Tirana International School

Family Handbook
WELCOME FROM THE DIRECTOR

We wish to extend a warm welcome to students, parents, and supporters from around the world. Tirana International School provides an environment in which students achieve exceptional academic, personal and physical goals. To make this happen, our faculty and staff take on the important responsibility of generating the conditions for success, designing valuable and engaging learning experiences for each age group. We believe that every student comes to school eager to learn, and it is our mission to help this desire to thrive.

Tirana International School is a part of Quality Schools International (QSI), a leading organization that provides opportunities for expatriate and local children to receive a world class education in more than 30 locations around the world. With sister schools across the globe, our students and professional educators have unprecedented opportunities to learn and exchange thoughts with peers in diverse locations.

In cooperation with QSI, we offer a challenging academic curriculum that includes a full complement of courses for students through the secondary level. We tailor studies to meet the needs of each individual, so that he/she can work at a level which allows success and at the rate which permits mastery. We also recognize the importance of offering a constructive, wide ranging, and structured activity program.

Experience has taught us that the optimal educational achievement results from a positive partnership between the home and the school. We look forward to working with you to make the TIS experience the best it can possibly be. Please let us know how you think we can best support you and take the time and energy to consider how you can contribute to the process.

Yours in the quest for excellence,

Robert S. Jackson
Director
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QSI/TIS MISSION STATEMENT

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

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

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

Finally, we believe in working with parents to encourage our students to adopt qualities of living which lead to success long after formal schooling has ended. These include universally accepted “success orientations” of trustworthiness, kindness/politeness, responsibility, independent endeavor, concern for others, group interaction, and aesthetic appreciation.
TIS VISION STATEMENT
Tirana International School believes in creating an environment which nurtures each student’s desire to learn, by providing the time, resources, instruction, and character education necessary to master the skills and concepts required for a lifetime of learning and good citizenship.

TIS MISSION
We Are a global community
We Believe everyone can succeed
We Create a supportive environment
We Demonstrate excellence by attitude and accomplishment

SCHOOL AFFILIATIONS/ACCREDITATION

- Tirana International School is operated by Quality Schools international (QSI), which was founded in 1971 and consists of schools in 27 countries. QSI is built on a success approach to learning by qualified, experienced, and caring teachers.

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

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

- TIS is a founding member of TAIS – Tirana Association of International Schools. These schools have organized a sport league with scheduled competitions occurring throughout the school year.

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

ADMISSION POLICY
Tirana International School was founded in order to provide a quality education, in the English language, based on North American and international educational standards for expatriates. Local citizens who want their children to be educated in English may also apply to the school. Below are some guidelines that inform our admissions decisions and while they are not
exhaustive, they provide some indication of our requirements. In cases not addressed, such as when a child has been removed from another school due to academic or behavior issues, admission will be determined by the administration.

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

**Entrance Age**
- At Tirana International School, students are assigned to classes according to their birthdays. TIS classes do not use the traditional American terms of pre-school, kindergarten, first grade, fourth grade, sophomore, senior, etc. For elementary classes the terms used are five-year-old class, six-year-old class, etc. In some cases, students will be assigned to classes based on levels completed at previous schools.
- Example: A student is assigned to the eight-year-old class if he has turned eight years old before the 31st of October.
- Any exceptions can only be made through a meeting of the Director of Instruction. Following this, the Director of Instruction will meet with the school counselor and any teachers that are involved with the student. If an exception is made (either to place above or below age level), the meeting will be documented with the rationale for out-of-policy decision written and placed in the student’s permanent file. Parents will meet with the Director of Instruction and sign off on the plan.

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

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

Prerequisites for 2-Year-Olds to Enter Preschool
● The child must turn two before November 1 in order to be admitted to the program. Exceptions may be made only by the school director, and only in coordination with the parents, preschool teachers, and Director of Instruction.
● Children must be aware of their toileting needs and be toilet trained—which means that children must consistently demonstrate the following habits:
  o recognize when they need to use the toilet;
  o ask to go to the toilet or seek to go to the toilet on their own;
  o be able to manipulate clothing to assist in using the toilet;
  o be able to use the toilet.
● We understand that accidents happen and that small children often don’t have the fine motor skills to perfectly manipulate buttons, snaps, and zippers—and we are prepared to help children with these obstacles. It is essential, however, that children have moved out of diapers or pull-ups before they enter this program.
● Children must be able to feed themselves. They should be able to use basic utensils to eat their snacks and lunches when required. We will open bottles and assist children with their lunch needs; however, we do not feed children at snack or lunch time.
● Children must demonstrate both the willingness and ability to appropriately engage with peers and be led by the teacher.
● Any exceptions to the admission policies must be approved by the school director.

Special Needs
TIS admits students with limited learning needs, problems or disabilities and within the scope of meeting the student’s needs in the classroom. For students with moderate to severe disabilities, the school will review additional information including; evaluations, reports, IEPs, or school referrals required to help the school assess whether a program can be provided to meet the academic needs of the applicant. At times, TIS accepts special needs students based on the
family or sponsor providing the additional school fees to cover the cost of additional professional services.

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

**TIMES AND DATES**

**School Calendar**

![Tirana International School Academic Year Calendar 2019-2020](image)

**TIS Schedule**
The school day begins at 7:55 and ends at 3:15. Students should arrive in the morning with enough time to unpack their belongings and be in the classroom, ready to learn by the official start of the day. Normally, students arrive to school between 7:30 and 7:50.

**Elementary Schedule Sample** – actual schedules vary by grade

- 7:55 – 9:55 – Literacy
- 9:55 – 10:20 – Recess
- 10:20 – 11:10 – Mathematics
- 11:10 – 12:00 – Science/Cultural Studies
- 12:00 – 12:50 – Lunch and Recess
12:50 – 1:40 – Foreign Language
1:40 – 2:30 – Specials (Art, Music, etc.)
2:30 – 3:15 – Enrichment and Support in Homeroom

Middle School/Secondary Sample – schedule rotates as there are 8 classes.
7:55 – 9:25 – Block 1
9:25 – 9:40 – Morning Break
9:40 – 11:10 – Block 2
11:10 – 12:00 – Lunch
12:00 – 1:30 – Block 3
1:30 – 1:45 – Afternoon Break
1:45 – 3:15 – Block 4

Note: Most after school activities begin at 3:15 and run until 4:00. See ASA handbook for details and information on specific dates/times of activities and athletics.

Attendance and Absences
Educators at TIS devote themselves to providing quality learning experiences that may not be duplicated outside of the classroom. However, these professionals understand that students at times are not physically able to be at school and may need alternative assignments.

If a student is going to be absent, parents should email or contact the office, so that teachers can be notified. For extended absences of more than one day, please alert the school a week or more in advance in order to give teachers time to prepare lessons for the student to complete during her absence. Failure to alert teachers in a timely manner may result in the student not receiving assignments prior to leaving. For any absence longer than a week, all teachers should be notified at least two weeks in advance.

If a middle school or secondary student leaves school early in the year, then that child should stay on pace with the class through the TIS Moodle in order to successfully finish units. In the event that the student does not stay on pace, he or she may be forced to work on their own time to complete necessary units.

If a child is not present in school, parents are then called to verify the absence. In the event of a lengthy illness, teachers will do everything possible to assist students in making up missed work. In middle school and secondary it is a student’s responsibility to contact the teacher for makeup work and to set convenient times for makeup tests or quizzes.

Note that if a child is absent for an extended period (a consecutive week or more), then it may not be possible to close all units for the year. Priority will be given for math and literacy units.
Tardiness
Students need to develop good habits of punctuality for two main reasons. First, punctuality is an important social and work habit to develop. Secondly, TIS teachers have invested a great deal of time and effort to prepare each day’s lesson; therefore, students should demonstrate their responsibility, concern for their classmates, and respect for their teachers by ensuring that they arrive on time and are prepared for each of their classes.

All students must be in class, ready to begin the day no later than 7:55. Parents can play an important part in establishing good habits in their children by making every effort to see to it that they arrive on time. In addition, students transition throughout the day from one room to another, with ample time in between for breaks ranging from 15 to 25 minutes. It is expected that students will be on time to their next class after these breaks. Teachers take attendance for each period and will monitor if students are tardy. Excessive tardies are reflected in scholarship reports and university applications.

Excused tardies include doctor/dentist appointments and visa/passport renewals with proper documentation.

Consequences for unexcused tardies could be as follows:
• More than 6 unexcused tardies per quintile, the student will receive an “N” in Responsibility.

Early Withdrawal
Parents are asked to notify the school at least two weeks prior to the student’s last day of class. Notice of early withdrawal from school should be made at the school office by written notification from parents. If a student’s withdrawal is expected close to the end of a quintile, parents are asked to notify the Director of Instruction as soon as possible so that the student can coordinate with teachers in getting the work accomplished and evaluations entered on his records. Credit will be granted only for work completed, turned in, evaluated, and recorded. Students withdrawing early must complete a checkout form (obtained at the office), verifying return of all school material, and must reconcile any outstanding charges or fees before records are released.

Graduating Students
TIS students that are set to graduate may work with the school counselor after June 1 to determine if all credits are completed for graduation. Students must attend class until all units are completed and may not work ahead in order to finish the course early.

Daily Dismissal
At 3:15, students are released from class to participate in after school activities, meet their ride to go home or meet with a teacher for office hours. Students are not allowed to remain unsupervised after the school day is finished. If a student has a private piano, tennis or other lesson, she must
communicate the change in schedule to her homeroom teacher, who will then communicate the change to the front office.

Student Transportation
Student transportation is the responsibility of the family. TIS has a van service that offers a shuttle to/from school for those families that contract with them. The TIS office has contact information on this service if families wish to participate. Students that use the transportation vans to and from school are expected to abide by all school rules and safety procedures. Failure to follow these rules may result in swift removal from the van service since safety is our most important feature. All vehicles are equipped with video cameras to ensure driver and student safety. Administration will review the video if a question arises regarding behavior or safety. *Transportation for day-long field trips and sports activities is provided by the school at no charge.

Visitors to School
It is not unusual to have visitors on campus. In the interest of safety and security for our students, we require visitors to check in through the security office and obtain a visitor’s pass before going anywhere unescorted on campus.

Outside students sitting in on class or being on campus for extended periods during the day may disrupt the continuity of instruction within the school. Therefore, we ask that if a family (not an individual student) would like for a visiting relative or former student to stop by the school that they make this request to the Director or Director of Instruction. There is no guarantee that the request will be met, but we will work with the family as best as possible. In most cases, visitors may be granted access during the lunch period as to not disrupt class time. Students should not approach teachers individually about allowing a guest to visit. Visitors will wear badges during all times on campus.

Parents on Campus
Parents are at TIS throughout the week to meet with teachers, visit the business office, or join in a class field trip. Families are certainly welcome to visit the school, but we want to emphasize that class time should not be interrupted. When parents are in the building, waiting for their children, they may sit in the parent area in the main office and enjoy a coffee. Interactions with the children of other families should be pleasant and friendly, reflecting the Success Orientations of TIS. If
parents cause a disruption, then they will be asked to wait at the guard area for all future school visits.

Parents that are on campus often may request an electronic badge to ease the security procedures.

ACTIVITIES AND TRIPS
Please refer to the activities handbook for more detailed information.

Elementary After School Activities
5 To 11 Year Old Students: Special activities are provided Tuesdays through Fridays during most school weeks. Both teacher and student interests are taken into account when the activity schedule is made each cycle. Once you select an activity, you are expected to meet each time the activity is held. You may not change activities once the activity begins. Choices of activities change four times during the school year. The purposes of the activity program are as follows:
- To promote an interest and opportunity to explore new and/or varied activities in a non-academic and ungraded situation.
- To provide an opportunity to interact with others (teachers and other students) outside a student’s usual instructional group.

Parents and members of the community who have skills that can be shared with students are encouraged to become involved in the activity program. Activities are from 3:15 to 4:00 Tuesday through Friday.

Middle School and Secondary Activities
Tirana International School offers a full range of athletic and extracurricular activities for middle school and secondary students. Whereas many of these are local options based on student interest, other opportunities allow for students to travel internationally to compete with other international schools in Europe. Please see our website for a full listing of current offerings for these students.

School Sponsored Trips
Daily field trips and extended out of country excursions allow for students to experience the history and culture of Albania and the region. Teachers will inform families in advance so that they can
approve the trip. The cost of all field trips within the city is covered by TIS including transportation and entry tickets. If students are gone during the lunch period and they have the school meal plan, then a sack lunch will be provided. Families will need to pay for any souvenirs, snacks or drinks that students purchase while on the field trips.

HEALTH AND SAFETY

Nutrition
Tirana International School employs an outside contractor to provide nutritious hot lunches daily. The cafeteria menu is distributed prior to the beginning of each month, and students can pay in advance for the lunches they desire. This practice is strongly encouraged in order to avoid children having to keep track of their money. The hot lunch is a balanced lunch and must be purchased in its entirety; unfortunately, we cannot have special orders. Secondary students who choose not to purchase the hot lunch may purchase a sandwich or salad. Era, our food vendor, provides detailed price lists and meal descriptions to new families upon enrollment in the school. Current menus may be found on the school’s website.

Medical
TIS Faculty and Staff are committed to insuring the health and safety of its students. At the beginning of the school year, parents should complete or update an emergency information sheet to be placed on file in the main office. TIS employs a full-time medical doctor who works with teachers, students, parents, and the community to ensure that up-to-date medical files are maintained for our students; to train staff in basic first aid; to maintain a relationship with local health care facilities; to conduct basic health screenings; to promote community health; and to assess and treat medical concerns. If a student becomes ill during the school day or has a health issue that needs to be addressed, the doctor will contact the student’s parents.
In case of an emergency, the school doctor will be immediately notified. The teachers or individuals that witness the accident will fill out a Student Accident Report. Then the doctor will contact parents. We want to ensure that in case of accidents students feel secure and calm and parents are communicated immediately. The school doctor will then follow up with parents.

**Drinking Water**
Water on campus is filtered, frequently tested and deemed 100% safe to drink. Drinking fountains are available throughout the campus. As proper hydration is important, students are encouraged to carry a water bottle that they can refill as needed.

**Security**
TIS maintains full-time security personnel. They assist in directing the morning, midday and after school traffic, as well as monitoring campus points of entry and directing visitors to the main office. The campus is monitored through closed circuit security cameras, and Security Staff maintain contact with the office and administration by radio.

**Fire and Other Drills**
TIS stages occasional drills to ensure that students and teachers are familiar with our emergency procedures. Parents that are interested may have a copy of the school safety and security procedures in the emergency handbook.

**Child Safety**
TIS performs background checks on all personnel to ensure that each child is in safe hands at the school. If a parent suspects a caregiver, then they should communicate with the director immediately.

**Nut Free School**
Due to several children with various levels of sensitive to nuts and nut based products, TIS remains a “nut free school.” Please make sure that your child does not bring any nuts to the building or on a field trip including peanuts or hazelnut products.
COMMUNICATION

General Communication
TIS strives to provide accurate, up to date communication to families. Apart from direct correspondence, there are four main avenues of information:
- School Newsletter – Each Wednesday, a school newsletter comes out that highlights the academic life of the school and provides a short calendar for planning. Parents may submit community events that can be added to the newsletter.
- Website – The TIS website provides information about the school, academics, activities and a dynamic google calendar.
- Facebook – The school FB page posts daily photos of life around school as well as information about upcoming events. Parents may opt out of their children appearing in any online photo by contacting the office.
- Teacher Letters – Grade level educators periodically send home general letters that explain what the class has been engaged in during the week.

Academic Communication
Parents may learn about the academic progress of their children through several ways:
- Status Report – Each quintile, parents receive a digital copy of the status report of their child that shows units that are in progress, areas mastered and success orientation evaluations. Families may request an up to date report at any time through the front office.
- Conferences - Parent-Teacher Conferences or Student Led Conferences will be held once in the fall and once in the spring. These meetings are a time when the academic, social and emotional achievement are discussed, and plans are created to further help the child develop. Parents are encouraged to bring their students to these conferences. Parents are encouraged to schedule conferences with teachers any time during the school year, when questions arise, by either calling the school’s secretary/receptionist or emailing the teacher directly. Stopping teachers in the hallway before or after school often takes the educator away from class or meetings, so it is best to plan such visits ahead of time.

Line of Communication
If students or parents have questions about something that happened in school, they should always speak to the teacher first. Communication works best when questions are handled at that level, because the teacher generally has the most information about what goes on in the classroom. If you find you still have questions about the situation, then you may contact the Director of Instruction or the Director. Both directors are always available to answer general questions about the school.
SCHOOL SUPPLIES
Books are used without charge with the expectation they will be returned in a condition, which reflects reasonable use. Teachers may require students to bring in specific items for personal use (water bottle, backpack, pencil case, change of clothes, calculator), but generally TIS provides common supplies for students. Technology may be checked out from the library for use during the school day.

Students are required to pay for lost or damaged books. If a student pays for a book and it is later found, the student will be reimbursed the amount paid. Any book damaged due to negligence will be charged a fine in accordance with the degree to which the book was damaged or double the original value of the book, plus one dollar.

THE ACADEMIC PROGRAM
Tirana International School has a strong belief that:
● All students can learn to a level of mastery.
● Not all students will learn at the same rate.
● Our school must provide the conditions for all students to achieve mastery.

In this model of learning, students either master the outcomes in each area, or are simply not finished. When a student achieves mastery level, he/she will receive credit for the outcome. TIS has mastery grades of “A”, “B,” or P (still in progress). We recognize that not everyone will master outcomes at the same rate. Those students able to finish an outcome rather quickly will be allowed to work on a selective outcome and gain credit for doing so. Others who take longer to achieve mastery level will be provided support and time. The outcomes needed to achieve mastery level are clearly defined and clearly stated within the curriculum, which can be found at http://curriculum.qsi.org.

“Success for all” is more than just a motto, we believe that success is attained through achievement in a balance of academic and non-academic endeavors. Consequently, QSI has designed EXIT OUTCOMES which are the bases of the whole curriculum. These exit outcomes fall into three categories: Success Orientations, Competencies, and Knowledge. Although these categories are related and are in many ways interdependent, the following three verbs give definition to the Exit Outcomes:

To be Success Orientations
To do Competencies
To know Knowledge

Success Orientations
Research indicates, and our experience confirms, that successful people have developed personal orientations that lead to success. Personal habits, the ability to interact successfully with others, reliability, responsibility, diligent work habits, promptness, keeping your word, kindness, and other factors in this realm are at least as important as the knowledge you learn and the competencies
you gain. Responsibility for success in these orientations rests first and foremost in the home; however, they are actively encouraged and taught in virtually all areas of the school curriculum, with the view of making them a vital part of your life pattern. The role of TIS is to reinforce the efforts of the home.

Success orientations are evaluated independently. Academic evaluations are given solely on the basis of your performance in the specified outcomes in the academic areas. Evaluations of the success orientations are limited to situations within the jurisdiction of the school and are made by a consensus of the professional staff members. The Success Orientations with examples are:

- **Responsibility**
  - Coming to school and class on time
  - Bringing books and materials to class
  - Completing assignments on time
  - Putting name, date, and correct layout for assignments on paper
  - Keeping promises

- **Trustworthiness**
  - Honest in doing schoolwork and tests
  - Always telling the truth
  - Good behavior when not being directly supervised

- **Group Interaction**
  - Cooperative within group activities and discussions
  - Focuses attention toward those speaking in a group
  - Shows positive leadership behaviors: polite, including others, accepting of differing ideas

- **Aesthetic Appreciation**
  - Keeping lockers and work areas clean
  - Showing care toward the school environment inside and out

- **Kindness / Politeness**
  - Using acceptable language around others
  - Being courteous toward others
  - Saying good things about others

- **Independent Endeavor**
  - Doing more than expected with classroom assignments
  - Completing assignments with little help
  - Studying subjects or ideas not found in school studies

- **Concern For Others**
  - Having friendly associations with everyone
  - Helping others to be successful
  - Adhering to the English only policy
Competencies
In recent times, there has been a tremendous information explosion, along with scientific and technological advances. It becomes increasingly important for one to develop competencies (skills) which will give her the tools cope with this present age. To become a productive participant in modern society, one will need to gain skills related to these advances. Particularly important are the higher-order thinking skills. Skills related to the arts and physical fitness also are important; they provide one with a view of beauty and quality of life. Tirana International School considers mastery in each of the seven competencies listed below as essential to the success of each individual.

- Numeracy And Mathematical Skills
- Verbal And Written Communication Skills
- Thinking And Problem Solving Skills
- Decision-Making And Judgment Skills
- Commercial Skills
- Psychomotor Skills
- Fine Arts Skills

Knowledge
In the modern world, there has been a vast explosion of knowledge that advances further every day. It is impossible to know everything. We have to choose carefully the things that are considered essential for a person who is educated in modern society. We believe it is better to engage in the study of less information and gain mastery rather than cover large amounts of information superficially without mastery. In order for students to develop competencies, one must have a firm foundation of certain facts and knowledge that should be memorized. Other knowledge is gained by building upon and combining fundamental facts and bits of knowledge. This happens by engaging in meaningful learning and practice through dialogue, questioning, experimenting, taking risks, and participating in group activities.
In the realm of knowledge, TIS has identified six areas. Mastery of these Exit Outcomes will lead to a successful school experience at Tirana International School.

- Mathematics
- English / Literature
- Cultural Studies
- Science
- Creative and Applied Arts
- Personal Health and World Environmental Issues

**TIS Course Offerings**

**Elementary Course Offerings (5-13 year old classes)**

- Literacy (Reading and Writing)
- Mathematics
- Cultural Studies
- Science
- Art
- Music
- Technology
- Physical Education
- Foreign Language
- Library

**Secondary Course Offerings**

<table>
<thead>
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<th><strong>English</strong></th>
<th><strong>Suggested Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature I</td>
<td>Sec I</td>
</tr>
<tr>
<td>Writing I</td>
<td>Sec I</td>
</tr>
<tr>
<td>Literature II</td>
<td>Sec II</td>
</tr>
<tr>
<td>Writing II</td>
<td>Sec II</td>
</tr>
<tr>
<td>American Literature</td>
<td>Sec III</td>
</tr>
<tr>
<td>British Literature</td>
<td>Sec IV</td>
</tr>
<tr>
<td>AP Literature and Composition</td>
<td>Sec IV</td>
</tr>
<tr>
<td>Research Project</td>
<td>Sec IV</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Sec II or Sec III</td>
</tr>
<tr>
<td>Drama</td>
<td>Sec II-IV</td>
</tr>
<tr>
<td>Media, Presentations</td>
<td>Sec I-IV</td>
</tr>
<tr>
<td>Technology</td>
<td>12 through Sec IV</td>
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**Cultural Studies**

<table>
<thead>
<tr>
<th><strong>Suggested Level</strong></th>
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<tbody>
<tr>
<td>Sec I</td>
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<td>Sec III or Sec IV</td>
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<td>Sec IV</td>
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<td>Sec IV</td>
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<td>Sec II or Sec IV</td>
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</table>

**Mathematics**

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<tbody>
<tr>
<td>13 or Sec I</td>
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<tr>
<td>Sec I or Sec II</td>
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<tr>
<td>Sec II – IV</td>
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<tr>
<td>Sec III or IV</td>
</tr>
</tbody>
</table>
Advanced Mathematics II
AP Calculus

**Science**
- Physical Science
- Biology
- Chemistry
- AP Biology
- Physics

**Suggested Level**
- Sec I
- Sec II
- Sec III or IV
- Sec III or IV
- Sec IV

**Physical Education & Health**
- Wellness
- Lifetime Sports
- Team Sports

**Suggested Level**
- Sec I-IV
- Sec I-IV
- Sec I-IV

**Languages Other Than English**
- French I-IV
- Spanish I-IV
- German I
- Russian I-IV
- AP Spanish
- AP French

**Suggested Level**
- 12/13 through Sec IV
- 12/13 through Sec IV
- 12/13 through Sec IV
- 12/13 through Sec IV
- Sec III or IV
- Sec III or IV

**Creative & Practical Arts**
- Art I & II
- AP Studio Art
- AP Art History

**Suggested Level**
- Sec I-IV
- Sec III-IV
- Sec II-IV

**Secondary Graduation Requirements**
TIS offers a secondary program that is internationally accepted and accredited through the Middle States Association of Colleges and Schools. Most graduates of TIS attend a college or university upon completion of their studies. Previous graduates of TIS have been very successful in obtaining admittance to colleges or universities of their choice. Three diplomas are offered by Tirana International School. (A vast majority of our students work toward the academic diploma.)

- **Academic Diploma**
- **Academic Diploma with Honors**
- **General Diploma**

The **Academic Diploma** is a college or university-preparatory course of study. Students who satisfactorily complete this program should expect admittance into an American college or university, or in many cases, universities in other countries.  

**A total of 240 credits (including electives) are required for the Academic Diploma. Below are listed the minimum requirements in each department.**

**English (80 credits)**
- 20 - Literature (Literature I & II)
- 20 - Writing (I & II) or demonstrated competency
- 10 - American Literature
- 10 - British Literature
- 10 - Research Project
- 10 - Technology (including 5 Keyboarding)

**Mathematics (30 credits)**
10 - Algebra
10 - Geometry
10 - Mathematics elective

**Science (30 credits)**
10 - Biology
10 - Physical Science
10 - Science elective

**Cultural Studies (40 credits)**
10 - World Geography
10 - Modern World History
10 - US-History
5 - World Governments
5 - Economics

**Personal Health (25 credits)**
10 - Fitness
5 - Health
10 - Physical education elective

**Languages Other than English (20 credits)**
20 in ONE language
OR demonstrated competencies in a second language

**Creative Arts (10 credits)**
10- Elective credits (art, music, drama)

The Academic Diploma With Honors is the most advanced diploma offered by TIS. Requirements are the same as The Academic Diploma but with the condition that the credits include at least two Advanced Placement (AP)* courses. **A total of 240 credits (including electives) also are required for this diploma.**

* The Advanced Placement Program: Advanced Placement (AP) courses challenge our TIS secondary students to think with the sophistication of college students. Depending on the enrollment, interest, and student capability, TIS will offer Advanced Placement courses. These courses provide rigorous preparation for the AP exams credentialled by the Educational Testing Service in the United States. Many colleges and universities give university credit for test scores of 3 and better (on a scale of 1 to 5).

The General Diploma is available to students who experience English language difficulties, time restraints, or other problems which make it impractical to pursue a more advanced course of study. It is only available to students who are in their fourth year of secondary studies or who will turn 18 years old no later than 30 October following their graduation. In general, this diploma is designed for students requiring a sound general secondary education. **A total of 220 credits (including electives) are required for the General Diploma.**

- Students in the 12 and 13-year-old classes may take some courses at the Secondary level: technology, language other than English (if not in Intensive English) and some other courses as deemed appropriate for their level of achievement. Example: A 12-year-old student that is achieving at a secondary level of geometry will be provided Geometry. The student will receive secondary credit for completion of the course. For all other classes the student is with his or her age level.
- In all cases if an elementary student engages in a secondary course, he/she will be given secondary credit for the course.
In-the-event that a middle school student is placed in a secondary course, the parents will be informed by the counselor or Director of Instruction since grades received in those courses will impact the future GPA of the student.

---

Student Evaluation

The three basic premises of Tirana International School’s model of education are as follows:

- **All students can learn at a high level of achievement.**
- **Success breeds success.**
- **It is the school’s responsibility to provide the conditions for the student’s success.**

With this in mind, TIS does not accept mediocre (grade of “C”) or poor (grade of “D” or “F”) work. Traditionally, the grades of “A” or “B” are considered to be Mastery Grades.

**Grades**

At TIS the following grades are used on a status report (these grade definitions are written at the bottom of every status report):

\[
A = \text{All essential parts of the outcome were mastered at an appropriately high level. The student consistently demonstrated noteworthy achievement of a high quality, particularly in the higher order thinking or performance skills.}
\]

Consistency Gets the A! “A” level students should demonstrate consistency of work across a unit in order to be considered for the “A.” For teachers to evaluate students’ knowledge consistently, a teacher may consider the following criteria when assigning an “A” grade:

- school attendance (if missed assignments/participation)
- timely completion of classwork/homework
- class/group engagement
Remember that an “A” is earned for consistently demonstrating (in class and through assignments) noteworthy achievement of a high quality, particularly in the higher order thinking or performance skills.

**B = All essential parts of the outcome were mastered at an appropriately high level in which the student successfully engaged in higher order thinking or performance skills.**

**P = The student is "In progress" in the outcome (normal status).**

A “P” is a normal grade for students who are learning the material. Normal pacing means that there is not more than one “P” in any one class. (In some classes, some units are open all year long; this is then considered normal.) The appearance of two “Ps” can be an indication that a student is falling behind and may need to be placed on a remediation plan.

**H = This outcome is "on hold" for a legitimate reason. (The student has begun the outcome but is not currently pursuing it.)**

An “H” is given to a student who needs more time and more skills to finish a unit. “H” means that the student cannot pursue this unit any longer, as it interferes with finishing current units. A student can be removed from “H” status in a unit if he is up to date on all classes. To be up to date on current units in all classes, there can be no more than one “P” opened a time in any one class. A student will make up any units in “H” in the summer time if they are not closed during the school year.

**D = The student has not made a reasonable effort and is therefore "deficient" in attaining mastery of the outcome.**

A student can be removed from “D” status in a unit if she is up to date on current units and if it has been determined that she has returned to an acceptable work pattern. To be up to date on current units in the class, there can be no more than one “P” opened a time in any one class. A student will make up any units in “D” in the summer time if they are not closed during the school year.

**W = The student has withdrawn from this outcome.**

**E = The student has put forth dedicated effort, but due to challenges in understanding English, she is not yet able to demonstrate mastery and is receiving an exposure grade** (not the exact wording on status report, but same idea)

**Grade Expectations**

Students are expected to finish all required units in a class by mid-June. For almost all classes, this means 10 units but the teacher may choose to require selective units to be completed as well. Throughout the school year, teachers will be setting deadlines for assessments and assignments to be finished and will communicate these deadlines to parents and students via Moodle, e-mail, phone call, and/or in a meeting.

**Summative Assessments**

Units of study at TIS are accompanied by a rubric that teachers use to assess student mastery. These rubrics are available for parents and students to have before the unit begins so that there is
a clear understanding of expectations from the teacher. Although the rubrics differ from class to class and unit to unit, most will clearly identify the path to a B or an A. Some evaluations involve (but may not be limited to) testing as an important assessment tool, if not the primary one; thus, taking a test is critical in most unit evaluations. Students must prove to teachers they are ready for assessments BEFORE they take the assessment; they are expected to study for tests and take tests the day they are scheduled.

Teachers determine when students are ready by monitoring homework, classwork, participation, attendance, etc. (Attendance is important because if students are not in class, it is hard to tell if they are ready for assessments.) Teachers can make exceptions to this rule on a case-by-case basis.

Re-evaluation Deadline Rule:
The “Re-evaluation Deadline Rule” means that for a student who does not fully pass the test (or other evaluation tool) the first time—in other words, does not make a “B” or an “A”—the following actions may occur:

- A student who almost demonstrates complete mastery on the unit assessment can immediately schedule a quick review with the teacher to finish unmastered TSWs. This only applies for one or two missed TSWs on the assessment and must be made up in 5 calendar days.
- A student who does not demonstrate mastery on the assessment (i.e., does not demonstrate mastery of at least 3 or more TSWs) will immediately be put on a Remediation Plan by the teacher.

Remediation Plan
At times students demonstrate either a lack of effort in mastering units in a timely manner or need more time in achieving success. In these cases, students are placed on a remediation plan, during which they will have specific meetings and objectives set by the teacher in order to help the student to master the material. In some cases, students are also assigned a D grade to demonstrate deficiency of effort. Students that are not able to achieve mastery within a class might be misplaced and need to be reassigned to a different course. Therefore, if a student has more than two remediation plans in a given course, the counselor will evaluate whether or not the student has been misplaced and possibly suggest a move.

- The Remediation Plan will be made collaboratively between the teacher and the student. They will agree on when re-teaching will occur and what other activities the student must do to demonstrate mastery before the re-evaluation. The re-evaluation will be set for no later 10 days after the Remediation Plan goes into effect.
- Remediation Plans will be scanned and emailed on the day they are created to the following people: teacher, student, parents, counselor, and Director of Instruction.
- A student will have 10 calendar days to meet the Remediation Plan. If the student fails to meet the criteria and deadlines set in the Remediation Plan, his grade will automatically become an H if the student is not able to complete the plan. If a student lacks effort in completing the plan, they may be assigned a D for the unit.
- Students on a remediation plan receive a B grade upon mastery of the unit.

NOTE: There is no “Re-re-evaluation Deadline Rule.” In other words, a student may re-test only one time.

Upgrading
A main tenant of mastery learning is the ability to continually improve in order to achieve a higher level of mastery. It is possible for a student to demonstrate the higher level by “upgrading” his
status in each unit, through the re-evaluation system outlined above. This process involves achieving an A level mastery on the provided rubric.

Students can apply to upgrade units if they are current in all classes on their status report. To be current, they must not have more than one “P” in any single class.

**Upgrading from “B” to “A”:**
If a student makes a “B” on the initial unit evaluation, she has 5 calendar days to upgrade from “B” to “A” after being notified of the “B” evaluation. It is up to the student to take the initiative in this matter of upgrading from a “B” to an “A.” A student that is on, or has completed, a remediation plan may not upgrade from a B to an A for that unit.

**Upgrading from an “H” or a “D”: Unit Extension Application/Plan**
A student who has an “H” or a “D” on any unit may change this status and upgrade to a “B” by completing a Unit Extension Application and submitting it to the Director of Instruction for consideration. An electronic version is linked here.

The Director of Instruction will evaluate the student’s work to date, check status reports for being current in units, check attendance, and talk directly to the student, parents, and/or the teacher to determine the course of action.

If the Unit Extension Application is approved, the teacher and student will then agree to a Unit Extension Plan, which will be e-mailed immediately to the following people: teacher, student, parents, counselor, and director of instruction. The student has 7 calendar days to complete the upgrade.

If a Unit Extension Plan is not completed by the deadline, the unit will remain in “H” or “D” until the next school year.
Academic Support

Teacher Office Hours
Teachers will provide additional support time after school and will post and observe regular office hours at least two days a week. Students are encouraged to sign up for appointments as needed.

Individual Remediation Plan
The individual Remediation Plan is made between the student and the teacher. Please see the “Re-evaluation Deadline Rule” for more information.

Academic Contracts
If a student fails to meet two consecutive remediation plans in the same course, the Director of Instruction will place the student on an Academic Contract signed by a school administrator, the teacher, the student, and a parent or guardian. The Academic Contract will include the following:
- an outline of the remedial work to be done
- all relevant due dates
- actions students need to take
- outline of the terms under which the student will be removed from the class*

* A student having more than two outstanding or incomplete units in any given course may be removed from the course. In the case of a secondary student, withdrawal from a course can negatively impact graduation status; thus, withdrawal may require a modified graduation plan and possible change of graduation date.

STANDARDS OF BEHAVIOR

Academic Integrity

Definitions
The Center for Academic Integrity defines Academic Integrity as… “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.” These five values are closely linked with our school’s success orientations of trustworthiness, responsibility, concern for others, kindness and politeness, and independent endeavor. Academic dishonesty is not tolerated at TIS. Listed and defined below are the three major areas that can be considered an infringement of the values pertaining to Academic Integrity.

1. Plagiarism: the representation of another’s ideas or work as the student’s own, including but not limited to:
   a) Not properly citing outside sources
   b) Submitting another’s work as one’s own
   c) Paraphrasing without proper citation
   d) Copying the ideas or work of another and presenting it as one’s own

2. Enabling: supporting another student’s dishonesty, including but not limited to:
   a) Allowing another student to copy or use one’s own homework, classwork, and/or ideas
   b) Sharing answers on exams or sharing knowledge of exam questions
   c) Working with another student when collaboration is not allowed.
3. **Duplication**: presenting the same work for different assignments or assessments
   a) Copying from an electronic information source and passing it on as your own
   b) Looking at another person’s test or asking for test answers

Any other behavior that gains the student an unfair advantage or demonstrates a lack of integrity will be dealt with as the policy states.

**Guidelines**

If these values or success orientations are violated, then it is the role of the school to ensure, before university begins, that lessons are provided on what is acceptable and not acceptable for homework, assessments, and in writing. Below are some general guidelines, which have been compiled, revised, and organized by TIS faculty.

**Homework/Assignments**:

Most assignments are given as learning experiences, and to get help from others may be considered appropriate. However, wholesale copying of another person’s assignments to make a teacher think that you have done the work is considered “cheating.”

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>• Working with another person on a cooperative study assignment when both names are affixed to the final submission for grade attribution</td>
<td>• Someone else solving problems on an assignment (another person working the problems) for which you will receive a grade</td>
</tr>
<tr>
<td>• Review of a question or problem by another person for the purpose of getting a suggestion of the process or strategy for solution—the solution, however, is entirely worked out by you.</td>
<td>• Copying or paraphrasing another’s work in whole or in part and turning it in with your name on it to receive a grade</td>
</tr>
<tr>
<td>• Work which is assigned and announced by the teacher as un-graded and which you work with another person or persons with the knowledge of the teacher.</td>
<td>• Turning in someone else’s work as your own</td>
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</tbody>
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<tr>
<th></th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Allowing/encouraging someone else to copy all or part of your work and claim it as their own</td>
<td></td>
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</table>

**Assessments**

Obtaining unfair help with tests and/or quizzes is a violation of the Guidelines of Academic Integrity. The following are examples of unacceptable test behavior and are provided to give an idea of common mistakes:

- Discussing (in detail) a test or quiz with a person who has already taken it.
- Bringing hidden notes or using notes during a quiz or test, unless allowed by the teacher. (The mere possession of such “cheat notes” indicates intent to use them and as such would be considered a violation of the Guidelines of Academic Integrity.)
- Looking at another person’s work during a test or a quiz.
- Talking to another person during a test or a quiz unless specifically permitted to do so by the teacher.
- Allowing another person to look at your work during a test or a quiz.
- Assisting another person during a test or quiz through noises or silent signals.
- Possessing, in any form, a copy of the test or quiz before it is administered.
- Doing another person’s quiz or test for them at their request, or your initiative.

**Writing Assignments**
Plagiarism is defined in Webster’s New World Dictionary as “to steal or pass off as one’s own, the ideas, writings, etc. of another.”

Examples of plagiarism are, but are not limited to:

- Copying specific ideas of an individual author or source; or copying large portions of exact words from any source without both giving proper citation and using quotation marks;
- Paraphrasing (re-writing using different words) or summarizing (completely re-writing a passage or section) another person’s unique and non-common-knowledge ideas found in any source, without giving proper citation;
- Downloading or purchasing papers, copying and pasting information from the Internet or electronic sources;
- Cutting and pasting from any source without citation;
- Intentionally making other people’s ideas appear to be your own by any means.

**Strategies For Avoiding Academic Dishonesty**

- Students can avoid academic dishonesty by following the practices listed below:
- Reading and understanding the Guidelines for Academic Integrity.
- Asking for help or for extra time from a teacher when they feel lost or confused and are tempted to commit academic dishonesty by violating a rule.
- Completing the lessons and activities in their subject classes that teach them how to properly paraphrase, quote, and cite outside sources.
- Asking and knowing when it is appropriate to use outside sources and when a task demands solely authentic ideas or work.
- Refusing to help others commit dishonest acts such as sharing work.
- Asking and knowing when it is appropriate to collaborate with other students on an assignment.
- Using online sources for the help in correctly citing sources, such as MLA and Purdue’s OWL.

**Consequences Of Academic Dishonesty**

The following possible consequences are in place to help students understand the severity of academic dishonesty and to help guide them in the right methods to prepare them for university

<table>
<thead>
<tr>
<th>Level</th>
<th>Consequences</th>
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</table>
| 1     | • counseling about how to avoid academic dishonesty in the future  
       |   • parent contact (email)  
       |   • replacement assignment by deadline |
| 2     | • counseling about how to avoid academic dishonesty in the future  
       |   • parent meeting with teacher  
       |   • replacement assignment by deadline to earn a B  
       |   • nominated for an N in trustworthiness |
| 3     | • parent meeting with teacher and administration  
       |   • replacement assignment by deadline to earn a B  
       |   • additional assignment by deadline to earn a B  
       |   • nominated for an N in trustworthiness |
| 4     | • parent meeting with teacher and administration  
       |   • required to redo all of the assignments/assessments in the unit by deadline to earn a B  
       |   • nominated for an N in trustworthiness |
| 5     | • parent meeting with teacher and administration  
       |   • a grade of D on the unit  
       |   • summer assignment to earn a B  
       |   • nominated for an N in trustworthiness |

Social Standards of Behavior
The primary goal relating to student behavior is to establish a sense of responsibility, such that the student develops an internal desire to practice acceptable behavior patterns. The responsibility of obtaining this objective rests first and foremost at home. The school also has a responsibility to work in every possible way toward this goal. The home and school, working as a team, should coordinate efforts.

Student Conduct
With reference to behavior, common sense and good manners are the guidelines. Standards of behavior are outlined below in order for the students and parents to know what is expected and what is emphasized. In reviewing these expectations, students should keep in mind that no list is all-inclusive. Students and teachers may formulate additional rules of conduct for their individual classrooms.

- Students are expected to be kind to others and should consider the feelings of others. Verbal unkindness and physical abuse are not accepted.
- Students are expected to show respect for all staff members, including non-teaching workers. The teacher has authority when students are under the school’s jurisdiction; any form of rudeness or insubordination should not be a part of student behavior.
- Students are expected to be honest in all matters.
- A warm relationship is expected between faculty and students.
- Student interests, ideas, and opinions are to be heard and students are to be given respect.
- Students are expected to respect school property and property of others.
- Students are expected to use proper language. Profane, obscene, and otherwise unacceptable language is not permitted.
- Students are expected to attend all classes punctually and regularly.
- Tirana International School is a closed campus. Students may not leave the campus without approval from the main office.
- The Electronics Usage Policy addresses the use of cell phones and other electronics devices.

English as our Common Language
TIS is made up of a rich fabric of students, educators and parents from all over the world. We truly celebrate our international make up and do our best to honor diversity within the daily activity of the school. In an attempt to bridge our nationalities, we use English as our common language, so that all might participate in conversations and have unfettered access to TIS services. It is expected that students will speak English while on campus.

Dress Code
Tirana International School has a general dress code, based on common sense and decency. For your school wardrobe, choose modest clothing that is in good taste and that avoid references to drugs, tobacco, and alcohol. Offensive words or pictures on clothing also must be avoided at all times. Clothing suitable for seasonal weather is highly recommended. Staff reserves the right to
evaluate student-clothing choices and provide guidance. Students whose clothing is judged to be inappropriate will be asked to change or wear school-provided clothing for the duration of the day*.

Below are specific guidelines of what we consider to be inappropriate:

- bare mid-riffs or belly buttons
- spaghetti straps
- see-through clothes (also, note that undergarments should not be seen at any time);
- short skirts (use the “finger tip test”: with your arm hanging down by thigh, your skirt must be at or longer than the tip of middle finger)
- shorts (length should be modest, not tight fitting and non-revealing)
- inappropriate messages (foul language, alluding to foul language, suggestive messages or symbols, any drug-, alcohol-, or tobacco-related graphics)

If a teacher finds an infraction of the dress code, they may address it with students. If the student has a change of clothes they may change. If a student does not have a change of clothes, administration will be notified. If a teacher is uncomfortable speaking to the student, they will notify administration. Administration will then address the student.

Corrective Measures
All TIS staff members will make serious efforts to maintain a safe, secure learning environment for all of our students, free from distractions and fear. Traditionally, TIS students have demonstrated exemplary behavior; consequently, disciplinary measures are seldom required. On those occasions when a student does not conduct himself or herself in an acceptable manner, we follow a prescribed pattern.

- **Teacher/Student**: For minor behavior problems, the teacher works with the student to correct the problem. This may be as simple as issuing a word of warning or explanation or may necessitate actions such as counseling the student informally, probing into the reason or reasons for the behavior, encouraging the student to have a desire for change, or separating the student for a short time from the class or other environment in which the behavior occurred.
- **Teacher/Student/Parent**: More serious behavior problems or repeated minor problems will be brought to the attention of a student’s parents via phone call or email.
- **Teacher/Student/Administration**: Continued behavior concerns should be referred to the directors.

Referral Process
Very serious behavior problems or repetitive minor misbehavior will be dealt with by the directors; parents will be notified. Some possible actions include counseling, group conferences, suspension from school for a designated period of time, and expulsion.

- **Level 1 Behaviors**: The teacher will identify and address student misbehavior at the time of the incident. However, they will notify administration through the referral form (*behavior referral-*“FYI”) about repeated or potentially serious behaviors.
- **Level 2 and 3 Behaviors**: The teacher will identify and address student misbehavior and *remove* student from the classroom or situation *immediately*. Notify administration through referral form detailing the incident.
- The administrator interviews those who are involved in the incident.
- The administrator makes an appropriate decision about consequence and notifies parents and teachers about actions taken to correct the situation.
This process is put into practice through a referral system, which reflects different levels of misbehavior.

**Level 1 - Misbehaviors that Keep or Distract Students from Learning**

<table>
<thead>
<tr>
<th>Level 1 Behaviors</th>
<th>Consequences (incidents will be documented by the teacher via behavior referral form - FYI referral)</th>
</tr>
</thead>
</table>
| 1. Electronics (see electronics usage p. 40) | **Actions by the Teacher:** At this level the teacher is responsible for corrective measures. These are may include but not limited to:  
  □ warning  
  □ lunch detention  
  □ call home  
  □ apology letter, etc.  
  *see the dress code procedures  
  **If a Level 1 behavior persists (3+), it is seen as a Level 2 behavior and will be referred to administration.** |
| 2. Dress code * |  |
| 3. Tardiness |  |
| 4. Disruptions |  |
| 5. Rudeness; Disrespect |  |
| 6. Public Display of Affection |  |

**Level 2 - Misbehaviors That Cause Classroom or School Environment to Feel Unsafe**

<table>
<thead>
<tr>
<th>Level 2 Behaviors</th>
<th>Consequences (ALL incidents will be documented by the teacher via behavior referral form)</th>
</tr>
</thead>
</table>
| 1. Repeated Level 1 Behaviors | **Actions by the Teacher:**  
  □ Identify and address student misbehavior  
  □ Remove student from the classroom or situation  
  □ Send the student to the office where the student will fill out an Office Referral Letter.  
  □ Notify administration through referral form detailing the incident.  
  **Actions by the Administrator:**  
  □ Read Office Referral Letter  
  □ Listen to student’s side of the story and investigate further.  
  □ Read behavior referral from teacher  
  □ Take action  
  **Actions could be one or more of the following depending on incident:**  
  □ contact parents  
  □ parent meeting  
  □ warning  
  □ apology letter  
  □ possible exclusion from out of country trips  
  □ in-school suspension  
  □ Student nominated for an “N” in a success orientation appropriate.  
  **If a Level 2 behavior persists (3+), it is seen as a Level 3 behavior.** |
| 2. Insubordination |  |
| 3. Harassment |  |
| 4. Forgery |  |
| 5. Plagiarism, cheating |  |
| 6. Theft |  |
| 7. Vandalism |  |
| 8. Profanity |  |
| 9. Truancy |  |
## Level 3 Behaviors

<table>
<thead>
<tr>
<th>Level 3 Behaviors</th>
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</thead>
<tbody>
<tr>
<td>1. Repeated Level 2 Behaviors</td>
</tr>
<tr>
<td>2. Fighting</td>
</tr>
<tr>
<td>3. Sexual Harassment</td>
</tr>
<tr>
<td>4. Alcohol/Chemicals/Tobacco possession and/or use</td>
</tr>
<tr>
<td>5. Burglary</td>
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<tr>
<td>6. Bribery*</td>
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<tr>
<td>7. Ammunition, Weapons, etc. possession*</td>
</tr>
<tr>
<td>8. Bomb threat, causing fire alarm*</td>
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<tr>
<td>9. Arson*</td>
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</tbody>
</table>

### Consequences (each incident will be documented)

#### Actions by the Teacher:
- Immediate removal of student from the classroom or situation
- Send the student to the office where the student will fill out an Office Referral Letter.
- Notify administration through behavior referral form giving us very specific information.

#### Actions by the Administrator:
- Read Office Referral Letter
- Listen to student's side of the story and investigate further.
- Read behavior referral from teacher
- Take action

#### Actions will include the following depending on incident:
- Contact parents
- Student sent home
- Excluded from out of country school trips for rest of year
- 1st offense: 1-3 day in-school or out of school suspension
- 2nd offense: recommended expulsion
- Student nominated for an “N” in a success orientation appropriate.

**Parent conference required for student to return to school.**

*Automatic Recommendation of Expulsion; Suspension will be given pending final decision.

## Definitions of Misbehaviors

### Alcohol/Chemicals/Tobacco:
Possession or use of any narcotic or controlled substance or possessing or distributing drug paraphernalia (lighter or matches), or use of over-the-counter or prescription drugs for the purpose of mood alteration or intoxication, inhaling the fumes of certain volatile substances for their mood-altering or intoxicating effect are prohibited on school property or at any school related event.

### Ammunition, Weapons, Mace or Pepper gas, Fireworks:
Possession of weapons, bullets, or other projectiles designed to be used in/as a weapon or other material designed to cause pain or injury.

### Arson:
Intentional destruction or damage to school buildings or property by means of fire.

### Bomb threat, fire alarm:
Intentionally causing a false fire alarm or making a bomb threat.

### Bribery:
Attempting to coerce someone to perform an act by offering money, gifts, or favors.

### Burglary:
Entering a building or a specific area of a building without consent and with intent to commit a crime.

### Cheating:
Getting answers for an independent assignment (ex. test) from a source other than the student’s own knowledge (notes, another student’s work); also giving answers to someone else...
Disruptions: actions that hinder the teacher/staff member from performing his/her assigned duties *ex: speaking without permission, getting out of seat without permission, playing in class*


Electronics: See “Electronics Policy” in the Parent-Student Handbook

Fighting: a physical assault on another person

Forgery: intentionally signing any document with parent or guardian signature with malicious intent

Harassment: verbal, written or otherwise-expressed actions that arouse alarm in others; that is discriminatory, abusive, threatening or obscene; that bullies, intimidates, threatens or causes fear of bodily harm or death; that involves words or actions which negatively impact an individual or group based on their racial, cultural or religious background, their sex, their sexual orientation, any disabilities, national origin, or socio-economic status.

Insubordination: willful refusal to follow directions of a legitimate school rule or questioning the directions given by a staff member

Plagiarism: a student using another person’s work (from a book, internet, other student) and claiming it as his/her own

Profanity: obscene or profane language or gestures, written or printed materials (including pictures), or conduct, which is inappropriate in a school setting

Public Displays of Affection: Public displays of affection that are acceptable are holding hands and friendly hugs. Public displays of affection that are not acceptable are any behaviors that show a lack of modesty or tact, close physical contact that lingers or intimate kissing.

Rudeness; Disrespect: Showing lack of respect or discourtesy towards others.

Sexual Harassment: Sexual harassment may include actions such as the following: sex-oriented verbal “kidding” or abuse; subtle pressure for sexual activity; physical contact such as petting, pinching, or constant brushing against another person’s body; demands for sexual favors, accompanied by implied or overt promises of preferential treatment or threats. Electronically sending profane images or suggestions is considered sexual harassment.

Tardiness: being late for class or school without a proper excuse (e.g., written note)

Truancy: absence from a class or school without a parent’s or teacher’s knowledge or permission; “skipping.” This could also be missing from a teacher’s class for long periods of time without the knowledge of teacher that is responsible for the student.

Theft: stealing others’ personal property or school property

Vandalism: destruction of property belonging to the school or another person

**Disciplinary Appeals**
You may petition all building level disciplinary decisions to the Director of the school in a written letter. Further appeals may be sent to the Advisory Board and/or QSI Regional Supervisor.
ELECTRONICS USAGE at TIS
There are three components of our Electronic Usage at TIS: Electronic Device Policy, Email Guidelines, and our Acceptable Use Policy.

Electronic Device Policy
For all students in the Middle School and Secondary, the school provides a Chromebook for use for all subjects. Some students opt out of the program and select to use a personal device for their classwork. Our “Bring your Own Device” (BYOD) program is intended to expand opportunities for 21st Century learning. We must remember, it is a privilege, not a right, to use personally owned devices at school. Administration may revoke this privilege for an individual student or students. Therefore, students must use their devices responsibly, respect others’ property, and demonstrate the academic benefits of the program. Students are expected to use the school network when accessing the internet and not internet from their mobile carrier.

Rules and Conditions for BYOD:
1. The teacher has ultimate control of when and what type of electronic devices are used in the classroom.
2. Students may only use their device in the classroom when instructed to do so by their teacher.
3. Cellphones:
   - Research shows that having a cellphone in class, whether in a pocket or in a backpack is detrimental to the learning process. When phones are present, students are less engaged in the classroom and ultimately gain less from the school experience with their peers. By disengaging from cell phones for extended periods, we are able to offer a richer social and academic environment. Students must put their phones in an assigned locker at the beginning of the day and pick them up after the school day ends. This policy is known as “Away for the Day.”
- Students may use the phone in the office to phone parents in the event of an emergency and parents may phone the school office to leave vital messages for their children.

4. When devices are permitted to be on, the volume must be kept down. If someone else can hear it, it is too loud.

5. Bypassing the web filters will result in the device being permanently banned from the school’s wifi access.

6. If checking out a school owned device, the students are permitted to check it out for one 90 minute block.

7. Teachers need to approve student printing.

**Network/Internet Access/Electrical**

1. At the beginning of the Academic Year, students need to register their devices with the Network Administrator. The information for registration should be the **Device Name** and/or the **WiFi Mac Address**.

2. Students are expected to use the school network when accessing the internet and not internet from their mobile carrier.

3. No guarantee is made that the school’s wireless network will always be available.

4. Students should bring devices fully charged to school. Access to electrical outlets for charging should not be expected.

**Theft/Loss/Damage/Troubleshooting/Repair**

1. **TIS** will not be held financially responsible for lost or stolen devices, nor are school administrators responsible for conducting searches for lost/stolen devices. It is recommended that the device locator feature be enabled if possible.

2. **TIS** will not be held responsible for any physical damage or data loss, including damage/data loss resulting from connecting devices to the school’s wireless network or power outlets.

3. Technology staff will not configure, troubleshoot, or repair student devices

**Violations of these BYOD rules:**

First Offense: Teacher warns the student or confiscates the device in class. Teacher returns device at the end of class.

2. Second Offense: Device is confiscated and given to the main office where administration will be notified. Student must see administration at the end of the day to pick up the device.

3. Third Offense: Device is confiscated and given to the main office where administration will be notified. Parent/guardian must pick up device. Student will nominated for an N on their status report.

4. Fourth offense and after may include one or more of the following consequences:

   a. Device is banned for use during the school day.
   b. Device is banned for a longer period of time.
   c. Device is confiscated until the end of the quintile.
   d. Repeated violations may result in suspension.

**Chromebook Policy (1:1 School Device)**

Tirana International School is committed to preparing students for success in school and beyond. Part of this preparation includes making sure students are exposed to technology and taught how to use technology appropriately. Providing individual devices that they are responsible for operating and maintaining will equip students with 21st Century Skills including collaboration, critical thinking, communication and creativity. Nearly all career paths require using tools to communicate and collaborate. Students who are encouraged to use technology as a part of their learning demonstrate greater engagement and motivation. Additional benefits of digital learning include personalized learning, extended learning time and equitable access to learning resources.
TIS uses a personalized filtering system to ensure all Chromebooks are filtered for content on campus. Families are encouraged to monitor use at home.

Training and information will be provided to students throughout the school year during Technology Class. A website was created with frequently asked questions and detailed information. Please visit the website: https://sites.google.com/alb.qsi.org/cb101

Chromebooks will be treated like a textbook and students will be issued devices at the start of the year to keep for the school year. Like textbooks, if a Chromebook is willfully damaged or lost while assigned to an individual student, that student must repay the cost of repairs or the replacement cost. The cost for total replacement of a single Chromebook is currently about $200. Accidental damage will be evaluated by administrators. Students are expected to bring the device with them to classes throughout their school day. The Chromebook should be treated with care and charged nightly and as frequently as possible to maximize battery life. Any Chromebook damage or loss should be reported to the school library/IT staff immediately to facilitate a timely check.

The table below defines where student’s electronic devices may be used in Tirana International School.

<table>
<thead>
<tr>
<th>Location</th>
<th>School Chromebook</th>
<th>Personal Computer</th>
<th>Mobile Phone/MP3 Player</th>
<th>eReader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Learning Lab</td>
<td>As directed by the teacher</td>
<td>As directed by the teacher</td>
<td>Safely stored in school locker</td>
<td>As directed by the teacher</td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breaks and Lunch/Recess</td>
<td>Chromebook should be stored in Locker</td>
<td>Under teacher supervision - Teachers may ask student to put it away</td>
<td>Safely stored in school locker</td>
<td>Under teacher supervision</td>
</tr>
</tbody>
</table>

Secondary students that wish to bring their own devices instead of using a school supplied chromebook are welcome to do so. By opting out, the student must sign an agreement that he or she will bring their device each day, charged and ready for a day of school. The student must maintain the computer on their own so that it can access email, provide access to the internet for research, and effectively use the google docs suite with our TISMAIL accounts.

STUDENT EMAIL GUIDELINES
Email can be a powerful communication tool for students to increase communication and collaboration.
Students are encouraged to check their email at least once per day.
Teacher may send email to their students to communicate reminders, course content, pose questions related to class work, and such.
Students may send email to their teachers with questions or comments regarding class. Students may send email to other students to collaborate on group projects and assist with school classes.

Student email permissions
Our Google Apps for Education system controls whom email messages can be sent to and whom they can be received from.
- Students up to the 12-year-old class cannot send and receive email from outside of the domain.
- All students can send and receive emails to and from all staff.
- Students from the 13-year-old class and above can receive email from other students, staff or from outside the domain.

Student emails to staff
- Students are encouraged to email staff concerning school-related content and questions.
- However, there will be no requirement or expectation for staff to answer student email outside of their regular work day, although they certainly may if they choose. For example, an unanswered email to a teacher would not excuse a student from turning in an assignment.

General email guidelines for students
The student Acceptable Use Policy covers email as well as other technologies. Below is a general summary of guidelines related to email.
- Email is to be used for school-related communication.
- Harassing, offensive, spam, viral, or malicious emails are not acceptable. Consequences will be dealt with according to the TIS discipline policy.
- Students should keep their logins and passwords to themselves.
- Harmful, threatening, abusive, or obscene language or imagery at any time is not acceptable. Consequences will be dealt with according to the TIS discipline policy.

How student email is monitored
- All student email will pass through G Suite for Education and Microsoft 365 filter system.
- Rules/filters are set up to monitor student email for profanity, harassment, and other inappropriate content.
- Student email that is identified as inappropriate will be blocked from delivery, and instead will be sent to the school administration.

Consequences of Violation of Technology Policies
Use of the computer network and Internet is an integral part of research and class work, but abuse of this technology can result in loss of privileges. Students who use the computer network or the Internet inappropriately may lose their access privileges and may face additional disciplinary action. The length of time for loss of privileges will be determined by building administrators and/or other staff members. If the user is guilty of multiple violations, privileges can be removed.

Closing TIS Email Account
As part of our Quality Schools International and Microsoft 365 Agreement it is outside the scope of the agreement to keep students’ and teachers’ accounts who are leaving Tirana.
International School. Students will be given 2 months’ notice to allow time to take out any files from their email account and their account will eventually be terminated.

TIS Student Acceptable Use Policy and Parent Consent Form

Computers, the Internet, and related technologies are valuable resources for students, and serve as the world’s largest library and information database. TIS is dedicated to producing students capable of succeeding in today’s technology-pervasive society. Students receive technology training including TIS’s Essential Unit on Digital Citizenship. This unit, required for every TIS student from age 5 through secondary, provides a strong background in the proficiencies and ethical competencies for safe computer use, and to succeed in modern society. Students are expected to conduct themselves according to these outcomes, even when not at school. Issues brought to the attention of the staff that negatively affect other students or disrupt the school day will be dealt with by the school.

A. Acceptable Use:
1. Technology is to be used in a responsible, ethical, and legal manner. Some information and activities are not appropriate for school.
2. All technology use must support TIS’s educational objectives, meet the objectives of TIS’s Digital Citizenship Outcomes, and be in accordance with our Success Orientations.
3. Use for student self-discovery may be allowed, but the Director will decide what usage is acceptable.
4. The Director may suspend or permanently end technology access for any student who violates TIS’s AUP.
5. The use of TIS technology is a privilege, not a right.
6. The cost of willful damage will be billed to the parent or guardian of the abusing student.

B. Unacceptable Use Includes:
1. Downloading, copying or adding any unauthorized software, applications or files to or from the System.
2. Plagiarizing others’ work. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the student. This includes direct copying as well as paraphrasing ideas without giving credit to the author.
3. Violating copyright, trade or service marks, or intellectual property rights. This includes peer to peer file sharing of copyrighted files. If the student is unsure whether or they can use a work, they should not use it without permission from the owner.
4. Using any username, password, or resource (within or beyond TIS) that a student is not authorized to use.
5. Participating in illegal activities. Activities on Internet accessible computers may be governed by the laws of several countries and jurisdictions.
6. Using harmful, threatening, abusive, or obscene language or imagery at any time.
7. Vandalizing computers, the school network, technology, equipment, drives, files, software, or Internet resources. Vandalizing includes, but is not limited to any attempt to modify, erase, or destroy another person’s documents or files, or to defame or vandalize someone’s digital profiles.
8. Using technology that is explicitly prohibited. This may include Gmail, Hotmail, Yahoo Mail & chat, Facebook, YouTube, personal mobile devices and specific websites.
9. Attempting to fix, repair, or enhance any equipment, device, software or other TIS resource without teacher approval. Please contact the office regarding any repair or fix.
10. Wasting resources, including file storage, Intranet and Internet bandwidth, or paper, by unauthorized gaming, downloading, video or audio streaming, or other unauthorized activities.
11. Playing tricks or pranks on other people. Examples may include moving files, adding unauthorized content to a document or e-mail, or otherwise distorting information.
12. Engaging in any activity that might imperil the student or others. Students should promptly disclose to their teacher or other school employee any message they receive that is inappropriate.
13. Violating the posted policies for any lab, library, or computer room.