



**MEMORIAL
INTERNATIONAL
SCHOOL - TIRANA**



Cambridge Assessment
International Education
Cambridge International School

STUDENT PROGRAMME HANDBOOK

2017/2018

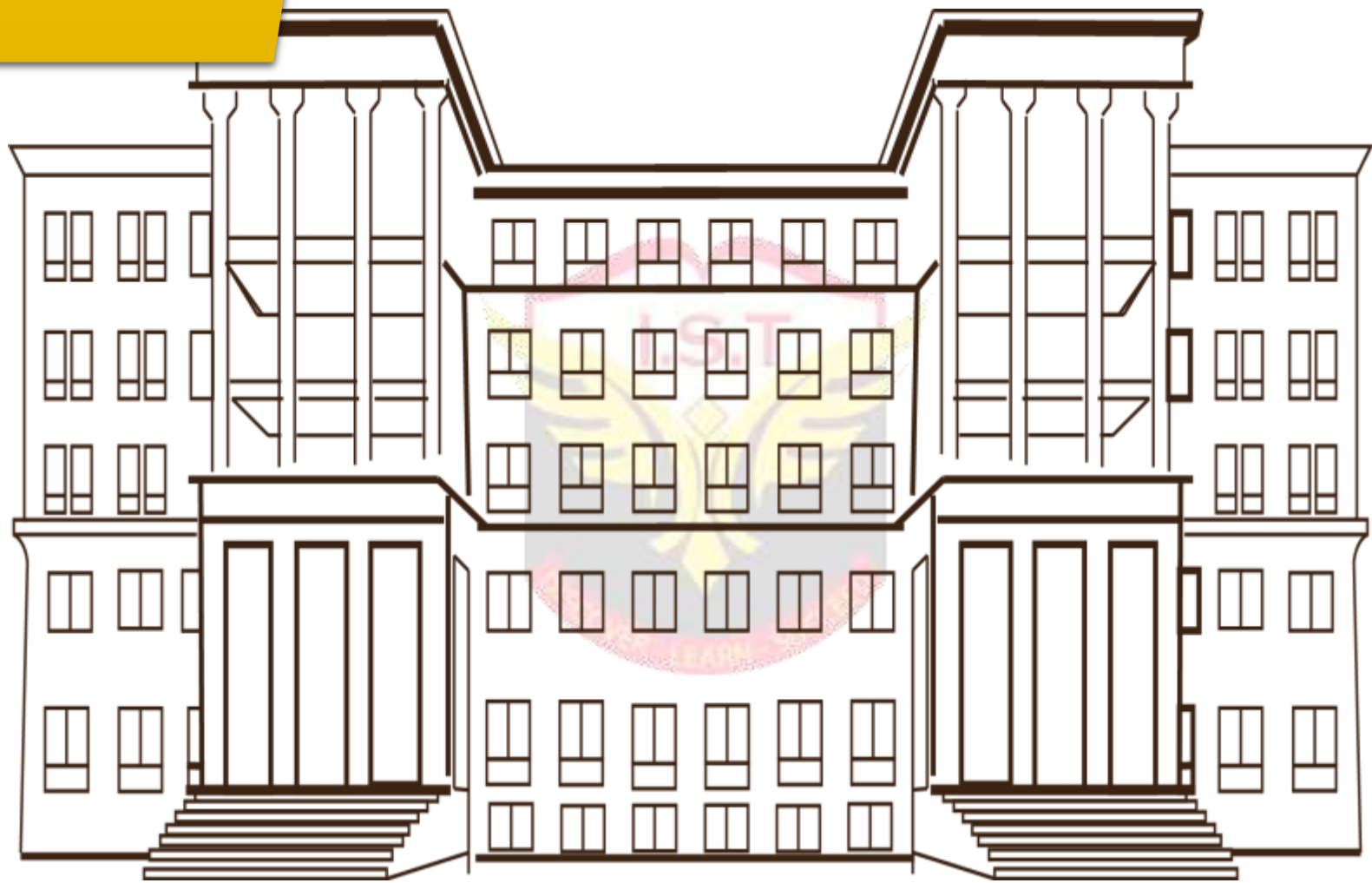


TABLE OF CONTENTS

MISSION STATEMENT	Error! Bookmark not defined.
Secondary School Staff September 2018	7
THE CORE VALUES OF THE TEACHING PROFESSION	10
SECONDARY SCHOOL STRUCTURE	10
KEY STAGE 3 (GRADES 6, 7, 8)	11
KEY STAGE 4 - IGCSE (GRADES 9, 10)	11
SIXTH FORM - CAMBRIDGE ADVANCED (GRADES 11 AND 12)	12
ADMISSION POLICIES	13
2018 – 2019 SECONDARY SCHOOL TIMETABLE	16
COMMUNICATION BETWEEN HOME AND SCHOOL	16
SCHOOL REPORTS	17
ATTENDANCE	20
ARRIVAL AND DISMISSAL POLICIES	23
Early Dismissal from School	24
ACADEMIC HONESTY	24
BEHAVIOUR	26
ENGLISH USAGE	29
HOMEWORK	29
MOBILE DEVICES	30
BREAKFAST AND LUNCH	32
PASTORAL CARE AND GUIDANCE	32
SCHOOL ACTIVITIES AND AFTER SCHOOL CLUBS	33
GRADING POLICY AND REPORT CARDS	34
STUDENT COUNCIL	35
HOMEWORK POLICY	36
MORNING ASSEMBLY	36
DOCTOR, MEDICINE	37
EMERGENCY EXIT AND LOCK-DOWN PROCEDURES	38
Conference Hall and Music Room	38
Alternative Exit	39
Outside or at Break	39
School Lockdown	39

ACCREDITATION

Memorial International School of Tirana and its curriculum is authorized by the Ministry of Education, Sports and Youth, Albania.

MISSION STATEMENT

We endeavour to provide a safe and caring learning environment where students are challenged to make use of their potentials and integrate into a multicultural world community.

MIST sets a good example of educational excellence.

We aim:

- To provide the best curriculum, faculty, learning facilities and environment for our students to acquire their highest potential at MIST.
- To give every student access to a coherent English- type international curriculum.
- To prepare our students for life-long learning, equipped with skills and adaptability to cope confidently in a rapidly changing world.
- To promote high standards of behaviour and to foster caring, tolerant, supportive and respectful relationships between all members of our international school community.
- To strive to attain the highest standards of international education in order that students respond to challenge and integrate into a multicultural world community.
- To develop an understanding and appreciation of diversity of cultures within our community.
- To build respect for people from different cultures and ethnic backgrounds.
- To prepare our students to grow up with self – confidence, self – discipline and high ethical standards – ready to communicate and operate within today’s global community.
- That each child has a unique talent and potential, so we encourage each child to explore his/her talent and help to bring out the best in them.

- That education should be student centred and is a partnership among students, teachers, parents and the broader community.
- In measuring our value as human beings by our humanity towards others. Goodness, generosity, tolerance and honesty cannot be forced or ordered. They can function only by being modelled upon.

Finally we distil all this down to a short motto that really tells what MIST is: the right school where “students come first”

PHILOSOPHY

At Memorial International School of Tirana:

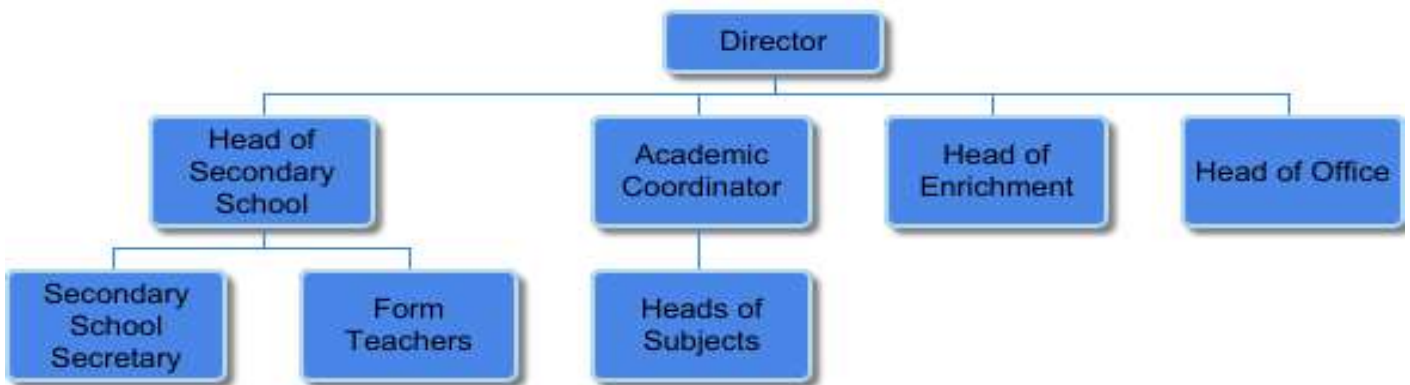
- We believe that all our pupils and staff are unique human beings, capable of spiritual, moral, intellectual and physical growth and development.
- We value truth, freedom, justice, human rights, the law and collective effort for the common good.
- We believe that pupils need to be taught to learn and build on new skills and develop socially.
- We value families as sources of love and support for all their members, and as the basis of a society in which people care for others. We believe we should respect the people, places and environment around us.
- We also wholly believe that pupils learn to value and treat others with respect, not only for what they have but also for what we can do for them.
- We recognise and celebrate achievement.
- We believe relationships are fundamental to the development and fulfilment of ourselves and others, and for the good of both the local and wider international community.

OBJECTIVES

At Memorial International School of Tirana

- We aim to develop a love of learning, which will remain with the individual long after the process of formal education has finished.
- We will provide a balanced and broad curriculum which will include all pupils of different abilities and needs, from the Early Years Foundation Stage to Secondary.
- We offer a range of extracurricular activities and trips to broaden the experience of school for our pupils and to enrich their learning of academic and social skills.
- We will encourage cross-curricular learning, supported by advancements in technology wherever possible to enhance the learning of our pupils.
- We will provide our pupils with a stimulating and caring environment to learn within, where the development of the whole child is a priority. We also encourage our pupils to develop as independent learners who can make positive choices for their own learning and development.
- We fully encourage parents to take an active role in their child's education and development.
- We aim to reward achievement of all members of our school community for their successes.
- Our pupils are members of their local community and of our host country, Albania. We recognise our students come from a multitude of cultural, religious and ethnic backgrounds. We therefore seek to provide a secular education that reflects and draws from this diversity by embracing the ideals of international understanding and responsible citizenship.

The School is also an accredited Cambridge International School providing Cambridge International Exams for Checkpoint, IGCSE and A Level, which are recognised by universities and colleges throughout the world, as well as Albania.



Secondary school organizational chart

CONTACT DETAILS

Address: Rr. "Pavaresia", Autostrada Tirane- Durres Km1, Kashar.
Tirane/Albania

Telephone: +355 4 223 7375

Fax: +355 4 223 7379

E-mail: info@mist.edu.al

At MIST we work hard to maintain open, productive and positive lines of communication between home and school.

If you have any concerns or need information please follow the guidelines below:

- 1st contact..... Subject Teacher (for academic issues)
- 2nd contact..... Form Teacher (for guidance or social issues)
- 3rd contact..... Academic Coordinator (for academic issues and Cambridge Exams)
- 4th contact..... Head of Secondary School

If you would like to arrange a meeting with a member of staff, please contact the receptionist. We would ask that you contact class or form teachers for all issues in the first instance as the vast majority of questions, queries or concerns are best dealt with by the teachers in contact with your children.

Secondary School Staff September 2018

Position	Name/Last Name	Email
DIRECTOR	Mr. Bilal B. K. Dogruyol	director@mist.edu.al
HEAD OF OFFICE	Ms. Artila Kashuri	akashuri@mist.edu.al
HEAD OF SECONDARY SCHOOL	Mr. Hakan Gokalp	hgokalp@mist.edu.al
ACADEMIC COORDINATOR	Mr. Mustafa Gezen	mgezen@mist.edu.al
HEAD OF ENRICHMENT	Luljeta Dalipi	ldalipi@mist.edu.al
SCHOOL SECRETARY	Ms. Kelima Hima	primarysecretary@mist.edu.al
PD COORDINATOR	Ms. Juliette Henderson	jhenderson@mist.edu.al

FORM TEACHERS

Class	Name/Last Name	Email
YEAR 7A (GRADE 6A)	Ms. Alesha Evans	aevans@mist.edu.al
YEAR 8A (GRADE 7A)	Ms. Kirby Krueger	kkrueger@mist.edu.al
YEAR 8B (GRADE 7B)	Ms. Blerta Meta	bmeta@mist.edu.al
ESL	Ms. Anisa Sauli	asauli@mist.edu.al
YEAR 9A (GRADE 8A)	Mr. Brett Russell	brussell@mist.edu.al
YEAR 10A (GRADE 9A)	Ms. Rexhina Dervishi	rdervishi@mist.edu.al
YEAR 11A (GRADE 10A)	Ms. Klaudia Piroli	kpirolli@mist.edu.al
YEAR 11B (GRADE 10B)	Ms. Hacer Yozgatli	hyozgatli@mist.edu.al
YEAR 12A (GRADE 11A)	Ms. Roza Pali	rpali@mist.edu.al
YEAR 13A (GRADE 12A)	Ms. Klodiano Kaso	kkaso@mist.edu.al

HEAD OF SUBJECTS

Subject	Name/Last Name	Email
ENGLISH	Mr. Robert Cook	rcook@mist.edu.al
MFL	Ms. Klodiana Kaso	kkaso@mist.edu.al
MATHS	Ms. Hacer Yozgatli	hyozgatli@mist.edu.al
SCIENCE	Mr. Mustafa Yerlikaya	myerlikaya@mist.edu.al

SUBJECT TEACHERS

Subject	Name/Last Name	Email
ALBANIAN LANGUAGE 1	Ms. Roza Pali	rpali@mist.edu.al
ALBANIAN LANGUAGE 2	Ms. Irda Dervishi	idervishi@mist.edu.al
MATHS (6, 7, 8)	Ms. Kirby Krueger	kkrueger@mist.edu.al
SCIENCE	Ms. Hacer Yozgatli	hyozgatli@mist.edu.al
SCIENCE (6, 7, 8)	Mr. Brett Russell	brussell@mist.edu.al
BIOLOGY (9, 10, 11, 12)	Ms. Klaudia Pirolli	kpirolli@mist.edu.al
CHEMISTRY (9, 10, 11, 12)	Mr. Mustafa Yerlikaya	myerlikaya@mist.edu.al
PHYSICS (9, 10, 11, 12)	Mr. Taulant Kackini	tkackini@mist.edu.al
ENGLISH (9, 10, 11, 12)	Mr. Richard Eden	reden@mist.edu.al
ENGLISH (6, 7, 8):	Ms. Juliette Henderson	jhenderson@mist.edu.al
ENGLISH (9, 10, 11, 12)	Mr. Robert Cook	rcook@mist.edu.al
ENGLISH (ESL)	Ms. Anisa Sauli	asauli@mist.edu.al
FRENCH	Ms. Klodiana Kaso	kkaso@mist.edu.al
TURKISH	Ms. Nermin Ergin	nergin@mist.edu.al

HISTORY	Ms. Alesha Evans	aevans@mist.edu.al
GEOGRAPHY	Ms. Alesha Evans	aevans@mist.edu.al
ALBANIAN HISTORY/GEOGRAPHY	Ms. Nurisa Xhelili	nxhelili@mist.edu.al
ECONOMICS	Ms. Jonida Balliu	jballiu@mist.edu.al
PSYCHOLOGY	Ms. Camelia Kojqiqi	ckojqiqi@mist.edu.al
GLOBAL PERSPECTIVES	Mr. Mustafa Gezen	mgezen@mist.edu.al
ICT	Ms. Rexhina Dervishi	rdervishi@mist.edu.al
ART AND TECHNOLOGY	Ms. Blerta Meta	bmeta@mist.edu.al
MUSIC	Ms. Elda Rako	erako@mist.edu.al
P.E	Ms. Fabiola Permeti	fpermeti@mist.edu.al

SUPPORT STAFF

Subject	Name/Last Name	Email
SCHOOL RECEPTIONIST:	Ms. Dolantina Xhakrosa	dxhakrosa@mist.edu.al
SCHOOL SECRETARY	Ms. Kelima Hima	primarysecretary@mist.edu.al
FINANCE OFFICER	Ms. Celjeta Sherifi	accountant@mist.edu.al
LIBRARIAN	Ms. Rudina Spiro	librarian@mist.edu.al
IT MANAGER	Mr. Jetmir Hoxha	it@mist.edu.al
SCHOOL NURSE	Ms. Erinda Cara	ecara@mist.edu.al
CAMPUS MANAGER	Mr. Igli Ceka	maintenance@mist.edu.al
CLEANING STAFF	Ms. Mirela Çausllari Ms. Xhevrije Cenaj Ms. Fatbardha Likaj Ms. Fatbardha Bakalli Ms. Etleva Lasku	

THE CORE VALUES OF THE TEACHING PROFESSION

Given the importance of teaching to children and young people, parents, employers, and to wider society, it is vital that the profession continues to develop excellent teaching practice and that teachers adhere to high standards of professional conduct.

Educational staff is accountable to the children and community they serve and have a responsibility to carry-out their professional duties mindful of the high regard and important position they hold in our community and society. Our staff will foster a culture of the highest professional standards. This Hand Book sets out the standards expected and the duty upon staff to abide by the principles of professional practice including confidentiality, courtesy, collegiality, respect and integrity.

SECONDARY SCHOOL STRUCTURE

Key Stage 3	Year 7 (Grade 6)	Age 11-12	<i>English National Curriculum supported by Cambridge Secondary 1 curriculum for English, Maths and Science. Students sit checkpoint exams for these subjects at the end of Year 9</i>
	Year 8 (Grade 7)	Age 12-13	
	Year 9 (Grade 8)	Age 13-14	
Key Stage 4	Year 10 (Grade 9)	Age 14-15	<i>Cambridge International Examinations IGCSE. Students sit compulsory Maths, History, English and Combined Science IGCSE exams at the end of Year 11</i>
	Year 11 (Grade 10)	Age 15-16	
Sixth Form	Year 12 (Grade 11)	Age 16-17	<i>Cambridge International Examinations GCE 'AS' and 'A' Levels. Students may sit exams of their choice.</i>
	Year 13 (Grade 12)	Age 17-18	

- The Secondary School offers a British style education which is broad, balanced and focuses on both skills and knowledge. Students study both traditional academic subjects as well as those which develop creative skills.

KEY STAGE 3 (GRADES 6, 7, 8)

- Key Stage 3 (KS3) is comprised of three year groups, Years 7, 8 and 9. At the beginning of their secondary education, starting in Year 7 (Grade 6), pupils study a wide variety of subjects. At MIST up to the end of Key Stage 3 (age 14), all pupils follow the same core curriculum, which includes: English, Mathematics, Science, History, Geography, Computing, Physical Education, Music, Art, Drama, and Global Perspectives
- Students also choose one Foreign Language between French, Turkish and German (Grade 6 only). While Albanian students study mandatory Albanian Language, History and Geography lessons, international students take 5 Albanian as a Second Language lessons per week.
- Cambridge Global Perspectives is a newly implemented lesson which challenges students to explore and make judgements on the global issues that really matter to them. It develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It also strengthens the links across English as a first or second language, maths and science.
- Additionally, students choose 2 club hours per week between STEM, Chess, Sports, Drama and Dance.
- At the end of Key Stage 3, students sit the Cambridge Checkpoint Examinations in English, Maths and Science. These tests are compulsory and are sat in April.

KEY STAGE 4 - IGCSE (GRADES 9, 10)

- Key Stage 4 (KS4) is a two year programme leading to external IGCSE (International General Certificate of Secondary Education).
- KS4 provides excellent preparation for Cambridge Advanced and for progression to other educational systems. Its learner-centred and enquiry-based approaches to learning provide students with excellent opportunity for self-improvement.

- Key Stage 4 students study up to 15 subjects which are all mandatory; English, Mathematics, Albanian Language, Physics, Chemistry, Biology, History, Geography, Psychology, Economics, ICT, Physical Education.
- Non-Albanian students are able to choose between learning French or first language Turkish, while Albanian students have to take Albanian History and Geography subjects in grades 10 and 11.
- The Cambridge IGCSE (International General Certificate of Education) is a 2 year programme of study in each subject culminating in external examinations at the end of Year 11 - which are marked by Cambridge Examiners. The IGCSEs are graded on a scale from A* to G and certificates are awarded when the results are published in August. Students at MIST sit 4 mandatory IGCSE exams: Mathematics, English, Combined Science and History.
- All students take the State Provimi i Lirimit examinations at the end of Grade 9 as required by Albanian Law.

SIXTH FORM - CAMBRIDGE ADVANCED (GRADES 11 AND 12)

- In Sixth Form, comprising of Years 12 and 13, all students have the opportunity to reach their fullest potential. Each and every pupil will come to Sixth Form, following their Key Stage 4 studies (either with us or from a range of other countries and curricular background) with the aim of being able to progress into Higher Education.
- The Sixth Form programme also follows the Cambridge International Examinations curriculum, this time using their General Certificate of Education (GCE) 'AS' Levels. Students take up to 13 subjects which are compulsory according to the Ministry of Education in Albania; English, Mathematics, Albanian Language, Physics, Chemistry, Biology, History, Geography, Psychology, Economics, ICT, Physical Education.
- We follow the AS Level curriculum in these subjects and students may choose to sit AS Level exams at the end of Year 13. Again, the assessment takes place largely by final examination at the end of the year, and results are issued the following August.

KEY STAGE 3	KEY STAGE 4	SIXTH FORM
English	English	English
Mathematics	Mathematics	Mathematics
Albanian Language	Albanian Language	Albanian Language
Biology	Biology	Biology
Physics	Physics	Physics
Chemistry	Chemistry	Chemistry
History	History	History
Geography	Geography	Geography
ICT	ICT	ICT
Physical Education	Physical Education	Art
Music	Psychology	Physical Education
Art	Economics	Psychology
Drama	Foreign Language	Economics
Global Perspectives	Albanian His&Geo	Foreign Language
Foreign Language		
Albanian His&Geo		



ADMISSION POLICIES

MIST caters to children aged between 3 and 18 years old. Our school is proud to welcome children of all nationalities, race and creed thus seeking to be inclusive. The school promotes equal opportunity for all, applying the regulations on admissions fairly and equally to all those wishing to attend.

MIST admits students according to the criteria stated below:

Prospective students, except native English speaking applicants, are required to take an English test. This test is conducted to understand the English language level of the student and to determine if English Support Lessons are needed for the applicant or not. Applicants are also required to take MIST entry tests in Maths

and Science. Any student who does not achieve the required points from these tests cannot be registered to MIST.

The school is unable to admit students with special learning needs or learning/behavioural disabilities.

Prospective students must submit the following documentation:

- *Application form (given by the school)*
- *Four photos*
- *A photocopy of their passport*
- *Original / Notarized copies of transcripts / reports from their previous school*
- *Notarized translations of transcripts / reports if originals are in a language other than English (for foreign students)*
- *Photocopy of mother's or father's passport*
- *Certificate of birth (for Albanian nationals)*
- *Vaccination / immunization cards*



MIST SECONDARY ACADEMIC CALENDAR 2018-2019

AUGUST								FEBRUARY							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
		1	2	3	4	5					1	2	3	1 Third Interim Report sent to parents	
	6	7	8	9	10	11	4	5	6	7	8	9	10	4 Second round of lesson observations	
13 Teachers arrive, 13-31 induction Week	13	14	15	16	17	18	11	12	13	14	15	16	17	12,13 Parent Evenings	
21 Eid al Adha	20	21	22	23	24	25	18	19	20	21	22	23	24		
31 Deadline for submitting Annual plans and classroom set-up	27	28	29	30	31		25	26	27	28				28 Deadline for submitting final exams	
SEPTEMBER								MARCH							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
											1	2	3	8 Fourth Interim Report	
														11-26 Final Examination Period	
3 School opening day, 6-7 Seminars for students	3	4	5	6	7	8	4	5	6	7	8	9	10		
	10	11	12	13	14	15	11	12	13	14	15	16	17	14-15 Summer Day OFF	
	17	18	19	20	21	22	18	19	20	21	22	23	24	22 Nawrooz Day OFF	
26-27 Seminars for Parents	24	25	26	27	28	29	25	26	27	28	29	30	31	27 Deadline for finalizing marks, 29 End of Term II, Report Cards	
OCTOBER								APRIL							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
4 First Interim Report sent to parents, 5 Student Council Elections	1	2	3	4	5	6	1	2	3	4	5	6	7	1 First Day of Term III	
8 First round of field trips begin	8	9	10	11	12	13	8	9	10	11	12	13	14	8 Third round of field trips begin	
19 Beatification of Mother Theresa OFF	15	16	17	18	19	20	15	16	17	18	19	20	21	15 Third round of lesson observations begin	
26 International Fair	22	23	24	25	26	27	22	23	24	25	26	27	28	22 Catholic Easter OFF, 24,25,26 Checkpoint Exams, 26 Fifth Interim Report	
26 Deadline for Olympiad and project groups lists submission	29	30	31				29	30						29-30 Orthodox Easter OFF, 27-28 Europe Trip	
NOVEMBER								MAY							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
1 First round of lesson observations begin			1	2	3	4				2	3	4	5	1 International Worker's Day OFF	
9 Second interim Report sent to parents	5	6	7	8	9	10	6	7	8	9	10	11	12	6 Deadline for submitting final exams, 7,8 Parents Evenings	
15, 16 Parents evenings	12	13	14	15	16	17	13	14	15	16	17	18	19		
27 Deadline for submitting final exams	19	20	21	22	23	24	20	21	22	23	24	25	26	20-31 Final Examination Period, 24 Graduation Ceremony	
28, 29, 30 Independence Day OFF	26	27	28	29	30		27	28	29	30	31			31 End of School for G 12	
DECEMBER								JUNE							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
3-14 Final Examination Period	3													4 Eid Al-Fitr OFF	
8 National Youth day OFF	3	4	5	6	7	8	3	4	5	6	7	8	9	7 End of School, Report cards	
18 Deadline for finalizing marks, 17-23 Winter School in UK	10	11	12	13	14	15	10	11	12	13	14	15	16	10-28 Summer Programs	
21 End of Term I, Report cards	17	18	19	20	21	22	17	18	19	20	21	22	23		
24-31 Winter Break OFF	24	25	26	27	28	29	24	25	26	27	28	29	30		
JANUARY								JULY							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
1-6 Winter Break OFF							1	2	3	4	5	6	7		
7 First Day of Term 2	7	8	9	10	11	12	8	9	10	11	12	13	14		
19-20 Ski Trips	14	15	16	17	18	19	15	16	17	18	19	20	21		
21 Second round of field trips begin	21	22	23	24	25	26	22	23	24	25	26	27	28		
	28	29	30	31			29	30	31						

2018 – 2019 SECONDARY SCHOOL TIMETABLE

SECONDARY SCHOOL (YEARS 7 - 13)		
<i>LESSONS</i>	<i>START</i>	<i>END</i>
BREAKFAST	7:45	8:10
REGISTRATION	8:10	8:18
LESSON 1	8:20	9:00
LESSON 2	9:00	9:45
BREAK	9:45	10:05
LESSON 3	10:05	10:50
LESSON 4	10:50	11:35
BREAK	11:35	11:45
LESSON 5	11:45	12:30
LESSON 6	12:30	13:15
LUNCH	13:15	14:00
LESSON 7	14:00	14:45
EXTRA STUDIES	14:45	15:30

COMMUNICATION BETWEEN HOME AND SCHOOL

In Secondary School, for communication about academic matters please contact the subject teacher, and for pastoral matters the form teacher. In each case the form

teacher should be notified.

It is important that questions and concerns are dealt with quickly, and that parents and teachers communicate effectively. Whilst many issues can be settled by a quick telephone call or email, others may require a meeting with the relevant member of staff.

The main means of communication between parents and the school are by email, phone, or the school online system. Parents are asked to provide accurate contact details at the beginning of the school year in order to maintain effective communication.

Parents are asked to inform the school if there are any changes to their home situation or transport arrangements which are likely to affect their child in any way. If it is necessary, for example, that you leave your child in the care of another parent, please inform the form teacher and leave all the contact numbers with the responsible guardian. Parent/Student/Teacher meetings happen three times each year and provide the opportunity for consultation on progress and targets. Students are encouraged to accompany their parents to these meetings and be part of the discussion. Initial informative meetings are held for some grades at the beginning of the school year.

SCHOOL REPORTS

Written reports are provided to parents three times per year as indicated in the school calendar. If a child leaves the school with adequate notice and the departure does not coincide with a report period, a special leaver's report may be provided on request. The school will provide any other documentation to receiving schools as requested.

Additionally an interim report is emailed home five times a year which includes detailed information about the topics covered and your child's strengths and weaknesses for the respective period.

It is essential that your child feels you have full confidence in the School. If, for whatever reason, you have a concern, we encourage you to come into school and discuss the situation with us.

SCHOOL ONLINE SYSTEM AND MAIL HOME

Each parent is given access to the school's information management system where access is provided to your child's gradebook and attendance register. This system is also used by teachers for regular communication and comment on the progress, attitude and behaviour of your child. There is a regular report sent out through the system which contains a digest of all messages and entries relating to your child.

SECURITY

In the interests of security, no unannounced adults should be in the main school buildings at any time. If you wish to meet with a member of staff, please contact them in advance to arrange an appointment. On arrival, please report to the security gate who will arrange for you to enter the school where you will be asked to wait at the reception desk. The staff member who you are meeting will come and greet you to take you to meeting hall.

In order to maintain an effective security of all students no unrelated person is allowed to enter the campus and meet students. Parents are asked to provide details of adults who can drop/pick their students from school as well as the plate numbers of vehicles. This information is kept in our only database and checked when a person comes to meet / pick a students from school.

PARENTS INVOLVEMENT IN THE SCHOOL

We actively encourage parents to become as fully involved in the school as they are able. If you have any ideas, or if there is any support you can give, please contact a relevant member of staff.

The school holds regular formal and informal PTA meetings, which are an ideal opportunity to meet with other parents and some staff to discuss any issues you may have and to raise ideas.

During the academic year, a number of workshops are provided for parents. These include, for example, Information on Curriculum Developments, Assessment and Reporting, Learning and Teaching and pastoral issues. Details of these workshops are communicated to parents in advance.

UNIFORM POLICY FOR STUDENTS

A major part of the student code of conduct regards the policies for student appearance and school uniforms at MIST. It is school policy that students tend to their personal appearance in support of MIST uniform regulations. The standard uniform is obligatory for all students from grade 1 to 12.

The school-issued uniform consists of the following:

- *Lilac-coloured shirt with the MIST logo*
- *Black trousers (school-issued)*
- *Dark blue school jumper with the MIST logo*
- *Proper physical education uniform*

If a student arrives at school out of uniform or is groomed inappropriately, the student's parent(s) will be called to bring a change of clothes. These students will not be allowed to attend class until he or she is appropriately dressed. Any class time missed will be registered as an unexcused absence. The school reserves the right to determine and restrict unbecoming styles. If a staff member sees any students without the standard school uniform, it will be reported to respective principal immediately.

In addition to wearing proper school uniforms, MIST requires that students follow the following dress code guidelines. MIST prohibits any clothing or grooming that, in the administrations' judgment, may reasonably be expected to cause disruption of, or interference with, normal school operations.

- No sandals
- No Heelies (shoes with wheels).
- All shoes must have backs or secure straps on the heel for safety.
- Shoelaces must be tied at all times. No long shoelaces are allowed.
- Shoes must be kept clean at all times.
- No facial or body piercings are allowed.
- No clip-on jewelry (earrings, nose rings, etc.) is allowed. Girls may wear only one pair of stud earrings; no large dangling or hoop earrings are allowed. Boys may not wear earrings.
- No tattoos (permanent or temporary) are allowed.
- No extreme hairstyles (Mohawk /Fohawk /Designs Cut and Spiked-Up) or extreme coloured hair is allowed. Boys' hair may not pass the neck. Sideburns may be to the tip of the ear lobe.
- No facial hair for high school male students. Boys must be clean shaven.
- No outer wear, such as windbreakers, jean jackets, or ski jackets, may be worn inside the classroom. Such items must be stored in the student's locker.
- "Hoodies" may not be worn inside the school building.
- No pullovers or sweatshirts are allowed.

If the problem persists, this will result in incremental disciplinary action.

ATTENDANCE

The aim of MIST Secondary School's attendance policy is to enable the school to provide a consistent practice that encourages and facilitates the regular attendance of all pupils. Regular attendance at school is key to steady pupil progress and enjoyment of learning, and for this reason the school is dedicated to ensuring its attendance policy is adhered to as much as is possible.

MIST Secondary School takes a whole-school approach to maintaining excellent

attendance and it is the joint responsibility of parents, pupils, and all staff members to ensure that children are attending school as they should be. We endeavour to work with families to make sure that any problems or circumstances which may lead, or be leading to, poor attendance are given the right attention and appropriate support.

According to Albanian Ministry of Education regulations, a student who has more than 30% absences in any subject will have to take a proficiency exam in August before the start of the next school year. If the student fails this exam he/she cannot be promoted to the next year level. If the absenteeism exceeds 50% in any subject, the student will need to repeat the lessons of this subject again in the next year.

The school should be informed for any absenteeism with a written note from parents and/or medical reports. We encourage students not to leave school during school hours and ask parents to arrange all appointments after school hours. If a student has to leave the school for an important and valid reason, parents should inform the school with a written and signed note explaining the reason at least one day prior to absenteeism. If a student wants to leave the school due to illness he/she should visit the school doctor in the first instance. The doctor will write a note explaining the illness and whether the student should leave the school.

As part of our whole-school approach to maintaining high attendance, we request that parents:

- Engage with their children's education – support their learning and take an interest in what they have been doing at school
- Promote the value of good education and the importance of regular school attendance at home
- Encourage and support their children's aspirations
- Follow the set school procedure for reporting the absence of their child from school and include an expected date for return
- Do everything they can to prevent unnecessary school absences, such as by

making medical and dental appointments outside of school hours

- Use the school for support when they or their child are having difficulties, and work to form a positive relationship with the school so that there is easy communication when a problem arises
- Keep the school informed of any circumstances which may affect their child's attendance
- Enforce a regular routine at home in terms of homework, bedtime, etc. So that the child is used to consistency and the school day becomes part of that routine. It is vital that the child receives the same message at home as they do at school about the importance of attendance
- Do not take their children out of school for holidays during term time. If parents would like to make a special request for this, they may do so to the Principal.

As part of our whole-school approach to maintaining high attendance, we request that pupils:

- Be aware of the school's attendance policy and when and what they are required to attend. This will be communicated to them through the school staff, parents, and the school timetable.
- Speak to their form teacher or another member of staff if they are experiencing difficulties at school or at home which may impact on their attendance.
- Attend all lessons ready to learn, with the appropriate learning tools requested and on time for the class. Lesson times will be made clear through their school timetable.
- Bring a note of explanation from their parents or guardians to explain an absence that has happened or is foreseen.
- Follow the correct set school procedure if they arrive late. The procedure is made clear to all students by their form teacher, and pupils are held responsible. This will help the school to monitor attendance and keep accurate records for the child's individual attendance, and is also vital for health and safety in the event of a school evacuation.
- Absences will be treated as unauthorised unless a satisfactory explanation

for the pupil's absence is given to the school. Parents cannot authorise absences, it is the responsibility of the school to determine whether an absence will be classed as authorised (excused) or unauthorised. Exams or other assessments that are missed during the absence will be retaken only if the absence is classed as authorised by the school.

- Parents will need to make a phone call to alert the school by 9am on the first day of absence, and on each following day of absence. When the child returns to school they should bring a note from their parent explaining the absence – this is for the school records.
- For prolonged absence due to illness, parents may be asked to provide the school with medical evidence such as a note from the child's doctor, an appointment card or a prescription paper. Parents should make every effort to ensure these appointments are made outside of school hours. Where it cannot be avoided, children should attend school for as much of that day as possible

ARRIVAL AND DISMISSAL POLICIES

The school's arrival and dismissal policies are developed to emphasize the importance of each student arriving and leaving school on time every day. Learning personal responsibility by arriving to school and class on time is an integral part of the school's standard of excellence, which helps prepare students for success.

Students should be on the school premises at 07:40 in the morning and have breakfast until 08:00. Morning assembly is held at 08:05 and students are informed of any important agenda for the day or the week. The first lesson starts at 08:20. Tardiness to school will be unexcused unless a written note which explains student's late arrival from the parents is presented.

School ends at 14:45 for students who don't have an extra lesson or club hour. Students should be picked up no later than 15 minutes after dismissal each day. If a student uses the school transport service s/he should be in the designated vehicle no later than 10 minutes after dismissal. Students are not allow to be on school

premises later than ten minutes following dismissal time unless accompanied by a staff member.

Early Dismissal from School

In all instances of early dismissal, the following precautions are taken to ensure student safety:

- Approval of parent or guardian is required in all instances of early dismissal.
- The Principal may release a student before the end of a school day upon presentation of a written request from a parent, or for reasons of emergency.
- Students may be released only to a parent or guardian whose signature is on file in the school office, or to a properly identified person who has been authorised in writing by the parent or guardian to act on his/her behalf.
- A student may be released “on his/her own” only with verified parental permission.

ACADEMIC HONESTY

It is the responsibility of all within the school to promote ethical practices and Academic Honesty.

It is the responsibility of all departments to ensure instances of academic dishonesty are identified early and that systems are implemented to limit the likelihood of such occurrences. This will include:

- developing good drafting routines for the students
- ensuring notes and drafts are submitted to support assessed work throughout the course – especially on long-term assignments
- ensuring referencing is included in the mark scheme/criteria for assignments and ensuring feedback is given to improve the quality and accuracy of referencing

- ensuring senior students create bibliographies for all assignments and that these bibliographies are commented upon in written or verbal feedback
- instructing students on the use of the reference tools in Microsoft Word. In the event of a student submitting work which is not considered to be their own it will be handled differently depending on the severity of the dishonesty and whether the work is a draft or the final submission.

If a student has made a simple, or unintentional, mistake, he or she should be guided as to how to rectify the error and allowed to submit the work again, corrected.

If the dishonesty is serious or considered intentional, the student will be interviewed by the teacher and principal. Following the interview, suitable sanctions will be decided which may include:

- Rewriting and resubmitting suspect section of work
- Rewriting and resubmitting entire work
- Producing replacement work on a new/different title/topic/practical (time permitting)
- Removal of suspect aspects and submission and assessment of remaining (incomplete) work
- Maximum score of 50% for the work recorded on school system

Following such instances, parents will be informed and warned of the implications of Academic Dishonesty to their future qualifications, including any specific implications for IGCSE/A Level exam boards.

Under no circumstances will work of questionable authenticity be accepted for assessment.

BEHAVIOUR

MIST Secondary School believes that all pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards.

We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness.

Our aim is to ensure that all our students leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

All students will do their best to be all of the following:

Caring

- Students will use kind words.
- Students will be courteous and considerate of others at all times.
- Students will be compassionate towards others.
- Students will do good deeds without expecting a reward.

Responsible

- Students will do what is expected of them by teachers.
- Students will strive to do their best in whatever they do.
- Students will have good classroom behaviour and follow the rules of the school and the classroom.
- Students will be responsible for their actions and themselves.

Respectful

- Students will respect themselves and be proud of their accomplishments.
- Students will be respectful of everyone at MIST and of their property.
- Students will be proud of their school and take care of school property.

Fair

- Students will treat others the way they want to be treated.
- Students will listen to others' points of view.

- Students will play by the rules while on the playground.
- Students will speak up or work to change things that are unfair.

Trustworthy

- Students will be honest, truthful and sincere.
- Students will be reliable, so others can count on them.
- Students will do the right thing.

The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination.

Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that students are using the school premises properly.

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative

strategies through the active development of pupils' social, emotional and behavioural skills.

The school expects all of its students to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Pupils are ambassadors to our school even when off school premises and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour. School work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their form teacher who will work with them to draw up a support plan

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. Building school life into a natural routine ensuring that your child is at school on time, appropriately dressed, rested, and equipped will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the Principal to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

In the event of a serious case of indiscipline, the matter will be considered by the Discipline Committee who will determine appropriate sanctions, the decision of the Discipline Committee will be considered final in all cases.

ENGLISH USAGE

Students learn language, learn through language, and learn about language in an environment where they explore concepts, solve problems, organise information, share discoveries, formulate hypotheses and explain ideas.

MIST promotes an enriched additional language philosophy whereby:

- English is acquired in addition to students' home languages.
- English is the primary medium of instruction and social interaction, and is the language of inclusion for the entire MIST community.
- English develops as a process over time through purposeful use in listening, speaking, reading and writing tasks across all curricula areas, extra-curricular areas and social situations.
- The acquisition of English provides students the opportunity to grow beyond a single cultural community.
- Literacy in the first language is recognized as an important part in the development of all students' self-esteem and cultural identity and it is a key component of successful learning in English. Literacy in English is included in the curriculum and given lesson time matching its importance in the secondary school.

The English Usage Policy is comprehensive and school-wide and includes the twin goals of mastering a high-quality academic curriculum and acquiring English-language proficiency for all students. Finally, the English usage policy is intended to help staff with the delivery of instruction and assessment and create a comfortable and fair environment for students to communicate outside of the classroom.

HOMEWORK

Whilst homework does not take the place of effective teaching, it contributes to the progress of students by reinforcing, extending and enriching the curriculum. Homework promotes important keys for student success: independence, academic

learning, character development and family involvement.

Homework refers to any assignment relating to school work that students do at home. Homework is not necessarily written work. It is any task that a child is asked to undertake at home. It may consist of reading, reinforcement of classwork, research/project work or further practice of skills learnt.

Assignments will be clearly explained to the student with respect to their length and the time required for their completion. Homework should be differentiated to take into account the abilities of each student to ensure they are suitably challenged and find their homework provides reward and satisfaction rather than frustration.

MOBILE DEVICES

We are committed to providing a caring, friendly and safe environment for all of our students and believe that modern technology in the form of mobile phones, when used appropriately offers young people and their parents/carers peace of mind, particularly when travelling to and from School. We are also clear that when phones are used inappropriately, they distract from the core School business of learning, and at worst can be used as a tool for bullying.

In order to strengthen our Child Protection practices and to reduce risk for all of our community, MIST Secondary School implements the following policy in accordance with The Albanian Ministry of Education rules:

- Mobile phones are allowed to be brought into school.
- **Mobile phones must be switched off and kept in the designated phone lockers in the reception.**
- **Students are not permitted to use their phone when on school premises for any reason – this includes breaks, lunchtime, activities and times before and after school when the student is on the school grounds.**
- If a student needs to call home, s/he must report to the Head of Secondary School who will give permission for them to attend the reception desk to make the call under supervision.
- **A student found with a phone not in the phone locker during the school**

day (other than on immediate arrival or departure to/from school) will have the phone withheld.

- Electronic devices are considered a valuable aid to learning and will be permitted to be used in class only with the express permission of the teacher. Such devices must only connect to the internet via the school's Wi-Fi. They must not have a separate facility for access via a commercial mobile data network.

The school will consider any of the following to be unacceptable use of the mobile phone or device and a serious breach of the school's behaviour policy resulting in sanctions being taken.

- Photographing, filming or recording in lessons without permission
- Photographing or filming staff or other students without their knowledge or permission
- Photographing or filming in toilets, changing rooms and similar areas
- Bullying, harassing or intimidating staff or students by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites
- Refusing to switch device off or handing over the device at the request of a member of staff
- Using the device outside school hours to intimidate or upset staff and/or students will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time
- **When a mobile phone is withheld by a member of staff it will be handed to the designated member of the SMT.**
- The student will be issued with 5 negative discipline points.
- **The phone will only be returned to the student's parent or legal guardian after the policy breach has been discussed.**
- Repeated offences may result in the student being referred to the Discipline Committee for more serious sanctions which may include the possibility of the permanent withdrawal from the school.

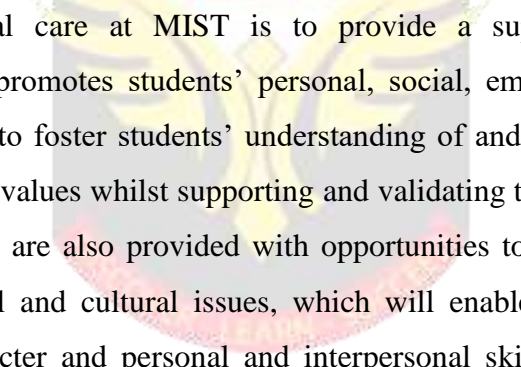
BREAKFAST AND LUNCH

A hot breakfast and lunch meal service are available in our school. The food is provided by the “BEREQET CATERING” company. “BEREQET” staff take pride in their work and aim to provide an appealing and healthy meal.

The menu will be published in MIST website each month. Pupils may bring a packed lunch if they wish. Students are to eat only in the dining hall (cafeteria) at breaks.

If your child has a special dietary requirement, for instance for medical or religious reasons, the form teacher and office should be informed in writing. It is not permitted for students to have food delivered to the school

PASTORAL CARE AND GUIDANCE



The aim of pastoral care at MIST is to provide a supportive and caring environment which promotes students’ personal, social, emotional and physical well-being. We aim to foster students’ understanding of and respect for differing spiritual and cultural values whilst supporting and validating their own experiences and beliefs. Students are also provided with opportunities to consider a range of social, moral, ethical and cultural issues, which will enable them to develop a positive moral character and personal and interpersonal skills. We also support students in their academic endeavours, help them take control of their own learning, help them to enjoy school and achieve success. The subject teachers are the focus for the academic development of the students. This is coordinated within subjects by Academic Coordinators. In the Secondary School, students have specialist teachers for each subject and it is important therefore, that someone in the school has the overview of your child’s progress and development. This role is fulfilled by the Form Teacher and the Academic.

The role of the Form Teacher is essentially to:

- reinforce conduct, behaviour and attitudes in keeping with the expectations of the school;

- encourage the development of the students' moral character, personal and social skills;
- monitor and track overall academic progress, provide help, academic guidance (careers guidance where appropriate) and advice to students;
- provide parents with information on their child's progress and welfare.

The Form Teacher is the person you should speak to in the first instance if you have a concern about your child. However, if your concern is specifically academic, you should contact your child's subject teacher. Form Teachers have daily contact with the students.

SCHOOL ACTIVITIES AND AFTER SCHOOL CLUBS

MIST offers a wide range of activities to enrich student learning during and after school. An extensive programme of extra-curricular activities and clubs is provided for students. The programme is organised by the Head of Enrichment. At the start of each term a programme is published with details of all of the activities being offered to students that term. Parents are asked to help their children, where appropriate, select their activities, in order of preference, on each day they wish to participate in the programme, and to complete the accompanying registration form.

Once registrations are received and processed by the Head of Enrichment, students will be given confirmation of their option choices. Wherever possible, students will be given their first choice.

The commencement date of Activities will be announced at the beginning of Term 1 and prior to the start of each subsequent term.

The parents must inform the Head of Enrichment if their child/children wish to discontinue with an activity.

We always welcome the involvement of parents in running or helping with the extra-curricular activities programme. If you are interested, we would very much like to hear from you. Please contact the Head of Enrichment.

GRADING POLICY AND REPORT CARDS

Our grading policy is in accordance with the Albanian National Grading Policy. Students are promoted each year on a grade level basis.

All students must complete a full year of study in order to be promoted to the next year level. A student who fails one or two core subjects needs to demonstrate mastery of that subject on a proficiency exam at the end of August, before the beginning of the next academic year. A high school student who fails three core subjects will be required to repeat the year. End-of-semester grades are compilations of student marks. Parents will be given interim reports at the end of each trimester and a final report card following the completion of the school year

Middle School (Grades 6, 7, 8, 9)		High School (Grades 10, 11, 12)	
00-35	4 (four)	00-35	4 (four)
36-50	5 (five)	36-45	5 (five)
51-60	6 (six)	46-55	6 (six)
61-70	7 (seven)	56-65	7 (seven)
71-80	8 (eight)	66-75	8 (eight)
81-90	9 (nine)	76-85	9 (nine)
91-100	10 (ten)	86-100	10 (ten)

The trimester mark of a student is calculated as follows

1. Written Exam %40
2. Continuous Assessment (Participation & Quiz) %40
3. Portfolio %20

We expect our pupils to be high achievers. Accordingly, tests and exams monitor

the progress of the pupils through the course of study and are designed to be demanding for pupils.

Students have final exams at the end of each term. These exams will be administered by the principals and the heads of subject. Students who are late to a final exam (up to 10 minutes) will be allowed to take the exam without any extra time. Students who are late more than 10 minutes will take the make up exam in the 2nd or 3rd period. **Students who miss a written exam should take it on the day they are back at school.** The result will be included in the averaging of marks that occurs at the end of the term.

Continuous Assessment includes; participation, quizzes, written exams other than the final exams, oral exams, projects, etc.

Students need to keep a portfolio and get them marked by the teachers at the end of each term as well.

At the end of Grade-9, all students are expected to successfully complete the PROVIMI LIRIMIT (literally, liberation exam) for promotion to high school. It is administered by the Albanian Ministry of Education and Science and is mandatory according to Albanian Law.

At the end of Grade-12, all students are expected to successfully complete the PROVIMI MATURA (maturity exam) in order to graduate. This exam is administered by the Albanian Ministry of Education and Science and is also mandatory according to Albanian Law.

STUDENT COUNCIL

The Student Council provides vital experience in developing the leadership skills of students. The council is made up of elected or designated pupils from each year group and provides a venue for students to have their voices heard, to take action,

develop unity within the student body and promote student initiative. Our students create the agenda and lead the meetings with support from designated staff.

The Student Council meets once per month to discuss issues raised by students and staff, to develop a range of ideas suggested by students as well as to plan and set objectives that are designed to enrich our school community - projects, charity activities and fundraisers, activities and school-wide initiatives, etc.

With opportunities to express opinions and promote change, students will develop a deeper understanding of global citizenship and community responsibility.

HOMWORK POLICY

Regular, effective homework is an essential part of school work for all pupils. The type and amount of homework that a teacher issues will vary from class to class. However it is essential to ensure that the homework given is compatible with our school's homework policy.

Homework should consolidate the work done at school.

The three criteria by which we set our homework policy are:

1. The homework should be directly related to the content being taught.
2. The homework should be at a level at which students are able to complete 70% of it independently or with minimal assistance.
3. The homework should be given consistently so that students and parents are given clear expectation.

MIST also uses a number of online educational platforms (IXL, Abacus, etc) Teachers are expected to promote the use of these platforms, give regular assignments and check them.

MORNING ASSEMBLY

There will be a morning assembly every day from 08:05 to 08:10 in front of the

high school entrance. Students line up properly according to their year groups. After the speech of principals, students enter the building and go directly to their classes. Principals check students' uniform whilst they enter the building. Students should leave their mobile phones at reception before they go to their classes.

DOCTOR, MEDICINE

If a student has a medical emergency at school or during a school- related activity and the parent cannot be reached, school employees will seek emergency medical treatment unless a parent has previously provided a written statement denying this authorization.

Illness During the School Day

Students who become ill or injured during the school day will be directed to report to the nurse. If the nurse is not available, the student should report to the main office. Parents or other persons designated on the student's enrollment application will be contacted as appropriate.

Except in emergencies, students failing to report to the nurse or main office will be counted absent, unexcused.

Students must report to the main office before leaving the building.

All medication should be administered outside of school hours, if possible. If necessary, medication can be administered at school under the following circumstances:

1. The school will NOT dispense over the counter medication (i.e., acetaminophen, aspirin, ibuprofen, etc.) to students.
2. Medication brought to school must be submitted to the school nurse, along with a Medication Administration Directions Form signed by the student's physician and parent.
3. Prescription medications must be submitted in a labeled container showing the student's name, name of the medication, reason the medication is being given, proper dosage amounts, the time the medication must be taken, and the method used to administer the medication. Medications sent in plastic

baggies or unlabeled containers will NOT be administered.

4. Only the amount of medication needed should be delivered to the school, i.e., enough medication to last one day, one week, etc. In cases of prolonged need, send in the amount for a clearly specified period. Extra medication will not be sent home with the student.
5. If the school provides liability insurance for a licensed physician or registered nurse who provides volunteer services to the school, the Board may allow the physician or nurse to administer to any student nonprescription medication or medication currently prescribed for the student by the student's personal physician.

Changes to daily medications require written instruction from the physician or a doctor and written permission from the parent. Parents are responsible for advising the school office that a medication has been discontinued.

EMERGENCY EXIT AND LOCK-DOWN PROCEDURES

In an emergency the secondary classes will exit using the secondary stairway and entrance. Students will line up at the door of their classrooms and will wait for the teacher's instruction to proceed. Teachers will close the classroom door to show that no one is left in the classroom. Students will walk slowly in single file down the right side of the stairs. Teachers will lead the students to a designated assembly area away from the building towards the front perimeter fence. Teachers will perform a head count and make sure all students are accounted for. If a student is not accounted for, the staff member will inform either the Principal or the Director.

Conference Hall and Music Room

For secondary lessons occurring in the conference hall and music room, students will follow the same procedures as stated above. The secondary classes will exit using the secondary stairway and entrance. Students will line up at the door of their classrooms and will wait for the teacher's instruction to proceed. Students will walk slowly in single file up the right side of the stairs.

Teachers will lead the students to a designated assembly area away from the building (e.g. front perimeter fence).

If during lunch hour, students will exit in the same manner. Duty teachers and other available staff will escort students outside.

Alternative Exit

If, for whatever reason, the secondary stairway or entrance are no longer available as a safe exit, children will use the primary stairway and entrance as an alternative.

Outside or at Break

If children are attending PE, students will calmly and slowly walk to the designated assembly area and convene with the other students.

During break, outside duty teachers will direct students away from the building. Teachers in the building will ensure that the building has been emptied. All teachers should find their form class or appropriate class outside in their formations and follow normal procedures.

School Lockdown

In a case where there is an unsafe situation on school premises, the school will have a lockdown. In this case, teachers will close doors, windows and any shades or curtains. Students will form a line along the wall containing the classroom door. Students should be in a crouching position. Teachers should remain between the students and the door. An administrator will perform a sweep of each floor to ensure that no students are in open spaces.

All staff and students will remain in the classroom until they hear a notification from administration showing that it is safe and the threat or danger has been eliminated.

Memorial International School of Tirana

