
Student Handbook

2009-10



This Handbook and Agenda belongs to:

Name: _____

Grade: _____

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TASHKENT INTERNATIONAL SCHOOL MISSION STATEMENT

PREAMBLE

Tashkent International School is a not-for-profit foundation established in 1994 by the United Nations Representative, the United States Department of State and twelve ambassadors to provide a globally recognized education in English for the children of diplomatic and international business families in Tashkent. The school is an authorized International Baccalaureate World School accredited by the Council of International Schools and in the United States by the New England Association of Schools and Colleges.

VISION

To be an exemplary international school learning community.

MISSION

Tashkent International School educates internationally minded students to think creatively, reason critically and communicate effectively.

BELIEFS

- ✓ The chief priority of the school is to realize each student's potential for development and understanding.
- ✓ Student development and understanding is the responsibility of all members of the TIS community.
- ✓ The curriculum must accommodate diverse learning styles and provide opportunities for all students to succeed through an active learning process.
- ✓ Students learn best in a safe physical and emotional environment.
- ✓ Community service and experiential learning enrich a well-rounded education.
- ✓ As a community school TIS is inclusive and engages the broader community.
- ✓ Learning is a life-long process.

THE IB LEARNER PROFILE

Communicator - I am a communicator. I talk about my ideas and can express myself by writing and with pictures. I know more than one language. I can express myself in many different ways. I listen well to others.

Risk-Taker - I am a risk taker. I have the courage to try new things. I try to solve problems in a lot of ways and I tell people what I think is right.

Knowledgeable - I am knowledgeable. I can remember what I have found out. I can use this information in my life.

Open-Minded - I know that people are different and may do different things. I know that not everyone will think like me and I try to understand others.

Reflective - I am reflective. I know what I am good at and what I need to improve on. I try to think about these things and make changes when I can.

Principled - I am principled. I am fair, honest and I take care of others. I follow the rules. I know what is right and I act accordingly.

Balanced - I am well-balanced. I take care of my body, mind, and soul. I exercise and I understand that this is important in my life. I participate in many different types of activities.

Inquirer - I am naturally curious and enjoy learning. I am inquisitive about the world. I can conduct research by myself. I love learning and discovering new things.

Thinker - I am thoughtful. I can solve problems and make good decisions. I do this independently.

Caring - I have a caring attitude towards people and the environment. I want the people around me to be happy and I am sensitive to their needs.

TASHKENT INTERNATIONAL SCHOOL STUDENT POLICIES

HIERARCHY OF DISCIPLINARY ACTION

The order below is a guideline for staff and the administration. Serious breaches of the code of conduct will result in more serious consequences.

- Warning
- Student Conference
- Discipline Referral Note
- Detention
- Parent Conference
- Probation
- Suspension
- Expulsion

STUDENTS' GRIEVANCE PROCEDURE

- Student / Teacher conference
- Student/ Secondary Principal / Teacher conference
- Parent/ Teacher/ Student/ Secondary Principal conference

PARENTS' GRIEVANCE PROCEDURE

- Parent/ Student/ Teacher conference
- Parent/ Teacher/ Student/ Secondary Principal conference

DRESS CODE

1. No tight fitting clothing made of see-through material.
2. No undergarments should be visible.
3. Bare midriffs are unacceptable; blouse or top must be long enough in length to be tucked-in should student be requested to do so.
4. Blouses and tops need to be loose fitting, without scooped-necks or gaping arm holes.
5. Shirts or tops must not have offensive or suggestive logos.
6. Dresses, skirts, and shorts are to be knee length; faculty has the final say, and a teacher may have a student removed from class if his or her clothing is considered inappropriate.

7. No hats are to be worn in the building.
8. Students must wear shoes or sandals at all times. No high heels permitted.

PLAGIARISM

The TIS Student Code of Conduct states that “a TIS student is [expected to be] academically honest.” Penalties for violating this expectation range from “detention” to “suspension.” This proposal is meant to augment the Code of Conduct with specific procedures regarding plagiarism.

DEFINITION

Plagiarism is using someone else’s ideas, words, or work but presenting it as one’s own. Legally, even paraphrasing without saying where the ideas came from is plagiarism. Plagiarism also includes translating works from a language other than English and then submitting them in English as one’s own work. Plagiarism combines theft and lying because the plagiarizer steals someone else’s work and claims it as his or her own.

PROCEDURE

If the teacher suspects an assignment has been plagiarized:

- The assignment is given a grade of zero.
- The teacher sends a discipline referral note home to parents.
- The Principal will make a final ruling in the event of a disputed case of suspected plagiarism.
- A repeated offence will result in a Case Conference with the student, the parents, the teacher and the school administration. Further offences may result in suspension and even expulsion.

LATE HOMEWORK

If a student has more than three late assignments in his/her classes, the homeroom teacher will notify the parents. If a student turns in a major assignment or project late, the classroom teacher will notify the parents immediately. Missing or late work will have a negative affect on other scores, such as classroom participation, quizzes, and reflections. Teachers may also have additional consequences for late work, such as detention.

HOMEWORK RATIONALE

Tashkent International School students are expected to be able to work independently and to develop the personal responsibility to become self-motivated learners. It is for this reason that regular homework is allocated to TIS students by their teachers. In addition, homework allows teachers to cover the curriculum in greater depth, to differentiate their instruction and to reinforce the content and skills expected in each subject area. Students are able to practice and apply skills and concepts learned during the academic day, they are able to master additional subject specific vocabulary and to actively review material from each subject.

HOMEWORK GUIDELINES

The following guidelines have been agreed upon by the TIS Faculty in response to the data collected from the students by our Annual Homework Survey. Please remember that the numbers given are an average and some evenings, the homework load could be a little greater and some evenings much less than the figures quoted below. In addition, some students take longer to complete tasks than others. If you feel that your child is spending excess time on homework, please contact the teachers involved to set up a plan for success.

Grade 6	Maximum of 60 minutes
Grade 7	Maximum of 70 minutes
Grade 8	Maximum of 80 minutes
Grade 9	Maximum of 90 minutes

Grade 10	Maximum of 100 minutes
Grade 11	Maximum of 4 to 5 hours of homework per evening*
Grade 12	Maximum of 4 to 5 hours of homework per evening*

Note: For International Baccalaureate courses a student takes in grades 11 and 12, there is a significant amount of work done outside of class for CAS, Extended Essay and internal assessment assignments plus revision for exams.

TESTING

Teachers use a variety of assessment tools and techniques to chart and measure student progress including tests, quizzes, semester examinations, projects and presentations. Students should expect to have no more than two tests per day, unless there is work to be made up due to absence.

LATE ENTRANCE POLICY

Should a student miss ten or fewer days at the beginning of any quarter, any coursework missed must be made up. Should the student miss 11-15 school days at the beginning of any given quarter, the student has the option to make up any coursework missed in order to receive credit for that quarter. Should the student miss more than 15 school days at the beginning of any quarter, no credit will be awarded for that quarter. A semester average may be awarded if the work is made up by the end of the second quarter of attendance.

UNEXCUSED ABSENCES

Regular attendance is important for the student to obtain maximum benefit from the educational program. Whenever a student must be absent, parents are expected to notify the homeroom teacher or School Office of the reason for absence. Absences must be excused by the school in order for the students to be eligible to receive credit for the schoolwork missed. If a student accrues 10 or more absences per semester, the school reserves

the right to review the students' situation and (possibly) recommend retention or loss of enrolment in the school.

TARDIES

Almost all late arrivals are avoidable. Students are expected to be on time to every class. Three late arrivals will count as one absence.

ACADEMICS

The purpose of a school is to provide the opportunity for students to learn and teachers to teach. Any acts which disrupt this process are unacceptable. This includes failure to complete assignments whether in class or for homework. Poor results in the academic subjects will require Study Hall attendance after-school so that additional assistance can be provided to help the student.

HIGH SCHOOL GRADUATION REQUIREMENTS

Requirements for receiving a diploma from Tashkent International School shall be the successful completion of 24 year-long credits including:

English	4 credits
Mathematics	4 credits
Science	4 credits
Social Studies	4 credits
Second Language	4 credits
Specials	4 credits in art, computer, music, physical education, or academic electives in grades 11 and 12.

Satisfactory completion of CAS includes reflective learning in a balance of pre-approved Creativity, Action and Service activities for 3-4 hours each week over two years. Semester credits will be accepted for transfer students.

SECONDARY SCHOOL ACADEMIC PROBATION

The Principal will maintain a list of Students of Concern and Probation. Regular and formal communication between faculty and parents will be the keystone to this process.

- Any student in grades 6-10 who has a score of less than 3 (on a 1 to 7 grading scale) in two courses may be retained at the end of the year.
- Any student in grades 9 or 10 who has not demonstrated improvement and the ability to succeed in the IBDP may not be readmitted to the school unless the secondary faculty and Director recommend readmission.

RE-ADMISSION AFTER THE SENIOR YEAR

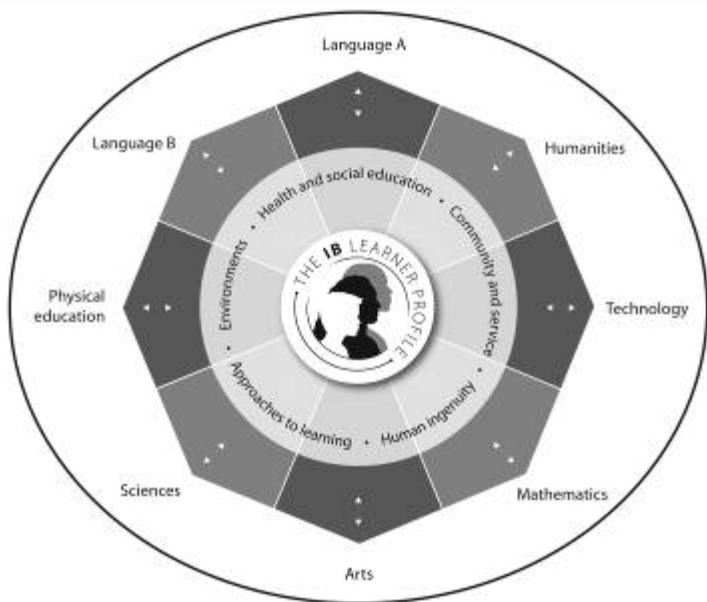
Students who have failed a course or courses as seniors will not be readmitted. Students who have graduated will not be readmitted to TIS.

THE MIDDLE YEARS PROGRAMME (MYP)

Students in grades 6-10 will be part of the International Baccalaureate Middle Years Programme or the MYP as it is most often called. The MYP is designed to help students meet the challenges of adolescence and the changing demands of the 21st Century.

Curriculum: Each year students will have classes in the Arts (music and art), Humanities, Language A (usually English), Language B (Russian or French), Math, PSHE (Physical, Social and Health Education) and the Sciences.

Areas of Interaction (AOI): The curriculum will be taught through the five AOIs, which will help students make connections between topics, across subject areas and to the real world.



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Approaches to Learning (ATL):

How do I learn best? How do I know? How do I communicate my understanding?

Community and Service:

How do we live in relation to each other? How can I contribute to the community? How can I help others?

Human Ingenuity:

Why and how do we create? What are the consequences of our creations?

Environments

Where do we live? What resources do we have or need? What are my responsibilities?

Health and Social Education

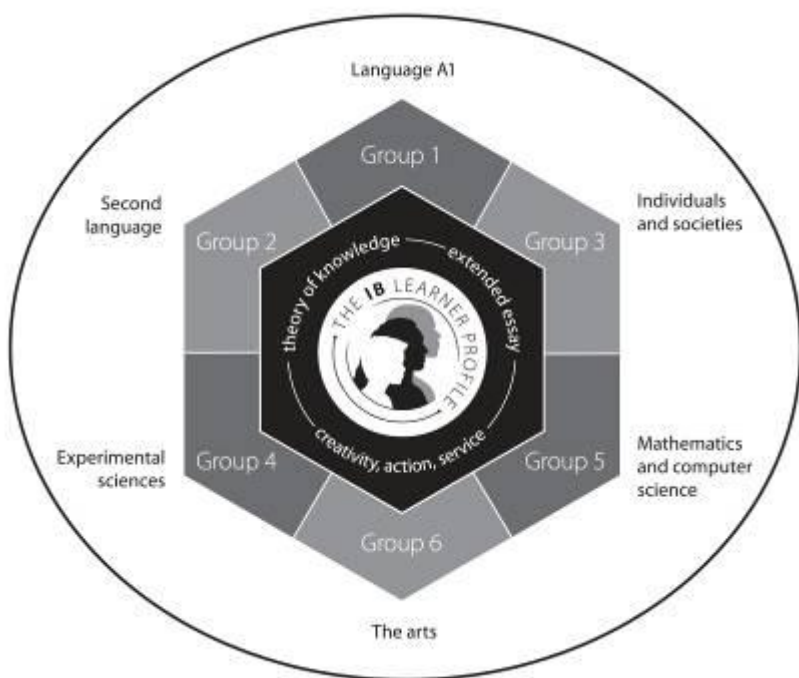
How do I think and act? How am I changing? How can I look after myself and others?

Assessment – The MYP uses criterion- related assessment. Each subject area will have a range of concepts and skills that will be assessed throughout the year. Each reporting period, students will receive an individual score for each criterion and, beginning with the first semester report, those scores will be converted to an overall 1-7 score. The scores are not averaged over time and the reported scores for each grading period will be a measure of what students currently know, understand and can do.

MYP 1-7 Descriptors

Grade	Descriptors
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

THE IB DIPLOMA PROGRAMME



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All classes offered to students in Grades 11-12 meet the standards of the International Baccalaureate Organization (IBO) Diploma Programme. The IB Diploma Programme is a rigorous externally examined programme for students between the ages of sixteen and nineteen who are planning to go to university. IB Diploma students must choose a total of 6 subjects to study over a 2 year period. Additionally students take a Theory of Knowledge class and must reflect on a minimum of 3-4 hours each week in Creative, Active and Service (CAS) activities outside of the classroom.

IB Diploma Candidates study 3-4 subjects at the Higher Level (HL) and the remaining 2-3 subjects at the Standard Level (SL). Subjects chosen for

higher level should be subjects that the students are strongest at and most likely to study in University. In 10th grade, students should be earning grades of at least 5 in the equivalent subjects they wish to take at the Higher Level. For Standard Level subjects, students should be earning grades of at least 4 in their equivalent 10th grade classes or a recommendation from their teachers. Higher Level subjects are designed for 240 hours of class time while Standard Level subjects are designed for 150 hours of class time.

The IB Subject Groups are as follows:

Group 1 Literature: English A1; Russian A1; Korean A1; Language A1-Self Taught

Group 2 Language: English A2; French and Russian

Group 3 Individuals & Societies: History; Economics; Information Technology in a Global Society

Group 4 Experimental Sciences: Biology; Chemistry; Physics

Group 5 Mathematics: Maths HL; Maths SL; Math Studies SL

Group 6 Arts or Elective: Visual Arts; Music or a second subject from Group 1-4

Students must include an English class from either Group 1 or Group 2 in their courses. The Language A1 choice should be the student's first or most studied language because these subjects involve intensive reading and literary analysis courses and teach basic reading and writing skills. Students who select two A1 languages or an A1 together with an A2 language may also qualify for the Bilingual Diploma. A second A1 subject will also be acceptable in place of a Group 2 Language B.

To earn the full IB Diploma students must meet requirements set by the IBO including the following:

- satisfactory completion of TOK and a TOK final grade of at least D
- satisfactory achievement on the 4000 word Extended Essay with a grade of at least D
- satisfactory completion of CAS including demonstrated reflective learning in a balance of pre-approved Creativity, Action and

Service activities totaling at least four hours each week in grades 11-12

- a grade of at least 4 after IB exams in all Higher Level subjects
- a grade of at least 3 after IB exams in all Standard Level subjects
- a total of at least 24 points derived by adding together all the grades from Group 1-6 subjects
- ethical conduct - no plagiarism or malpractice of any sort as defined by the IBO Ethical Guidelines
- submission of all course work for internal and external assessment by the IBO
- satisfactory completion of the collaborative Group 4 Project

More details of these requirements can be obtained from the IB Diploma Programme Coordinator. Many universities give university credit for HL Subjects in which students earn grades of 6-7.

IB Certificates

Students who fail to meet all of the requirements for the IB Diploma will instead receive a certificate from the IBO documents their final grades in all subjects. Satisfactory results on these certificates at either Standard or Higher level will lead to credit toward the completion of a TIS High School Diploma and may be accepted by universities for their admissions requirements.