will not be given unless there are extenuating circumstances. Please follow the procedures to cancel bus service in a timely manner to discontinue service.

Student Services Payment System

All students have a Student Services Payment System account created for them which allows you to deposit money for students to make any purchases at school, including a lunch ticket each day.

To add credit to the account, parents should visit payments.tisa.az. Once there, parents can pay the amount of AZN they wish to deposit. The parent allocates the deposited amount of money among their children. The parent also generates a PIN code for each child on the website.

Once money is deposited in the student's account, daily lunch tickets may be purchased via the electronic stations within the cafeteria. Students should swipe their ID badge to login to the system and then they select their meal. After confirmation, a receipt is printed listing selected meals and price for each meal which the student will take and give to the cafeteria staff member to obtain the lunch. Students who forget their badge or who have run out of money may approach the primary or secondary reception to get a reduced lunch ticket on credit. The receptionists will contact parents when students consistently forget their badge. Parents are requested to monitor the Payments system to ensure their children have adequate funds. Menus and prices are published monthly and are available at www.tisa.az/cafeteria.

Lunch is served inside the cafeteria. Students may bring their own lunch and snacks from home if they wish. Bottled drinking water is available from dispensers. Each student should come to school with a water bottle with their name on it. Drinks should not be sent in glass bottles. Primary students eat within the cafeteria. Secondary students are expected to eat their food either in the cafeteria, or outside, but not in the corridors.

All primary students from P4 to P8 eat snacks in the classroom and have their lunch in the cafeteria. The children in Nursery, P1, P2 and P3 have their snack and lunch provided in ELC as part of the tuition fees. We encourage students to eat healthy snacks and lunch.

Please inform the Admissions Officer on the school application form and in writing to your child's homeroom teacher about any foods that they must not have, especially in the case of allergies. Please contact the School doctor as well if there are any severe reactions.

The school aims to protect students with nut allergies and asks that nuts are not brought to

school in any items meant for sharing. Nuts are not served in the cafeteria. A nut free table will be designated in the cafeteria for students with severe nut allergies. Parents and students are reminded to provide the TISA doctor and the Primary Homeroom teacher or the Secondary Team Leader with information related to any nut allergies.

Prayer Rooms

TISA has two designated prayer rooms that students may use during non-instructional times such as before or after school, lunch or break times. They are located at the security building near the cafeteria and the security building near the ELC.

Home and School Communication

We believe in partnering with parents to support student learning and want to provide meaningful feedback throughout the year. Please review the different methods and times that TISA directly communicates with parents. Additionally, parents are always welcome to contact their child's teachers directly if they have a question or want to request an additional conference.

Year at a Glance: Curriculum Overview (First week of School)

At the beginning of the school year Homeroom Teachers or Team Leaders will share curriculum overview information for the year in both Primary and Secondary.

Meet the Teacher Night (August 23)

This evening is designed for parents to meet their child's teachers and visit the learning spaces on campus.

MAP Testing (September)

Students will take the MAP test, an internationally recognized standardized assessment, for math and literacy/reading. Results of beginning of the year testing made available to parents via Toddle/Managebac at the end of September.

Parent Teacher Conferences (October)

Parent-teacher conferences aim to facilitate effective communication, foster collaboration, and promote a supportive learning environment for the child. During PTCs, teachers and parents will discuss a child's progress, strengths, and areas for improvement. The purpose is to develop a shared understanding of the child's needs, establish a cohesive educational plan, and foster a supportive home-school partnership.

Report Cards (December)

Each student receives a written report which is sent to parents via Toddle/Managebac and provides feedback on first semester learning.

Diploma Programme Parent Teacher Conferences - Mock Exams (February)

DP Parent-teacher exam conferences are focused on discussing the mock examination results and developing a shared understanding of the student's DP progress, establish a cohesive educational plan, and foster a supportive home-school partnership.

Student Led Conferences (April)

The Student Led Conferences are a powerful opportunity for your child to share their learning journey with you and develop important communication, reflection and self-management skills, and responsibility for their learning. The conference is led by a student.

- Secondary, April 16th 3:30-5:30 PM & April 17th 3:30-6:30 PM
- Primary, April 17th, 3:30-6:30 PM & April 18th 3:30-6:30 PM
- Provide feedback on Quarter 3

MAP Testing (May)

Students will take the MAP test, an internationally recognized standardized assessment, for math and literacy/reading. Results of the end of the year testing will be made available to parents via Toddle/Managebac at the beginning of June. The end of the year reports will provide information related to student growth for the year.

Report Cards (June)

Each student receives a written report which is sent to parents via Toddle/Managebac and provides feedback on second semester learning.

Opportunities for Parents to engage in their children's learning

Primary Parent Engagement Opportunities

- **Meet the Teacher (August)** - This evening is designed for parents to meet their child's teachers and visit the learning spaces on campus.
- **Primary Parent Workshop (September)** - Intro to the Primary Years Programme led by our curriculum coordinators
- **Primary Maths Morning (October)** - A morning of maths engagements in all classes followed by a Parent Maths Workshop
- **Primary and ELC Winter Concerts (December)** - Performances showcasing the students learning in their Performing Arts classes
- **ELC Stay and Play + Parent Workshop (February)** - An opportunity to stay in the ELC and join in play with the students followed by a targeted parent workshop focused on ELC child development
- **PYP Exhibition (March)** - P8 students showcase their inquiry learning to the wider community including students from secondary and primary as well as an evening where P8 parents are invited.

- **Primary Play (May)** - The culmination of an afterschool activity where students through the process of co-creating and preparing for a show involving acting, singing and choreography
- **ELC Sports Day (May/June)** - ELC parents invited to support and partake in the ELC Sports Day
- **Primary Open Houses (Various)** - minimum one per year per grade level; each grade level invites parents at a select time during the school day to showcase their learning related to a unit of inquiry
- **Field Trips (Various)** - Opportunities to volunteer and partake in our experiential learning experiences
- **Mother Tongue Programme (Yearlong)** - opportunities to support our Mother Tongue language programme in ELC and Primary on a weekly basis

Secondary Parent Engagement Opportunities

- **Meet the Teacher (August)** - This evening is designed for parents to meet their child's teachers and visit the learning spaces on campus.
- **Community activities fair (August)** - This is an opportunity to see what service action your students can engage with outside of class
- **Return of the Titans (September)** - This is an opportunity to engage with the sports teams as they start the season strong.
- **TISA and University Application (September)** - An opportunity to learn about supporting your child in university applications.
- **MYP Parents Morning (September)** - Intro to the Middle Years Programme led by our curriculum coordinator.
- **M1 Open House (October)** - Get to see what learning is like for our M1 students by joining them in their lessons.
- **Empty Bowls (November)** - Hosted by TAN, an opportunity to have some soup made by a team from ProjectFlat, served in bowls made and designed by our Studio X students, raising money to provide food for the Isiqli Ev organization.
- **DP Theatre Performance (November)**- A chance to see a presentation from our DP Music students'
- **Play (February)**- The culmination of an afterschool activity where students demonstrate their creative skills in music, and theater. Co directed and /produced by some of our DP students.
- **MYP Projects evening (March)** - A chance to see the culmination presentation of our students Community Projects (M3) and Personal Projects (M5)
- **Student Led conferences (April)** - Led by our students, this is an opportunity for students to share their learning throughout the year.
- **DP Art Exhibition (April)**- A chance to see the culmination presentation of our DP2 students' art work and where our DP1's are in their exploration of their artistic skills.
- **M1 Fashion Show (May)** - Our end of Interdisciplinary unit event showcasing the M1's learning in World Languages.
- **DP TOK/CAS Exhibition (June)** - A chance to get to learn what our DP students have engaged with in Creativity, Action and Service as well as how their thinking has expanded through the Diploma Programme's Theory of Knowledge (ToK)

Learning Resources for Parents

Toddle and Managebac are the best resources for gaining insights into student learning on a weekly basis. Learn more from our user guides on the school website and parent workshops which will be advertised in the Look Ahead early in the school year.

- **Toddle**- the primary school learning management platform for viewing student portfolios, reports as well as class, grade and primary announcements.
- **Managebac**- the secondary school learning management platform where assignments, grades, reports and announcements are posted.

General Communications

There are many formal and informal ways for members of the TISA community to communicate with one another. In all communications, parties are asked to use existing and appropriate channels.

Current Contact Details	Parents are asked to keep TISA informed of any changes to family contact information by contacting the Admissions Office at admissions@tisa.az . It is necessary for the functioning of the school and for emergencies to have up-to-date contact information.
Emergency Communications	Information regarding school closure (e.g. snow days) is sent to all parents by SMS and e-mail. SMS communications are sent to Azerbaijani phone numbers only. Please ensure that the school has your updated, local phone number.
TISA Website	The TISA website at www.tisa.az is regularly updated with what's happening at TISA throughout the academic year. www.tisa.az
Look Ahead	The "Look Ahead" is a weekly school newsletter sent on Fridays, covering key announcements, upcoming school events, a detailed calendar for the week ahead and a section for community notifications.
Social Media	<p>Are you following us on social media? If not, here's what you could be missing: In addition to school news and updates, you too can be a part of the conversation. Add your voice on various topics. Tell us what topics you'd like us to cover in the future. While we welcome your comments through our social media channels, for your safety and security please do not post confidential or sensitive information.</p> <p>TISA actively uses Instagram, Facebook and youtube to share student learning and campus events. Follow us on social media.</p> <p>Facebook- https://www.facebook.com/tisa.az Instagram- https://www.instagram.com/tisa_azerbaijan LinkedIn- https://www.linkedin.com/company/the-international-school-of-azerbaijan/mycompany/?viewAsMember=true</p>

School Terms, Billing Dates and Payment Due Dates

The school year is divided into three terms for fee purposes. Billing is done in three installments: 40% of annual tuition fees are due in Term 1, 30% in each of Terms 2 and 3. Term fees for students in DP2 are divided into two equal installments in August and January.

Development fee is charged in two equal installments of \$3000 (\$6000 total) in Term One and Term Two. This is only charged in the student's first year at TISA.

	Term Dates	Billing Dates	Payment Due Date	Participation Removal Date
Term 1	19 August - 18 December	21 June 2024	09 August 2024	September 2024
Term 2	06 January - 14 March	22 November 2024	27 December 2024	January 2025
Term 3	2 April - 20 June	21 February 2025	19 March 2025	April 2025

All parents are expected to pay in full by the payment due date. Please note the Participation Removal date is the final deadline before students will be removed from school participation until payment is reconciled.